

Mission Ready Mind Program: Enhancing Stress Management and Emotional Well-Being in Uniformed Organizations

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ABSTRACT

This consultation program was implemented to increase the level of resilience, emotional well-being and work-life balance among uniformed bodies, especially the Royal Malaysian Air Force. This program involved 30 participants from various units in the Royal Malaysian Air Force (RMAF). Through a psychoeducational approach that included talks, interactive activities, and sharing sessions, this program was able to evaluate the effectiveness of the program using a questionnaire. The questionnaire included pre-tests and post-tests to change the level of knowledge, awareness and confidence of the participants. The study findings showed an increase in mean scores for all aspects after the program was carried out. For the resilience aspect, participants showed an increase in stress management, emotional control and confidence in facing work challenges. In terms of well-being in the workplace, participants better understood the importance of mental well-being, emotional management and social support. In addition, the work-life balance aspect also showed an increase in awareness of the importance of time management, rest and balance between work demands and personal life. Overall, this program successfully increased the participants' knowledge, awareness and confidence in psychological well-being and showed the potential to be used as a model for psychoeducational interventions in organizations, especially in uniformed bodies.

Keywords: Resilience, work-life balance, emotional well-being, uniformed body, Royal Malaysian Air Force.

INTRODUCTION

Employees working in uniformed organizations are often exposed to challenging work environments that require high levels of discipline, responsibility and operational readiness. These job demands often involve long working hours, exposure to high-risk situations, a rigid organizational structure and constant performance expectations. While such conditions are necessary to ensure organizational effectiveness, they can also contribute to high levels of job stress, emotional exhaustion and psychological distress if appropriate coping mechanisms are not established.

Job stress has become one of the most significant challenges affecting the psychological well-being of employees across a variety of professions, particularly in military and uniformed organizations. According to the World Health Organization (2022), unmanaged workplace stress can negatively affect employees' mental health, emotional functioning, productivity and quality of life. Long-term exposure to job stress is also associated with fatigue, emotional exhaustion, decreased job satisfaction and reduced organizational commitment.

Emotional well-being refers to an individual's ability to recognize, regulate and express emotions appropriately while maintaining positive psychological functioning despite challenges at work. Employees with positive emotional well-being demonstrate greater resilience, effective decision-making abilities, stronger interpersonal relationships, and better job performance (Robertson et al., 2022). As a result, organizations are increasingly

recognizing the importance of implementing preventive interventions that strengthen employees' emotional resilience and equip them with effective stress management strategies.

Therefore, the Mission-Ready Minds: Enhancing Stress Management and Emotional Well-Being in Uniformed Organizations consulting program was developed as a psychoeducational intervention to strengthen participants' understanding of job stress, emotional well-being, resilience, and adaptive coping strategies. Through interactive lectures, experiential learning activities, reflective exercises, and group discussions, the program aims to equip participants with practical psychological skills that enhance emotional regulation, improve stress management, and promote healthier workplace functioning in uniformed organizations.

Program Description

The Mission Ready Mind Program: Enhancing Stress Management and Emotional Well-being in Uniformed Organizations is a psychoeducational consultation program designed to promote stress management skills, emotional well-being and psychological resilience among members of uniformed organizations. The program was developed based on an organizational needs analysis, which identified several workplace concerns, including work stress, emotional well-being, workplace stress and the need to strengthen adaptive coping strategies among employees.

The program uses a preventive and developmental approach by providing participants with evidence-based knowledge and practical psychological skills that can be applied in challenging work environments. A variety of interactive learning methods including psychoeducational lectures, experiential activities, self-reflection exercises, group discussions and sharing sessions are combined to encourage active participation and facilitate meaningful learning.

The intervention consists of four structured submodules that focus on understanding work stress, recognizing emotional responses, strengthening resilience and developing healthy coping strategies. Participants are guided to identify workplace stress, increase emotional awareness, regulate emotional reactions and use adaptive stress management techniques that contribute to healthier psychological functioning and improved workplace performance.

The program is primarily based on Cognitive Behavioral Therapy (CBT), which emphasizes the connection between thoughts, emotions, and behavior. Through CBT-based activities, participants learn to identify maladaptive thought patterns, challenge irrational beliefs, regulate emotional responses, and replace ineffective coping behaviors with more adaptive strategies. This therapeutic approach supports participants in increasing resilience, enhancing emotional well-being, and effectively managing work stress in a high-demand work environment.

Program Objectives

At the end of this program, participants are expected to be able to:

1. Identify the level of work-life balance among RMAF staff.
2. Understand the impact of work structure on the emotional well-being of RMAF staff.
3. Apply coping strategies to effectively deal with work stress.
4. Increase awareness of the importance of maintaining personal well-being in maintaining work performance.

