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Impact of Job Stress, Psychological Well-Being, and Employee Training on Job Performance

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Abstract.

This study aims to examine the effects of job stress, psychological well-being, and employee training on job performance in Myanmar's beverage industry, with a specific focus on Europe & Asia Beverages Co., Ltd. The findings reveal that psychological well-being and employee training significantly and positively influence job performance. Employees with higher psychological well-being exhibit better focus, motivation, and job satisfaction, leading to improved performance. This research highlights the importance of fostering psychological well-being and investing in employee training to enhance job performance. Organizations should prioritize mental health initiatives, such as counselling and mindfulness programs, and implement structured training programs tailored to employees' needs. The study's reliance on self-reported data introduces potential biases, such as social desirability bias. The cross-sectional design limits the ability to establish causal relationships between variables. Furthermore, the sample is restricted to a single organization in Myanmar's beverage industry, which may limit the generalizability of the findings to other industries or cultural contexts.

1. INTRODUCTION

Organizations face growing pressure to improve employee productivity and performance in today's increasingly competitive business environment. Employee job performance is fundamental to an organization's success and long-term sustainability (Makmur et al., 2025). Job performance is a critical topic in organizational behaviour and human resource management. Understanding job performance is essential for organizations seeking to promote firms' productivity and overall business success (Damayanti & Darmawan, 2025). There are multiple factors that impact employees' job performance.

Job stress is a significant barrier to high performance. Excessive workloads, strict deadlines, and lack of resources are the critical factors of pressure that lead to staff burnout and decreased performance (Annisa et al., 2024). Employee job dissatisfaction, a high level of absenteeism, and decreased performance are the consequences of high stress at work (Kumendongl et al., 2025). (Bashir & Ramay, 2010) reported that job stress has negative

impacts on employee job performance. Employee job performance also relates to their well-being at work ((Bashir & Ramay, 2010). Today's organizations are increasingly aware of the critical aspects of employee well-being due to its significant impact on employee performance and organizational success. Employers recognize the vital role of physical and psychological well-being of staff and thus, provide different supporting services such as counselling and peer support (Kumendongl et al., 2025).

Employee performance is essential for organizational success, but it is often influenced by several factors such as job stress, psychological support, and employee training. Job stress, driven by increasing workplace demands, can hinder performance and well-being. Psychological support in the form of counseling and mental health resources is critical in helping employees manage stress to address this. Additionally, employee training programs are key in improving job performance by equipping individuals with the skills needed to adapt and excel in their roles. This chapter reviews the literature on these factors and their impact on employee performance.

Employee job performance is a critical assessment to measure an individual's effectiveness and productivity, such as completing assigned tasks evaluated based on set standards of quality. Organizations can enhance performance outcomes and achieve sustainable growth by fostering a positive work environment, setting clear goals, and supporting employee development. Nyathi and Kekwaletswe (2023) highlight that employee performance gains through electronic human resource management (e-HRM) systems can significantly enhance organizational performance (Nyathi & Kekwaletswe, 2023). Understanding the factors that influence employee performance is critical for organizations aiming to enhance productivity and achieve their goals. Among the numerous variables that can impact performance, compensation and workload are often highlighted as significant determinants. Employee performance is significantly affected by compensation and workload. According to Hendrasti et al. (2022), Job satisfaction mediates the effect of compensation on employee performance, meaning that higher compensation leads to higher job satisfaction, which in turn improves performance. Job satisfaction does not mediate the effect of workload on employee performance.

High levels of job stress negatively affect employee performance, leading to reduced productivity, higher absenteeism, and increased turnover rates. According to Ratnawat and Jha (2014), occupational stressors such as workload, role ambiguity, and job insecurity can lead to psychological and physiological responses that diminish job performance (Ratnawat & Jha, 2014). Job stress is a significant factor that can negatively impact job performance

(Qaralleh et al., 2023). Moreover, psychological well-being plays a crucial role in job performance. The study by Kundi & Aboramadan (2020) found that hedonic and eudaimonic well-being positively affect job performance through the mediating role of affective commitment.

Job stress occurs when an individual faces work pressures and demands that do not align with their skills or knowledge, making it difficult for them to manage the resulting stress (Kaur et al., 2024). Job stress significantly impacts job performance by undermining both the effectiveness and efficiency of employees (Richardson & Rothstein, 2018). When employees experience high levels of stress, it can lead to various negative outcomes, including decreased productivity, impaired decision-making, and lower job satisfaction (Greenberg et al., 2021). Stress can manifest in physical, emotional, and cognitive forms, leading to issues such as burnout, fatigue, and a diminished ability to concentrate (Milner et al., 2020). These effects hinder employees' ability to perform their tasks efficiently, ultimately affecting overall job performance.

