

Stress Management Education to Support Psychological Well-Being among Educational Support Staff

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Abstract

Educational support staff play an essential role in maintaining academic and administrative services; however, high workloads, overlapping responsibilities, organizational change, and limited psychological support may contribute to occupational stress. This community service program aimed to strengthen educational support staff's knowledge and practical understanding of occupational stress, psychological well-being, and stress-management strategies. A single-group pretest-posttest evaluation was conducted among 16 staff members at Campus B, Universitas Sunan Gresik, Gresik, Indonesia, on 22 June 2026. The intervention combined interactive psychoeducation, participatory discussion, self-reflection, stress-management simulation, and practical use of a Weekly Planner and Workload Control Sheet. Data were collected through attendance records, direct observation, participant feedback, program documentation, and pretest-posttest knowledge assessments and were analyzed descriptively using category distributions and mean scores. The mean knowledge score increased from 39.5 to 72.0, representing a 32.5-point gain. At pretest, 31.25% of participants were classified as having low knowledge, 31.25% as moderate, and 37.50% as high. At posttest, 93.75% reached the very high category, while 6.25% were classified as high. These findings indicate substantial immediate improvement in measured knowledge. However, the single-group design, small sample size, absence of inferential testing, undocumented instrument validity and reliability, and lack of longer-term follow-up limit causal interpretation and conclusions regarding sustainability. Structured psychoeducation combined with reflection and workload-management tools may offer a feasible capacity-building approach; nevertheless, sustained workplace well-being and service quality also require organizational action addressing workload, communication, and psychosocial risks.

Keywords: occupational stress; psychoeducation; workplace well-being; workload management; educational support staff

Abstrak

Tenaga kependidikan berperan penting dalam keberlanjutan layanan akademik dan administrasi, tetapi beban kerja tinggi, tanggung jawab yang tumpang tindih, perubahan organisasi, dan keterbatasan dukungan psikologis dapat meningkatkan stres kerja. Program pengabdian kepada masyarakat ini bertujuan memperkuat pengetahuan dan pemahaman praktis mengenai stres kerja, kesejahteraan psikologis, dan strategi pengelolaan stres pada tenaga kependidikan. Evaluasi menggunakan desain satu kelompok pretest-posttest dengan 16 tenaga kependidikan Kampus B Universitas Sunan Gresik, Gresik, Indonesia, pada 22 Juni 2026. Intervensi memadukan psikoedukasi interaktif, diskusi partisipatif, refleksi diri, simulasi

pengelolaan stres, serta praktik menggunakan Weekly Planner dan Workload Control Sheet. Data dikumpulkan melalui daftar hadir, observasi, umpan balik peserta, dokumentasi, dan penilaian pengetahuan pretest-posttest, kemudian dianalisis secara deskriptif berdasarkan kategori dan nilai rata-rata. Nilai rata-rata meningkat dari 39,5 sebelum intervensi menjadi 72,0 setelah intervensi, atau bertambah 32,5 poin. Pada pretest, 31,25% peserta berada pada kategori pengetahuan rendah, 31,25% kategori sedang, dan 37,50% kategori tinggi. Pada posttest, 93,75% mencapai kategori sangat tinggi dan 6,25% berada pada kategori tinggi. Hasil tersebut menunjukkan peningkatan segera pada pengetahuan yang diukur setelah program. Namun, desain satu kelompok, jumlah peserta yang kecil, tidak adanya uji inferensial, validitas dan reliabilitas instrumen yang belum terdokumentasi, serta tidak adanya tindak lanjut jangka panjang membatasi kesimpulan kausal dan keberlanjutan. Psikoedukasi terstruktur yang dipadukan dengan refleksi dan alat pengelolaan beban kerja dapat menjadi pendekatan promotif dan preventif yang layak, sedangkan perbaikan organisasi terkait beban kerja, komunikasi, dan risiko psikososial tetap diperlukan untuk mendukung kesejahteraan kerja secara berkelanjutan dan kualitas layanan.

Kata kunci: stres kerja; psikoedukasi; kesejahteraan kerja; pengelolaan beban kerja; tenaga kependidikan

INTRODUCTION

Educational support staff are central to the continuity of higher-education services because they support academic administration, finance, library operations, student services, security, and other essential institutional functions. These roles often involve time pressure, multiple responsibilities, interpersonal demands, system changes, and limited control over work processes. The International Labour Organization identifies excessive workload, low job control, role ambiguity, poor communication, and insufficient support as psychosocial hazards that may contribute to work-related stress (International Labour Organization, 2022). Similarly, the World Health Organization recognizes working conditions, workload, organizational culture, and limited support as important determinants of mental health at work (World Health Organization, 2022a, 2024).