LITERATURE REVIEW

Job Stress in Uniformed Organizations

Job stress refers to the psychological and physiological responses that occur when work demands exceed an individual's ability or available resources to cope effectively. Employees working in uniformed organizations are particularly vulnerable to job stress because they frequently face operational pressures, high workloads, strict organizational discipline, emergency responsibilities, and unpredictable work conditions. Prolonged exposure to these stresses can contribute to emotional exhaustion, burnout, reduced job satisfaction, and impaired work performance (World Health Organization [WHO], 2022).

Studies have consistently shown that unmanaged job stress negatively impacts employees' psychological health, organizational commitment, and productivity. Therefore, organizations are encouraged to implement preventive stress management interventions that strengthen employees' coping abilities and support long-term psychological well-being.

Emotional Well-being at Work

Emotional well-being refers to an individual's ability to understand, regulate and express emotions appropriately while maintaining positive psychological functioning. Employees with higher emotional well-being are better able to adapt to workplace challenges, maintain healthy interpersonal relationships and make effective decisions under pressure.

According to the World Health Organization (2022), workplace mental health initiatives that focus on emotional well-being contribute to a healthier organizational climate, increased employee engagement and improved work performance. Psychoeducational interventions that enhance emotional awareness and emotional regulation have also been shown to reduce stress-related symptoms while promoting positive mental health outcomes among employees.

Resilience and Stress Management

Resilience is defined as the ability to recover, adapt and continue to function effectively despite adversity or stressful situations. In the workplace, resilience serves as an important protective factor that enables employees to manage workplace stress, regulate emotions and maintain psychological well-being during challenging circumstances.

Robertson et al. (2022) reported that resilience was significantly associated with lower levels of fatigue, anxiety, emotional exhaustion, and psychological distress. Employees with stronger resilience were more likely to use adaptive coping strategies, maintain optimism, and demonstrate greater emotional stability when faced with job challenges. Therefore, resilience-building interventions are increasingly recognized as an important component of workplace mental health promotion.

Theoretical Basis: Cognitive Behavioral Therapy (CBT)

The Mission Ready Mind Program is based on Cognitive Behavioral Therapy (CBT), which proposes that an individual's emotions and behavior are influenced by their thought patterns. According to Beck (2021), maladaptive thinking often contributes to emotional distress and ineffective coping behaviors. CBT assists individuals in identifying these cognitive distortions, challenging irrational beliefs, and replacing them with more realistic and adaptive thought patterns.

In the workplace setting, CBT-based interventions have been widely shown to reduce job stress, improve emotional regulation, strengthen resilience, and enhance psychological well-being. Through cognitive restructuring, behavioral techniques, and reflective practice, employees acquire practical coping skills that allow them to respond more effectively to workplace challenges while maintaining emotional stability and professional performance.

METHODOLOGY

Research Design

This consultation program used a quantitative single-group pre-post test design to evaluate the effectiveness of the Mission Ready Minds: Improving Stress Management and Emotional Well-being program in Uniformed Organizations. All participants received a psychoeducational intervention without the participation of a control group. The intervention consisted of four structured submodules that focused on stress management, emotional well-being, resilience, and adaptive coping strategies.

Pre-test and post-test assessments were administered before and after the program to assess participants' knowledge, awareness, confidence, and understanding of job stress, emotional regulation, resilience, and psychological well-being. This design allowed for direct comparisons between participant scores before and after the intervention, providing evidence of the effectiveness of the counseling program in improving participants' psychological competence.

Participants

The consultation program involved 30 personnel of the Royal Malaysian Air Force (RMAF), Kuching Air Base, representing various operational units within the organization. All participants successfully completed the entire consultation program, including all intervention activities and evaluation procedures.

Participants were selected from different departments to ensure a diverse representation of personnel within the organization. To maintain confidentiality and adhere to ethical reporting standards, only aggregate demographic information, including age range, gender and years of service, was collected. No personally identifiable information was recorded throughout the study.

Prior to participation, all participants were informed about the objectives of the consultation program, confidentiality procedures and their right to participate voluntarily. Written consent was obtained before data collection commenced.

Variable	Category	n	%
Age	Below 25 years	6	20.0
	25-30 years	12	40.0
	31-35 years	8	26.7
	36-40 years	4	13.3
Gender	Male	28	93.3
	Female	2	6.7
Year of Service	Less than 1 year	5	16.7
	1-5 years	15	50.0
	6-10 years	10	33.3

Table 1

Procedure

The consultation programme was conducted at the Royal Malaysian Air Force (RMAF) Kuching Air Base as a one-day intervention from 8:00 am to 5:00 pm. Upon arrival, participants attended a registration session followed by a briefing on the objectives, schedule and learning outcomes of the programme. Participants then completed a comprehensive pre-test questionnaire before the intervention began.