Effectively managing job stress is essential to reducing these negative impacts and enhancing employee productivity (James et al., 2024). By introducing stress-reduction techniques and support systems, organizations can assist employees in managing stress, which leads to higher job satisfaction, improved performance, and overall success for the organization (Richardson & Rothstein, 2018).

Psychological well-being is valuable because it helps reduce the negative impacts of stress, which, if left unaddressed, can lead to burnout, absenteeism, and lower performance (Richardson, K. M., & Rothstein, 2018). Psychological well-being is attained by maintaining a balance between life's challenges and rewards. It is closely linked to positive relationships, a sense of purpose, personal growth and the ability to navigate life with confidence and resilience (Kaur et al., 2024). Studies consistently show that providing access to counselling and mental health resources enhances employee resilience and increases overall job satisfaction (Vansteenkiste et al., 2020). According to the Job Demand-Resources (JD-R) model, employee well-being is shaped by job demands and resources: high job demands can lead to burnout. (Tang et al., 2019) found that offering evidence-based mindfulness training programs to promote psychological well-being helps reduce stress and improve employees' mental health. Similarly, Röthlin et al. (2020) discovered that psychological skills training and mindfulness programs have a positive effect on performance-related psychological factors, leading to improve employee well-being and increased productivity (Hammer et al., 2024).

Employee training is essential for businesses to enhance employees' skills, knowledge, and competencies. Employee training can support personal growth and also boost performance. Effective training programs are strategically aligned with the organization's goals, addressing any skill gaps and supporting broader company objectives (Noe, 2020). Training means giving new or current employees the skills that they need to perform their jobs, such as showing new salespeople how to sell your product. Training might involve having the current jobholder explain the job to the new hire or multi-week classroom or internet classes. Training is vital because it equips employees with the necessary skills to perform their roles effectively, thereby contributing to increased productivity and better work outcomes (Salas et al., 2020). Recent research highlights several key aspects of training that positively impact both employee engagement and organizational success.

Job stress is widely recognized as a factor that negatively affects job performance. Aulakh and Singh (2023) reported that employees under high levels of stress often experience reduced focus and decreased efficiency at work. Similarly, Riaz et al. (2016) found that job stress contributes to lower job satisfaction, emotional exhaustion, and overall decline in workplace performance. Fonkeng (2018), as cited in Maalouf and Maalouf (2024), also emphasized that excessive stress can impair employees' ability to perform, despite pressure to meet organizational expectations. In addition, Johnson (2023) highlighted that unaddressed stress stemming from workload imbalance and poor communication results in motivation loss and reduced cognitive functioning. These findings align with the Transactional Theory of Stress and Coping (Lazarus & Folkman, 1984), which explains that stress outcomes depend on an individual's ability to appraise and manage demands through coping strategies. When stressors exceed coping capacity, performance is likely to decline. Therefore, the following hypothesis is formulated:

- **H1:** There is a negative relationship between job stress and job performance.

Psychological well-being is another crucial factor influencing job performance. Research by Kundi et al. (2020) demonstrated that psychological well-being positively affects job performance, with affective commitment mediating this relationship. Employees are more likely to have enhanced psychological well-being when they are happy with their profession. Employees enthuse their tasks and duties and become feels free and light. Organization supports to employees in workplace to feels fulfil their goals and prosperous (Putra et al., 2023). Employees feels a sense of belonging to their job when they receive support, motivation, and guidance (Medina et al., 2024). Additionally, Wright & Cropanzano (2000) found that

employees with higher psychological well-being exhibit better job performance. Consequently, the following hypothesis is proposed:

- **H2:** There is a positive relationship between psychological well-being and job performance.

Employee Training is widely considered a critical component in enhancing job performance. Employee training programs aim to improve employee's skills, knowledge, and competencies to support job performance. Training keeps employee to understand updates and techniques, work standards and procedures to improve quality of work output (Bastian et al., 2024). Effective training programs support employees to gain learned skills and apply in workplace to improve their productivity (Siswanto, 2024). High level of employee performance can be seen at organization invests in training programs compared to those that do not prioritize training (Smith et al., 2022). According to a study by Imran (2013), training programs significantly impact employee performance by improving skills and competencies. Similarly, Kundu & Gahlawat (2016) found a positive correlation between training and job performance. Based on these findings, the following hypothesis is proposed:

- **H3:** There is a positive relationship between employee training and job performance.