Occupational stress is particularly relevant in higher education because administrative and support personnel are expected to maintain service quality while adapting to institutional change. Recent studies involving educational and university personnel have linked workload, organizational demands, and the work environment to stress, psychological distress, burnout, job satisfaction, and performance (Rahmandani et al., 2021; Manik et al., 2023; Kama et al., 2024; Hakim et al., 2024; Rejoice & Regi S, 2025). A recent qualitative study of administrative staff in public universities likewise identified workload, role demands, institutional pressures, and organizational factors as prominent sources of occupational stress and burnout (Saeed et al., 2024).

Evidence from workplace mental-health interventions suggests that educational and psychosocial strategies can improve knowledge, stress-management capacity, and selected mental-health outcomes, although the magnitude and certainty of these effects vary. An umbrella review of meta-analyses found that workplace psychosocial interventions, including stress management and psychoeducation, may produce beneficial effects across several mental-health and well-being outcomes (Miguel et al., 2023). Similarly, a systematic review of

psychosocial interventions for work-related stress reported benefits from cognitive-behavioral, mindfulness, exercise, technology-based, and stress-management approaches, while also noting substantial heterogeneity in intervention quality and study design (Restrepo & Lemos, 2021).

Higher-education settings warrant particular attention because interventions must be compatible with the practical demands of academic and administrative work. Ohadomere and Ogamba (2021) emphasized the importance of management involvement, routine mental-health assessment, effective communication, and accessible support within higher education. More recent systematic evidence indicates that brief, structured, theoretically grounded, and institutionally supported workplace interventions may improve well-being and coping among university staff; however, sustainable implementation depends on leadership support, workload accommodation, flexible delivery, and appropriate follow-up mechanisms (Hossain et al., 2025). Implementation research further suggests that workplace mental-health programs may be undermined when managers do not prioritize them or when workload and staffing constraints limit participation (Gray et al., 2022).

The needs assessment conducted at Campus B, Universitas Sunan Gresik, identified several context-specific concerns, including high and uneven workloads, multiple roles extending beyond formal job descriptions, additional assignments, incomplete digital administrative systems, limited structured stress-management training, coordination difficulties, unclear task guidance, and limited workplace mental-health literacy. Program documentation also identified psychological burdens among some staff, including work-related stress, mental fatigue, anxiety, reduced motivation, and burnout-like symptoms. These findings supported the use of an intervention that combined psychological education with practical workload-management tools rather than relying solely on a lecture-based format.

The present program integrated psychoeducation on occupational stress with participatory discussion, self-reflection, stress-management simulation, and practical use of the Weekly Planner and Workload Control Sheet. This approach is consistent with current recommendations indicating that worker training can strengthen mental-health literacy and stress-management skills, while organizational interventions should simultaneously address psychosocial hazards within the work environment (World Health Organization, 2022a; World Health Organization & International Labour Organization, 2022b). The program was designed as an initial capacity-building intervention rather than a substitute for institutional action related to workload distribution, communication, role clarity, and support systems. Its objective was to improve educational support staff's knowledge and practical understanding of occupational stress and stress-management strategies. The primary measurable outcome was the change in knowledge scores from pretest to posttest among the 16 participating staff members.

METHODS

This community service program employed a single-group pretest-posttest evaluation design. Sixteen educational support staff completed a baseline knowledge assessment, participated in the stress-management education program, and subsequently completed a

posttest. No control or comparison group was included. Accordingly, the analysis describes within-group change and does not estimate a controlled causal effect.

The program was conducted on 22 June 2026 in the Smart Classroom at Campus B, Universitas Sunan Gresik, Gresik, East Java, Indonesia.

The partner institution was Universitas Sunan Gresik, and the direct beneficiaries were 16 educational support staff members at Campus B. Participants represented academic administration, study-program administration, finance, library services, security, and other support functions. Data on age, sex, educational attainment, length of employment, and other demographic characteristics were not available for analysis and therefore are not reported.

Preparation included coordination with institutional leaders, a partner needs assessment, development of educational materials, and preparation of evaluation instruments. Following the pretest, the intervention addressed occupational stress, workplace stressors, psychological consequences, emotional regulation, adaptive coping, time management, and task prioritization. Participatory activities included group discussion, self-reflection, stress-management simulation, and practical application of the Weekly Planner and Workload Control Sheet. The session concluded with the posttest and recommendations for continued application of stress-management and workload-planning strategies.

The primary outcome was knowledge of occupational stress and stress-management strategies, operationalized through pretest and posttest assessment scores. Program outcomes were summarized using the change in mean score and the distribution of participants across the low, moderate, high, and very high knowledge categories. No a priori numerical threshold for program success was specified.