The programme was conducted by third-year Counselling students from Universiti Malaysia Sarawak (UNIMAS) under the supervision of a counselling lecturer. Four structured psychoeducational submodules were delivered sequentially through interactive lectures, experiential learning activities, group discussions, reflective exercises and sharing sessions.

The intervention was developed based on the principles of Cognitive Behavioural Therapy (CBT), which focuses on helping participants understand work stress, regulate emotional responses, build resilience and develop adaptive coping strategies appropriate for high-demand work environments.

Immediately after completing each submodule, participants completed the corresponding post-test assessment to assess short-term learning outcomes. After completing the entire counseling program, participants completed a full post-test questionnaire to assess changes in knowledge, awareness, confidence, and psychological understanding after the intervention.

To ensure consistency and reliability, all program activities and evaluation procedures were implemented according to the planned program schedule.

Instruments

Three assessment instruments were developed to assess the effectiveness of the Mission Ready Minds consulting program. The instruments consisted of the Organizational Needs Analysis Questionnaire, the Overall Program Pre-test and Post-test Questionnaire, and the Submodule Evaluation Questionnaire. The instruments were designed to assess participants' knowledge, awareness, understanding, confidence, and competence regarding job stress, emotional well-being, resilience, emotion regulation, and adaptive coping strategies before and after participating in the consulting program.

Needs Analysis Questionnaire

Prior to the development of the consultation program, a needs analysis questionnaire was administered online using Google Forms to identify the key psychological and organizational challenges experienced by RMAF personnel.

The questionnaire assessed four organizational domains:

1. Depression, Anxiety and Stress (DASS)
2. Work Structure
3. Job Stress and Emotional Well-being
4. Communication and Organizational Support

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Dass_Mean	69	-2.00	1.00	.2899	.54507
WorkStructure_Mean	69	-2.00	4.00	.1594	.88489
WorkStressEmotionalWellBeing_Mean	69	-4.00	2.00	-1.0870	1.48264
CommunicationOrganizationalSupport_Mean	69	-2.00	4.00	.4058	1.12875
Valid N (listwise)	69				

Figure 1

Based on Figure 1 above, the Communication and Organizational Support domain recorded the highest mean value ($M = 0.41$, $SD = 1.13$), followed by Depression, Anxiety and Stress (DASS) ($M = 0.29$, $SD = 0.55$) and Work Structure ($M = 0.16$, $SD = 0.88$). On the other hand, the Work Stress and Emotional Well-being domain recorded the lowest mean value ($M = -1.09$, $SD = 1.48$), indicating that aspects related to work stress and emotional well-being were among the issues that needed the most attention among the participants.

The findings from this needs analysis served as the basis for designing the content of the consulting module to suit the actual needs of the participants. Based on the identified needs, the module was developed with an emphasis on work-life balance (work-life balance), workplace well-being, response strategies, and communication and organizational support to help improve the psychological well-being of RMAF members.

The findings from the needs analysis served as the basis for designing the consultation module to ensure that the intervention met the actual needs of the participants.

Overall Program Pre-Test and Post-Test Questionnaire

The Overall Program Pre-Test and Post-Test Questionnaire consisted of 10 Likert-scale items that measured participants' understanding of stress management, emotional regulation, resilience, work-related stress, burnout awareness, coping strategies, and psychological well-being.

Participants completed questionnaires before and after the counseling program to assess changes in their knowledge, awareness, confidence, and willingness to apply the skills introduced throughout the intervention.

Data Collection

Data collection for the Mission Ready Minds consulting program: Enhancing Stress Management and Emotional Well-being in Uniformed Organizations was conducted using three assessment methods: Needs Analysis Questionnaire, Overall Program Pre-test and Post-test Questionnaire, and Submodule Evaluation Questionnaire. These instruments were used to identify participants' baseline knowledge and awareness, assess learning outcomes throughout the intervention, and evaluate the overall effectiveness of the consulting program.

Prior to the implementation of the consulting program, a Needs Analysis Questionnaire was administered online via Google Forms to identify key organizational and psychological challenges experienced by Royal Malaysian Air Force (RMAF) personnel, Kuching Air Base. The questionnaire assessed four domains: Depression, Anxiety and Stress (DASS), Work Structure, Work Stress and Emotional Well-being, and Organizational Communication and Support. The findings from the needs analysis formed the basis for designing the program modules to address the actual workplace needs of the participants.

At the beginning of the counseling program, all 30 participants completed the Full Program Pre-Test Questionnaire, which measured their knowledge, awareness, confidence, and understanding of stress management, emotional well-being, resilience, emotion regulation, and coping strategies in the workplace. This questionnaire was administered before any psychoeducational activities began to obtain participants' baseline scores.