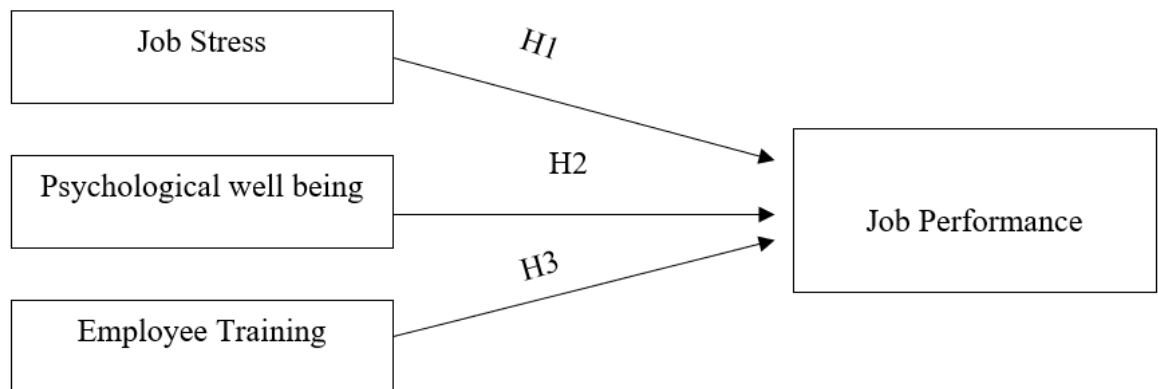


Figure 1. Research Framework

2. METHOD

This study will apply a quantitative approach to examine how job stress, psychological well-being, and employee training impact job performance at Europe & Asia Beverages Co., Ltd. The study utilized a total sample of 150 employees from Europe & Asia Beverages Co., Ltd. in Myanmar. The sample included various roles such as managers, supervisors, and laborers, representing diverse departments within the organization. This diverse

representation aimed to ensure a comprehensive understanding of job performance across multiple job levels.

Quantitative research approach is appropriate for testing ideas and identifying statistical links between variables. This research targets the primary data collected from employees of Europe & Asia Beverages company using questionnaire. The questionnaire will develop as the scale questionnaire which consists of job stress, psychological well-being, employee training, and performance. The measurement instruments for each research variable in this study were adapted from well-established and validated sources in the academic literature. Job stress was measured using a six-item scale originally developed by Crank et al. (1995) and later refined by Lambert and Griffin (2007), addressing dimensions such as tension at work, workplace pressure, and workload. Psychological well-being was assessed using an 18-item instrument based on Ryff's multidimensional model, as adapted by Putri et al. (2023) and supported by SPARQtools.org (2024), which includes dimensions such as self-acceptance, emotional balance, autonomy, and personal growth. Employee training was measured through a 12-item scale adapted from Schmidt (2004), covering organizational support, employee attitudes toward learning, and training satisfaction. Job performance was assessed using Koopmans et al.'s (2014) 18-item Individual Work Performance Questionnaire (IWPQ), which evaluates task performance, contextual performance, and counterproductive work behavior. These instruments have been widely applied in recent studies across diverse organizational and cultural contexts, affirming their reliability, validity, and continued relevance.

Questionnaire approach ensures the reliability and validity of the research findings by using proven tools to gather quantitative data and identify patterns and correlations. This study employed the SmartPLS 3.0 software to perform Partial Least Squares Structural Equation Modeling (PLS-SEM). Descriptive statistics were used to summarize the demographic profiles of participants. Reliability and validity of the constructs were assessed using Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE). Structural model analysis was then conducted to test hypotheses and evaluate the relationships between job stress, psychological well-being, employee training, and job performance.