Data sources included attendance records, direct observation, participant feedback, program documentation, and a pretest-posttest knowledge assessment. The assessment covered occupational stress, psychological well-being, and stress-management strategies; however, information on the number of items, item-development process, scoring rubric, validity evidence, and reliability coefficient was not documented. The Weekly Planner and Workload Control Sheet were used as practical intervention tools rather than validated outcome measures.

Participant and outcome data were analyzed descriptively. Knowledge-category distributions were summarized using frequencies and percentages, while mean pretest and posttest scores were compared using the absolute difference. The mean score increased from 39.5 to 72.0, corresponding to a 32.5-point increase. Participant-level paired scores, inferential test results, effect sizes, confidence intervals, and information on statistical software were unavailable; therefore, inferential analyses were not conducted retrospectively.

A formal ethics-committee approval number and a detailed written informed-consent procedure were not documented in the program records available for this report. The activity was conducted as an institutional community-service and staff-development program. No participant photographs are included in this manuscript, and participant privacy should be maintained in all program records and subsequent reporting.

Sustainability requires both continued individual practice and organizational support. Unit leaders may integrate the Weekly Planner and Workload Control Sheet into routine workload reviews, while the human resources unit can schedule periodic mental-health literacy and stress-management sessions. Individual capacity building should be complemented by organizational measures to manage workload, clarify roles, strengthen communication, and improve access to workplace support.

RESULTS

All 16 educational support staff completed the program and both the pretest and posttest assessments. Additional sociodemographic data were not available; therefore, Table 1 reports only the participant characteristics documented for the program.

Table 1. Partner and participant characteristics

Characteristic	Category	n	%
Participant type	Educational support staff	16	100.00
Work setting	Campus B, Universitas Sunan Gresik	16	100.00
Evaluation completion	Pretest and posttest completed	16	100.00

Before the intervention, 5 participants (31.25%) were classified as having low knowledge, 5 (31.25%) as moderate, and 6 (37.50%) as high; none were classified in the very high category. After the intervention, no participants remained in the low or moderate categories. One participant (6.25%) was classified as having high knowledge, while 15 (93.75%) reached the very high category.

Table 2. Pretest-posttest knowledge distribution

Knowledge level	Pretest n	Pretest %	Posttest n	Posttest %
Low	5	31.25	0	0.00
Moderate	5	31.25	0	0.00
High	6	37.50	1	6.25
Very high	0	0.00	15	93.75
Total	16	100.00	16	100.00

The mean knowledge score increased from 39.5 at pretest to 72.0 at posttest, representing an absolute gain of 32.5 points. This change was accompanied by a clear shift from low-to-high knowledge categories at baseline to predominantly very high knowledge after the intervention. Because participant-level paired scores and inferential statistics were unavailable, these findings are presented as descriptive program outcomes rather than statistically tested causal effects.

DISCUSSION

The principal documented outcome was a 32.5-point increase in the mean knowledge score, accompanied by a marked shift in the distribution of knowledge categories. Before the

intervention, 62.50% of participants were classified in the low or moderate categories. After the intervention, no participants remained in these categories, and 93.75% were classified as having very high knowledge. These findings indicate that the program achieved its immediate educational objective of strengthening participants' knowledge of occupational stress and its management. Nevertheless, the observed change should be interpreted within the methodological constraints of a single-group pretest-posttest design.

The direction of the observed change is consistent with broader evidence on workplace psychosocial interventions. In an umbrella review developed to inform WHO workplace mental-health guidance, Miguel et al. (2023) reported that psychosocial interventions, including stress management, psychoeducation, problem solving, and related approaches, may improve selected mental-health and well-being outcomes, although the certainty of evidence varies. Restrepo and Lemos (2021) likewise reported beneficial findings across several types of interventions for work-related stress. The present program adds a context-specific example involving educational support staff rather than clinical or industrial workers.

The psychoeducational component was complemented by participatory activities rather than being delivered solely as didactic information. Participants discussed workplace stressors, reflected on their own experiences, and practiced strategies for coping and task prioritization. This approach is relevant because implementation studies indicate that workplace mental-health interventions are more acceptable and sustainable when they are responsive to actual working conditions, delivered flexibly, and supported by managers (Gray et al., 2022; Waddell et al., 2023). Accordingly, the intervention sought to connect conceptual knowledge with the day-to-day demands experienced by staff.

The Weekly Planner and Workload Control Sheet served as practical links between psychological education and workload organization. Their inclusion was informed by the partner needs assessment, which identified overlapping tasks, additional assignments, coordination problems, and limitations in administrative systems. These tools may help staff identify priorities and organize competing responsibilities; however, the present evaluation did not assess their continued use, adherence, perceived workload, or effects on work performance. Their contribution should therefore be interpreted as part of the intervention design rather than as a demonstrated behavioral outcome.