Throughout the intervention, participants completed additional pre-test and post-test questionnaires for each submodule. These assessments were administered immediately before and after each session to assess participants' short-term learning outcomes and improvements related to the specific objectives of each submodule.

Upon completion of all intervention activities, participants completed the Full Program Post-Test Questionnaire. Comparisons between pre-test and post-test scores were used to assess the effectiveness of the counseling program in increasing participants' understanding, awareness, confidence, and psychological competence related

to stress management and emotional well-being.

All questionnaires used a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The collected data were analyzed using descriptive statistics, including mean scores and standard deviations, to determine changes in participant responses before and after the intervention.

FINDINGS

Pre-Test and Post-Test of the Overall Program

To assess the effectiveness of the Mission Ready Mind counseling program, descriptive statistical analysis was conducted by comparing participants' responses before and after the intervention. This comparison focused on participants' knowledge, awareness, confidence and competence regarding stress management, emotional well-being, resilience, emotion regulation and adaptive coping strategies.

Descriptive Statistics for the Pre-Test Before Program (N = 30)

No.	Statement	Mean	SD
1	I understand the concept of work-life balance in the work context.	2.7	1.02
2	I am able to identify the level of work stress I am facing.	2.48	0.99
3	I have a good balance between work and personal life.	2.52	0.79
4	I know how to manage my emotions when under pressure at work.	2.48	0.99
5	I am able to distinguish between things I can and cannot control at work.	2.48	0.9
6	I have strategies for managing daily work stress.	2.57	1.08
7	I am aware of the early signs of burnout in myself.	2.43	0.99
8	I am able to maintain focus even in challenging work situations.	2.7	0.97
9	I believe I have high resilience.	2.52	1.04
10	I am willing to learn new techniques to improve my well-being.	2.7	0.97

Table 2

Descriptive analysis of the pre-program questionnaire provided an initial picture of the participants' level of knowledge, understanding and readiness regarding the concept of work-life balance, work stress management, and personal well-being before participating in the program. Overall, the findings showed that the participants had a moderate level of knowledge and confidence in the aspects assessed.

Before the program was implemented, moderate mean scores were recorded for most items. The items "I understand the concept of work-life balance in the work context", "I am able to maintain focus even in challenging work situations", and "I am willing to learn new techniques to improve personal well-being" each obtained the highest mean score of 2.70, indicating that the participants had some understanding of the concept and showed a willingness to improve their knowledge and skills.

However, several items showed that certain participants still had shortcomings in the aspect. The item "I am aware of burnout in myself" recorded the lowest mean score of 2.43, indicating that most participants were still unaware of the early symptoms of burnout. In addition, the items "I am able to identify the level of work stress I am facing", "I know how to manage emotions when under work stress", and "I am able to distinguish between things I can and cannot control at work" each obtained a mean score of 2.48, indicating that participants still need exposure to stress management and emotional control skills. Overall, the pre-program findings showed that participants had a moderate level of understanding and skills related to work-life balance and work stress management. These baseline findings are important as a benchmark to assess the effectiveness of the program after the intervention is implemented.

Descriptive Statistics for the Post-Test Before Program (N = 30)

No.	Statement	Mean	SD
1	I understand the concept of work-life balance in the work context.	4.43	0.51
2	I am able to identify the level of work stress I am facing.	4.48	0.51
3	I have a good balance between work and personal life.	4.5	0.51
4	I know how to manage my emotions when I am under pressure at work.	4.39	0.58
5	I am able to distinguish between things I can and cannot control at work.	4.52	0.59
6	I have strategies for managing daily work stress.	4.65	0.49
7	I am aware of the early signs of burnout in myself.	4.3	0.47
8	I am able to maintain focus even in challenging work situations.	4.35	0.49
9	I believe I have high resilience.	4.39	0.5
10	I am willing to learn new techniques to improve my well-being.	4.39	0.5

Table 3

Descriptive analysis of the post-program questionnaire showed positive changes in the level of knowledge, understanding and confidence of the participants after participating in the program. Overall, all items recorded an increase in mean scores compared to before the program, indicating that the program objectives were successfully achieved.

The item "I have a strategy to manage daily work stress" recorded the highest mean score of 4.65, indicating that the majority of participants agreed that they had acquired appropriate strategies to manage work stress after participating in the program. In addition, the items "I am able to distinguish between things I can and cannot control at work" (mean = 4.52) and "I have a good balance between work and personal life" (mean = 4.50) also showed a high level of agreement among the participants.