RESEARCH FINDINGS

Table 1.
Profile of Respondents

No.	Criteria	Characteristics	Frequency
1	Gender	Female	55
		Male	95
2	Age	18-25 years	34
		26-35 years	81
		36-45 years	26
		46-55 years	8
		Above 55 years	1
3	Marital status	Single	79
		Married	71
4	Working position	Manager	2
		Ass. Manager	1
		Executive	7
		Supervisor	22
		Ass. Supervisor	18
		Lab	9
		Operator	40
		Worker	51

No.	Criteria	Characteristics	Frequency
5	Working Department	PPIC	2
		Account	4
		M & E	6
		HR	1
		Store	3
		Logistic	2
		Production	118
		Q.C	13
		Admin	1
6	Working experience	1-5 years	70
		6-10 years	63
		11-15 years	11
		Above 15 years	6

The demographic data of the respondents shows a total of 150 participants. In terms of gender, the group consisted of 95 males and 55 females. The majority of respondents were within the 26 to 35 age range, followed by those aged 18 to 25. Smaller groups of respondents fell into the 36 to 45, 46 to 55, and above 55 age categories. Regarding marital status, most of the respondents were single, while the remainder were married. In terms of job positions, the largest number of respondents worked as workers and operators. Other positions included supervisors, assistant supervisors, lab staff, executives, managers, and assistant managers. Most of the participants were from the production department, with a smaller number from departments such as quality control, mechanical and electrical, accounts, store, logistics, human resources, and administration. As for working experience, a significant portion of respondents had between one to five years of experience, followed by those with six to ten years. Fewer participants had eleven to fifteen years of experience, and only a small number had more than fifteen years of service.

Table 2.
Research Dimensions

Variable	Source	Dimensions	Item No	Scale
Job Stress	Likert 1-5 (Crank et al., 1995) (Lambert, E. G., Hogan, N. L., & Griffin, 2007)	Tension at Work Workplace Pressure Workload	6 Items	Likert 1-5
Psychological Well being	(SPARQtools.org, 2024) (Putri et al., 2023)	Self-Acceptance Emotional Balance Personal Growth Positive Relations with Others Environmental Mastery Autonomy	18 items	Likert 1-5
Training	(Schmidt, 2004) (Latif, 2012)	Organizational Support for Training Employee Attitude Toward Learning (Self-Directed Learning) Training Effectiveness & Satisfaction	12 items	Likert 1-5
Employee Job Performance	(Koopmans et al., 2014)	Task Performance (TP) Contextual Performance (CP) Counterproductive Work Behaviour (CWB)	18 items	Likert 1-5

Measurement

Table 3.

The Average Variance Extracted (AVE) score

Variable	AVE	Conclusion
Job Stress	0.624	Valid
Psychological Well-being	0.653	Valid
Employee training	0.633	Valid
Employee Performance	0.639	Valid

Based on the data in the table, it can be concluded that every variable used in this research gets an AVE score above the expected score of > 0.5 . Hence, this model can be utilized to analyze and measure the model test further.

Discriminant Validity

Table 4.

Cross-loading score

	JS	PW	ET	EP
JS 1	0.854	0.846	0.800	0.837
JS 2	0.779	0.612	0.526	0.562
JS 3	0.741	0.573	0.509	0.545
JS 5	0.828	0.781	0.621	0.642
JS 6	0.741	0.774	0.587	0.604
PW1	0.680	0.780	0.576	0.588
PW2	0.700	0.834	0.608	0.624
PW3	0.688	0.840	0.697	0.713
PW4	0.693	0.767	0.556	0.579
PW5	0.638	0.786	0.671	0.684
PW6	0.726	0.835	0.687	0.689
PW7	0.844	0.846	0.796	0.833
PW9	0.833	0.840	0.807	0.838
PW13	0.825	0.824	0.770	0.808
PW14	0.594	0.748	0.775	0.802

PW15	0.840	0.841	0.803	0.836
PW17	0.827	0.783	0.628	0.651
PW18	0.726	0.771	0.590	0.601
ET1	0.854	0.845	0.801	0.836
ET4	0.578	0.739	0.776	0.798
ET5	0.807	0.825	0.815	0.836
ET7	0.447	0.527	0.804	0.732
ET8	0.576	0.732	0.773	0.793
ET9	0.824	0.811	0.790	0.814
ET10	0.444	0.527	0.806	0.734
ET11	0.564	0.603	0.790	0.778
ET12	0.475	0.542	0.805	0.743
TP1	0.611	0.731	0.739	0.779
TP2	0.819	0.829	0.809	0.840
TP5	0.586	0.602	0.779	0.778
CP1	0.845	0.847	0.805	0.845
CP3	0.486	0.546	0.798	0.740
CP4	0.580	0.612	0.788	0.783
CP6	0.588	0.739	0.777	0.802
CP7	0.823	0.830	0.812	0.840
CWB1	0.578	0.739	0.776	0.798
CWB2	0.839	0.839	0.813	0.845
CWB5	0.446	0.520	0.799	0.734

Discriminant validity checks how different a construct is from other constructs in a model (Hair et al., 2022). It ensures that a construct is uniquely identified by its indicators. This means the indicators should relate more strongly to their own construct than others in the model. In this research, discriminant validity is tested using the Cross-Loading, Fornell-Larcker criterion, and the Heterotrait-Monotrait Ratio (HTMT). Based on the table, the items have higher correlations to explain their dimensions than to others and prove the validity of their construct. Furthermore, the Fornell-Larcker criterion was assessed with the following score:

Table 5.