The findings should also be considered in relation to the organizational determinants of work-related stress. WHO and ILO guidance emphasizes that worker training alone is insufficient when psychosocial hazards are embedded in job design, workload, role clarity, communication, or organizational culture (World Health Organization, 2022a; World Health Organization & International Labour Organization, 2022b; International Labour Organization, 2022). Recent reviews similarly support multilevel approaches that combine individual-level support with organizational action (Ohadomere & Ogamba, 2021; Greiner et al., 2022; Waddell et al., 2023). In the present setting, institutional improvements in workload distribution, task clarification, communication pathways, and supervisory support remain important complements to individual stress-management skills.

This distinction is particularly important in a higher-education setting with evolving administrative systems and organizational demands. The needs assessment identified multiple roles, limitations in administrative systems, and coordination challenges that cannot be addressed through individual coping strategies alone. Recent evidence among university administrative staff has highlighted workload, institutional pressure, role demands, and organizational conditions as contributors to occupational stress and burnout (Saeed et al., 2024). Indonesian studies have also reported psychological distress and work-related stress among educational or university staff (Rahmandani et al., 2021; Manik et al., 2023; Kama et al., 2024; Wahyono et al., 2025). The intervention should therefore be viewed as one component of a broader institutional strategy for promoting workplace well-being.

Several limitations should be considered when interpreting the findings. First, only 16 staff members participated, which limits the generalizability of the results. Second, the single-group design cannot rule out testing effects, regression to the mean, or other factors that may have influenced the observed change between measurements. Third, participant-level paired scores, inferential analyses, effect sizes, confidence intervals, and psychometric evidence for the knowledge instrument were not available. Fourth, the posttest was administered immediately after the intervention, so longer-term knowledge retention remains unknown. Fifth, the evaluation did not measure perceived stress, burnout, psychological well-being, absenteeism, job performance, or continued use of the workload-management tools.

These limitations are important because an improvement in knowledge does not necessarily indicate a reduction in occupational stress or an improvement in psychological well-being. Recent reviews of workplace interventions distinguish mental-health literacy outcomes from symptom, well-being, and work-performance outcomes and recommend using measures that align with the intended mechanism of change (Tóth et al., 2023; Waddell et al., 2023). Accordingly, the present findings support an immediate gain in knowledge but should not be interpreted as evidence that the intervention reduced stress, prevented burnout, or improved job performance.

Future implementation should adopt a more rigorous evaluation design. At a minimum, individual paired data should be retained, the development and psychometric properties of the assessment instrument should be documented, and knowledge should be reassessed after several weeks or months. Where feasible, a delayed-intervention or non-equivalent comparison group could strengthen causal interpretation. Outcome measurement should extend beyond knowledge to include perceived stress, burnout, psychological well-being, workload organization, help-seeking behavior, and continued use of the planner and workload-control tools. The human resources unit should also document organizational actions taken in response to recurring workload and communication concerns.

Despite these limitations, the program offers a feasible community-service model for a higher-education workplace. It combines mental-health literacy, self-reflection, practical workload-management tools, and organizational recommendations within a single staff-development activity. This approach is consistent with contemporary guidance emphasizing both individual capacity and organizational responsibility for psychosocial risk management.

Its principal value lies in providing an initial platform for more systematic mental-health promotion and organizational improvement rather than implying that a brief educational session alone can resolve occupational stress.

CONCLUSION

The stress-management education program was followed by a substantial immediate improvement in measured knowledge among 16 educational support staff at Campus B, Universitas Sunan Gresik. The mean score increased from 39.5 to 72.0, representing a 32.5-point gain, and 93.75% of participants reached the very high knowledge category after the intervention. Interactive psychoeducation, self-reflection, discussion, simulation, and workload-management tools provided a practical capacity-building format. However, the small sample size, single-group design, absence of inferential testing and instrument-validation data, and lack of long-term follow-up limit causal interpretation and do not demonstrate reductions in occupational stress or improvements in psychological well-being. The program should therefore be regarded as an initial promotive and preventive intervention that may support a broader institutional strategy combining staff education with organizational action on workload, communication, role clarity, and psychosocial support.

RECOMMENDATIONS

Within the next 3-6 months, the university's human resources unit should conduct follow-up stress-management and mental-health literacy sessions and assess knowledge retention, perceived stress, and continued use of the Weekly Planner and Workload Control Sheet. Unit leaders should routinely review workload distribution, overlapping assignments, and role clarity. A structured communication channel should also be established to enable staff to report workload-related concerns and support needs. Future evaluations should retain individual paired data, document instrument validity and reliability, apply appropriate statistical analyses, and, where feasible, include a delayed-intervention or comparison group.

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