Although the item "I am aware of early signs of burnout in myself" obtained the lowest mean score among all the items, namely 4.30, its value was still at a high level and showed a significant increase compared to the pre-program score. Similarly, the item "I am able to maintain focus even in challenging work situations" (mean = 4.35) which reflects the participants' increased ability to face challenges at work.

Overall, the post-program results showed that participants gained a clear improvement in their understanding of work-life balance, stress management, emotional regulation, resilience and well-being. These findings indicate that the program successfully increased participants' knowledge and confidence in the skills learned.

Descriptive Statistics for the Pre-Test Worklife Balance (N = 30)

No.	Statement	Mean	SD
1	I understand the meaning of work-life balance.	2.7	0.82
2	I understand the meaning of work-life balance.	2.52	0.85
3	I know the main challenges faced by members of the RMAF	2.7	1.02
4	I understand the importance of maintaining mental and physical health.	2.78	1.02
5	I gained knowledge on how to manage work stress.	2.7	1.12
6	I appreciate more the importance of time management and rest.	2.48	0.99
7	I understand the importance of social support in a military career.	2.48	0.99
8	I am more open to seeking counseling help if needed.	2.35	0.93
9	I believe work-life balance can be achieved even in a military career.	2.13	1.18
10	I am interested in learning more about the mental well-being of military	2.61	1.03

personnel.		
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Table 4

Descriptive analysis of the pre-Submodule 1 questionnaire provides an initial overview of the participants' level of knowledge, understanding and perception of the concept of work-life balance in the context of the Royal Malaysian Air Force (RMAF) before following the submodule. Overall, the findings show that the participants have a moderate level of knowledge and understanding of the topics discussed.

The item "I understand the importance of taking care of mental and physical health" recorded the highest mean score of 2.78 (SD = 1.02), indicating that participants had some awareness of the importance of those aspects before following the submodule. In addition, the items "I understand the meaning of work-life balance", "I know the main challenges faced by RMAF members", and "I gained knowledge on how to manage work stress" each recorded a mean score of 2.70, illustrating that participants have basic knowledge about work-life balance issues and stress management.

On the other hand, the item "I believe that work-life balance can be achieved even in a military career" recorded the lowest mean score of 2.13 (SD = 1.18), indicating that the majority of participants are less confident that a balance between work and personal life can be achieved in the military profession. In addition, the item "I am more open to seeking counseling help if needed" also showed a low mean score of 2.35 (SD = 0.93), reflecting that participants were still less open to seeking professional help when faced with psychological challenges.

Overall, the pre-Submodule 1 findings show that participants have a moderate level of knowledge and confidence regarding work-life balance in a military career. This finding becomes the baseline for evaluating the change in participants' knowledge and perception after following Submodule 1.

Descriptive Statistics for the Post-Test Worklife Balance (N = 30)

No.	Statement	Mean	SD
1	I understand the meaning of work-life balance.	4.26	0.54
2	I better understand the work structure and challenges of the Royal Malaysian Army (RUD) members.	4.35	0.57
3	I know the main challenges faced by members of the RMAF	4.17	0.58
4	I understand the importance of maintaining mental and physical health.	4.48	0.67
5	I gained knowledge on how to manage work stress.	4.35	0.57
6	I appreciate the importance of time management and rest more.	4.43	0.66
7	I understand the importance of social support in a military career.	4.39	0.66
8	I am more open to seeking counseling help if needed.	4.22	0.74
9	I believe work-life balance can be achieved even in a military career.	4.3	0.63
10	I am interested in learning more about the mental well-being of military personnel.	4.4	0.51

Table 5

Descriptive analysis of the post-Submodule 1 questionnaire showed a significant increase in the level of knowledge, understanding and perception of participants after attending the Work-Life Balance session in the Royal Malaysian Air Force. Overall, all items recorded a mean score above 4.00, indicating a high level of agreement among participants.

The item "I understand the importance of maintaining mental and physical health" recorded the highest mean

score of 4.48 (SD = 0.67), indicating that the majority of participants agreed that they understood more about the importance of maintaining mental and physical well-being after attending the submodule.

Next, the item "I appreciate the importance of time and rest management more" obtained a mean score of 4.43 (SD = 0.66), while the item "I am interested in knowing more about the mental well-being of military personnel" recorded a mean score of 4.40 (SD = 0.51). This finding indicates that the submodule successfully increased participants' awareness of aspects of personal well-being and life management.

Although the item "I know the main challenges faced by RMAF members" recorded the lowest mean score of 4.17 (SD = 0.58), its value is still at a high level of agreement. Similarly, the item "I am more open to seeking counseling help if needed" obtained a mean score of 4.22 (SD = 0.74), showing an increase compared to before following the submodule.