The Fornell-Larcker criterion score

Variables	EP	ET	JS	PW	Conclusion
Employee performance (EP)	0.800				Valid
Employee Training (ET)	0.989	0.796			Valid
Job stress (JS)	0.824	0.787	0.790		Valid
Psychological well-being (PW)	0.895	0.867	0.920	0.808	Valid

It shows that the squared loading score within the construct is higher than its most significant correlation with any other construct, as expected. This proves that the construct has more shared variance with its indicators than others. Moreover, the Heterotrait-Monotrait Ratio (HTMT) was tested, which is expected to be less than 0.9. The results of the HTMT test are revealed in the following table:

Table 6.

The Heterotrait-Monotrait Ratio (HTMT) score

	Employee Performance	Employee Training	Job Stress	Conclusion
Employee Performance				
Employee Training	1.055			Valid
Job Stress	0.897	0.858		Valid
Psychological Well-being	0.923	0.898	1.004	Valid

This table presents the Heterotrait-Monotrait Ratio (HTMT) scores, which assess discriminant validity in structural equation modeling. HTMT values below 0.85 or 0.90 usually mean that the concepts are clearly separate. If a score goes over 1.00, it could mean two concepts are too similar. The HTMT score between Employee Training and Employee Performance is 1.055, which is higher than the acceptable limit. For Job Stress, the HTMT scores are 0.897 with Employee Performance and 0.858 with Employee

- Reliability Test

After conducting an indicator reliability test using outer loading or convergent validity, the next step is to evaluate the internal consistency reliability (Hair et al., 2022). This

reliability was measured by Cronbach's alpha (α) and composite reliability (ρ_c), based on observed indicators intercorrelations. The following table shows the internal consistency reliability of the construct:

Table 8.
The internal consistency reliability

Variables	Cronbach's alpha	Composite reliability (ρ_a)	Composite reliability (ρ_c)	Conclusion
Job stress	0.849	0.871	0.892	Reliable
Psychological well-being	0.956	0.960	0.961	Reliable
Employee training	0.928	0.928	0.940	Reliable
Employee Performance	0.943	0.944	0.951	Reliable

According to the table, the internal consistency reliability indicator score falls above 0.7. It means that all variables have good reliability to measure the constructs, and we can continue with the structural model assessments.

Structural Model Test

After confirming the validity and reliability of the measurement model in the previous stage, the structural model is then analyzed by utilizing Coefficients of Determination (R^2) and Path Coefficients.

- Coefficient of Determination (R^2)

Table 9.
 R^2 (coefficient of determination) score

	R-square	R-square adjusted
Employee Performance	0.984	0.984

According to the data, the R^2 of Employee Performance is 0.984. This describes that 98.4% of the variability in the Employee Performance variable can be well explained by the

associated exogenous variables such as Job Stress, Psychological Well-being, and Employee Training. However, the remaining 1.6% depends on unobserved variables in this study.

Predictive Validity Assessment Using Q^2 Predict

Q^2 predict is a key metric for evaluating the out-of-sample predictive relevance of a structural model. Unlike traditional measures such as R^2 , which assess explanatory power within the sample, Q^2 predict determines the model's ability to generate accurate predictions for unseen data, thereby reinforcing the robustness of reliability and validity assessments (Hair et al., 2017). The score of Q^2 predict typically ranges from 0 to 1, with higher values indicating stronger predictive relevance.

The table below presents the Q^2 predict score for this research model:

Table 10.

Q^2 Predict Score

	Q^2	RMSE	MAE
Employee Performance	0.9832	0.1313	0.0877

Table 11.