Overall, the findings after Submodule 1 showed that participants gained a clear increase in knowledge and understanding of the concept of work-life balance in military careers, the challenges faced by RMAF members, the importance of mental health, stress management, time management, social support and willingness to seek professional help when needed. These findings indicate that Submodule 1 successfully achieved the set objectives.

Descriptive Statistics for the Pre-Test Operational Resilience (N = 30)

No.	Statement	Mean	SD
1	I understand the meaning of resilience in a work situation high pressure.	2.7	0.82
2	I am able to identify the stress I face at work.	2.57	0.95
3	I know how to control my emotions when under pressure.	2.17	1.07
4	I am able to stay focused when facing work challenges.	2.13	0.81
5	I have strategies for managing daily stress.	1.09	1
6	I am aware of the early signs of fatigue in myself.	2.17	0.83
7	I am able to distinguish between things that can and cannot be controlled.	1.96	0.93
8	I believe I can bounce back after facing difficulties.	2.09	0.95
9	I know some simple techniques to reduce stress at work.	1.87	0.87
10	I am ready to practice resilience techniques in my daily life and work.	1.78	0.85

Table 6

Based on a descriptive analysis of the participants' knowledge, understanding and skills regarding resilience in facing challenging work situations with high work pressure, the table above shows the mean value and standard deviation value which are at low and moderate levels.

As a result of the analysis of each item for the pre-test, the highest score was mean=2.7 and standard deviation=0.82. This score was shown on the item "I understand the meaning of resilience in high-pressure work situations". This finding shows that the majority of participants have good knowledge of the concept of resilience in the field of work.

Next, the second highest mean value was recorded on the item "I am able to identify the stress I face at work" which was mean=2.57 and standard deviation=0.95. This score shows that the respondents were able to identify the level of stress experienced at work.

However, the table above also shows the lowest score record for the mean value and standard deviation. For example, the item "I am ready to practice resilience techniques in daily life and work" recorded a mean value of 1.78 and standard deviation=0.85. This finding shows that participants have a low level of knowledge about

resilience techniques in their lives and work.

Overall, participants have a good level of mastery about resilience in personal and work contexts, but still lack experience in applying techniques that help to strengthen emotional, physical and mental resilience to always be prepared in facing uncertain work situations.

Descriptive Statistics for the Post-Test Operational Resilience (N = 30)

No.	Statement	Mean	SD
1	I understand the meaning of resilience in a work situation high pressure.	4.3	0.56
2	I am able to identify the stress I face at work.	4.35	0.57
3	I know how to control my emotions when under pressure.	4.43	0.66
4	I am able to stay focused when facing work challenges.	4.48	0.59
5	I have strategies for managing daily stress.	4.52	0.67
6	I am aware of the early signs of fatigue in myself.	4.39	0.72
7	I am able to distinguish between things that can and cannot be controlled.	4.3	0.56
8	I believe I can bounce back after facing difficulties.	4.35	0.65
9	I know some simple techniques to reduce stress at work.	4.3	0.7
10	I am ready to practice resilience techniques in my daily life and work.	4.35	0.57

Table 7

The table above shows a descriptive analysis of the mean and standard deviation scores after following the program or intervention conducted for the submodule related to resilience. Overall, the findings show a high value of between 4.3 to 4.52 for the mean value. This means that all participants gained positive knowledge about the topic of resilience in personal and work contexts.

The results of the analysis recorded the highest score of mean=4.52 on the item “I have strategies to manage daily stress” which shows that the majority of participants gained knowledge about stress management measures. In addition, the item “I am able to stay focused when facing work challenges” recorded the second highest score with a mean value of min=4.48. This finding shows that participants are able to maintain focus and are not easily distracted even when facing high work challenges.

In addition, several items have consistent mean values such as “I am able to identify the stress I face at work”, “I believe I can bounce back after facing difficulties”, and “I am ready to practice resilience techniques in daily life and work” which hold a mean value of 4.35 and the standard deviations are between 0.57 and 0.65 respectively. Similarly, the items “I understand the meaning of resilience in high-pressure work situations”, “I am able to distinguish between things that can and cannot be controlled”, and “I know some simple techniques to reduce stress at work” which record the same mean value of 4.3 and the standard deviations are between 0.56 and 0.7 respectively.

In conclusion, in terms of variation, this analysis has a low and moderate standard deviation score. This shows that all participants gave almost the same and parallel evaluations for each statement.

Descriptive Statistics for the Pre-Test Enhancing Well-Being in the Workplace (N = 30)

No.	Statement	Mean	SD
1	I understand the meaning of well-being in the workplace.	2.26	0.92
2	I am aware that work stress can affect emotions and work performance.	2.26	0.86
3	I can identify early signs of stress and emotional exhaustion in myself.	2.04	1.02
4	I know some ways to manage stress in a healthier way.	2.17	0.72

5	I believe that taking care of your well-being is important to maintaining work performance.	1.87	0.92
6	I feel more confident in managing my emotions when facing work pressure.	2	0.85
7	I understand the importance of social support and teamwork in maintaining mental well-being.	2.04	0.93
8	I am willing to take small steps to take care of my own well-being.	2.13	0.92
9	I am more sensitive to the emotional state of my colleagues or team members.	2.04	0.88
10	This program raises awareness about the importance of well-being in the workplace. (for post-test only)	1.91	1

Table 8

The table above shows a descriptive analysis before the program was conducted related to the level of awareness of participants' well-being at work. The overall score recorded a low value for all items, with mean values ranging from 1.87 to 2.26, indicating that the majority of participants still do not have a high level of awareness of well-being at work.

The results of the analysis showed that the highest score for the mean value was 2.26 on the items "I understand the meaning of well-being at work" and "I am aware that work stress can affect emotions and work performance". This finding indicates that participants have a good level of knowledge of the concept of well-being and are aware of stress that can affect emotions and work performance.

Meanwhile, the item "I believe that maintaining personal well-being is important to maintain work performance" showed the lowest score where this item received a mean value of 1.87 and the item "This program provides awareness about the importance of well-being in the workplace" recorded the second lowest mean value of 1.91 with standard deviation values of 0.92 and 1 respectively. This finding shows that participants still lack awareness about the relationship between personal well-being and work performance.

Overall, the standard deviation value was at a moderate level between 0.85 to 1.02 and this indicates that there is moderate variation in the responses of the respondents. This means that participants have different levels of knowledge, awareness, and understanding about personal well-being in the workplace.

Descriptive Statistics for the Post-Test Enhancing Well-Being in the Workplace (N = 30)

No.	Statement	Mean	SD
1	I understand the meaning of well-being in the workplace	4.48	0.51
2	I am aware that work stress can affect emotions and work performance.	4.48	0.59
3	I can identify early signs of stress and emotional exhaustion in myself.	4.35	0.65
4	I know some ways to manage stress in a healthier way.	4.26	0.69
5	I believe that taking care of your well-being is important to maintaining work performance.	4.48	0.59
6	I feel more confident in managing my emotions when facing work pressure.	4.35	0.71
7	I understand the importance of social support and teamwork in maintaining mental well-being.	4.39	0.66
8	I am willing to take small steps to take care of my own well-being.	4.26	0.62
9	I am more sensitive to the emotional state of my colleagues or team members.	4.39	0.58
10	This program raises awareness about the importance of well-being in the workplace. (for post-test only)	4.52	0.51

Table 9

Based on a descriptive analysis of the evaluation after the program or intervention was carried out, the scores in the table above show a high value for each item related to the participants' level of awareness of their well-being at work. The overall score ranges from 4.26 to 4.52 for the mean value. The results of this analysis show that all participants have a high level of awareness of their well-being after following the program.

The highest score that can be seen based on the table above is on the item "This program provides awareness of the importance of well-being at work" with a mean value of 4.52. This finding shows that the majority of participants have good exposure to the importance of well-being at work after following the program.

Meanwhile, the items "I understand the meaning of well-being at work", "I am aware that work stress can affect emotions and work performance" and "I believe that maintaining well-being is important to maintain work performance" recorded the second highest value consistently, namely 4.48 with a standard deviation value of each between 0.51 to 0.59. This finding shows that participants have a high level of knowledge about the concept of well-being in the workplace and understand the relationship between well-being and work performance.

Next, the lowest mean value of all items was recorded on the item "I know some ways to treat stress in a healthier way" and "I am willing to take small steps to maintain my own well-being" with a mean value of 4.26 with standard deviations of $SD=0.69$ and $SD=0.62$ respectively. This finding shows that it is possible that participants do not yet have a high level of confidence about how to control stress well and the level of participants' willingness to adopt well-being strategies.

Overall, the standard deviation value shows a uniform level of variation for each participant's answer, which is between $SD=0.51$ to $SD=0.71$. This means that all participants have almost the same level of awareness, knowledge, and understanding about well-being in the workplace after the program or intervention is carried out.

DISCUSSION

This discussion section interprets the findings of the Mission Ready Minds: Enhancing Stress Management and Emotional Well-being in Uniformed Organizations counseling program to assess its effectiveness in increasing participants' understanding of stress management, emotional well-being, resilience, and adaptive coping strategies. The discussion relates the findings to the program objectives, prior literature, and theoretical framework underlying the intervention, while highlighting the practical implications of the counseling program.