The final result of path coefficients

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics	P values	Hypothesis conclusion
Job stress -> Employee Performance	0.068	0.065	0.037	1.837	0.066	Not Support
Employee training -> Employee Performance	0.861	0.860	0.022	39.787	0.000	Supported
Psychological well-being -> Employee Performance	0.086	0.089	0.036	2.400	0.016	Supported

3. RESULTS AND DISCUSSION

Job stress does not significantly influence employee performance. The findings indicate that while employees at Europe & Asia Beverages Co., Ltd. experience stressors such as workload pressure and tight deadlines, these factors do not directly hinder their productivity. This result contrasts with studies by Ratnawat & Jha (2014), which highlight the negative impact of job stress on performance, including reduced motivation and increased absenteeism. However, it aligns with the Transactional Theory of Stress and Coping (Lazarus & Folkman, 1984), which suggests that individual coping mechanisms and organizational support can mitigate the adverse effects of stress. Employees may have developed effective strategies, such as time management and seeking support, to buffer the impact of stress on their performance. Based on the findings, it can be concluded that H1 is not supported.

Psychological well-being has a positive and significant influence on employee performance. Employees with higher levels of mental well-being exhibit better focus, motivation, and job satisfaction, leading to improved productivity. This finding is consistent with studies by Kundi et al. (2020) and Vansteenkiste et al. (2020), which emphasize the role of psychological well-being in enhancing workplace engagement and performance. The Job Demands-Resources (JDR) model supports this result, highlighting that access to resources such as counseling and mental health programs can improve employee resilience and productivity. The descriptive analysis further reinforces this relationship, with employees who maintain self-driven motivation and a strong sense of purpose performing better. For example, the highest-rated item, "I judge myself by what I think is important, not by the values of what others think is important," reflects the importance of autonomy and self-confidence in driving performance. Based on the findings, it can be concluded that H2 is supported.

Employee training significantly enhances job performance. Structured and continuous training programs improve employees' skills, efficiency, and adaptability, enabling them to meet organizational objectives effectively. This finding aligns with prior research by Noe (2020) and Salas et al. (2020), which highlight the critical role of training in bridging skill gaps and fostering workplace innovation. The highest-rated training item, "I am proactive in seeking ways to improve what I do," underscores the importance of self-directed learning and professional growth in enhancing performance. Additionally, training helps employees manage workload and stress more effectively, as noted by Khadka & Khadka (2023), who argue that training equips employees with problem-solving and time-management skills, reducing the likelihood of burnout. Based on the findings, it can be concluded that H3 is supported.

The interplay between job stress, psychological well-being, and training highlights the need for a holistic approach to workforce management. While job stress does not directly impact performance, its potential long-term effects should not be overlooked. Psychological well-being and training act as buffers, enabling employees to manage stress and maintain high levels of productivity. These findings suggest that organizations should integrate stress management, mental health support, and training programs into their human resource strategies to optimize employee performance and sustain workplace efficiency.

4. CONCLUSION AND IMPLICATIONS

This study examines the impact of job stress, psychological well-being, and employee training on job performance at Europe & Asia Beverages Co., Ltd. in Myanmar. The findings highlight the importance of fostering a supportive work environment and implementing effective training programs to enhance employee productivity. While job stress does not significantly influence performance, psychological well-being and employee training emerge as critical factors in driving workplace efficiency and satisfaction. Organizations should prioritize mental health initiatives, such as counseling services and mindfulness programs, to improve employee resilience and engagement. Additionally, structured and continuous training programs tailored to employees' needs can bridge skill gaps, foster innovation, and enhance adaptability.

The research underscores the need for a holistic approach to workforce management, integrating stress management, psychological well-being, and training initiatives. By addressing these factors collectively, organizations can create a more productive and supportive work environment. For instance, providing employees with access to mental health resources and opportunities for professional growth can mitigate the potential long-term effects of job stress and sustain high levels of performance.

Although this study provides valuable insights into the factors influencing job performance, it has several limitations. The research relies on self-reported data, which may be subject to biases such as social desirability bias. Additionally, the sample is limited to employees from a single company in Myanmar's beverage industry, reducing the generalizability of the findings to other industries or regions. The study also employs a cross-sectional design, which limits the ability to establish causal relationships between the variables.

To address these limitations, future research should expand the sample size to include employees from diverse industries and geographic locations. Employing longitudinal designs

can provide a deeper understanding of how job stress, psychological well-being, and training interact over time to influence performance. Furthermore, incorporating qualitative methods, such as interviews or focus groups, can offer richer insights into employees' experiences and motivations. Exploring the effectiveness of tailored mental health programs and training initiatives can help organizations develop more inclusive and impactful strategies for enhancing employee performance and well-being.

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