Interpretation of Findings and Achievement of Program Objectives

The findings of this counseling program indicate that the intervention successfully achieved its primary objective of increasing participants' knowledge, awareness, and confidence regarding job stress management and emotional well-being. Descriptive analysis showed consistent improvements across all assessment items after program participation. Participants reported improved understanding of workplace stress, better emotional regulation, stronger resilience, and increased confidence in applying adaptive coping strategies after completing the intervention.

One of the most significant improvements was observed in the participants' ability to apply stress management strategies in their daily work, which recorded the highest mean post-test score ($M = 4.65$). These findings indicate that the psychoeducational activities equipped participants with practical techniques for managing job stress in a challenging workplace environment. Similarly, participants demonstrated a greater ability to differentiate between controllable and uncontrollable workplace situations, reflecting improved cognitive appraisal and emotion regulation skills.

These findings are consistent with previous studies showing that workplace psychoeducational interventions significantly improve employees' stress management abilities, emotional awareness, and psychological well-being. The World Health Organization (2022) emphasizes that workplace mental health promotion programs contribute to healthier employees, increased productivity, and reduced psychological distress. Similarly,

Robertson et al. (2022) reported that resilience-building interventions strengthen adaptive resilience skills while reducing job stress and emotional exhaustion.

The consultation program also successfully increased participants' awareness of symptoms of exhaustion, emotional well-being, and resilience. Although burnout awareness recorded the lowest mean post-test score of all variables assessed, the significant improvement compared to pre-test findings indicated that participants became more able to recognize early warning signs of emotional exhaustion and psychological strain. Early identification of burnout is important for preventing long-term mental health problems and maintaining optimal workplace performance, especially in high-demand occupations such as uniformed organizations.

Overall, the findings indicate that the Mission Ready Mind program effectively improved participants' psychological readiness to manage job stress while strengthening emotional well-being and resilience. These improvements suggest that structured psychoeducational interventions can serve as a valuable preventive strategy to promote mental health and psychological functioning among employees working in challenging organizational environments.

Cognitive Behavioral Therapy (CBT)-Based Counseling

The Mission Ready Mind counseling program was developed based on the principles of Cognitive Behavioral Therapy (CBT), which suggests that individuals' emotions and behaviors are strongly influenced by their cognitive interpretations of situations (Beck, 2021). Throughout the counseling program, participants were encouraged to identify maladaptive thought patterns related to job stress and replace them with more adaptive and constructive cognitive responses.

The improvements observed in participants' confidence, emotional regulation, and stress management abilities indicate that CBT-based psychoeducational activities successfully facilitated cognitive restructuring and adaptive behavioral change. Through self-reflection exercises, group discussions, and stress management activities, participants increased their awareness of how their thoughts influence emotional reactions and behaviors at work.

These findings further support previous research showing that CBT-based workplace interventions are effective in reducing psychological distress, improving emotional regulation, and strengthening resilience among employees working in stressful jobs (Beck, 2021; Robertson et al., 2022). The incorporation of practical coping strategies throughout the intervention allows participants to translate theoretical knowledge into workplace application, thereby supporting long-term psychological well-being.

Practical Implications

These findings suggest several practical implications for organizations that employ workers in high-demand operational environments. First, organizations should incorporate regular psychoeducational stress management programs into employee development initiatives to strengthen psychological resilience and emotional well-being. Ongoing mental health education can help employees recognize early signs of stress and burnout while encouraging healthier coping behaviors.

Second, organizational leaders should foster a supportive workplace environment that encourages open communication about psychological well-being. Providing accessible mental health resources, peer support systems, and professional counseling services can further reduce the negative effects of work stress while increasing employee engagement and organizational performance.

Finally, integrating resilience training into organizational development programs can enhance employees' ability to adapt to workplace challenges and maintain optimal performance under pressure. Such initiatives are particularly beneficial for uniformed organizations where employees frequently face physically and psychologically challenging situations.

LIMITATIONS AND RECOMMENDATIONS

Despite the positive findings, several limitations should be acknowledged. First, the counseling program only involved 30 participants from one Royal Malaysian Air Force (RMAF) base, which limits the generalizability of the findings to other uniformed organizations. Future counseling programs should involve larger and more diverse samples of participants across multiple organizations.

Second, the program used a single-group pretest-posttest design without a comparison group. As a result, the improvements observed after the intervention cannot be attributed exclusively to the counseling program. Future research should consider incorporating experimental or quasi-experimental designs with control groups to strengthen causal interpretations.

Third, the evaluation focused primarily on participants' immediate learning outcomes after the intervention. Longitudinal follow-up assessments are recommended to examine whether improvements in stress management, emotional well-being, and resilience are maintained over time.

Overall, despite these limitations, the counseling program provides encouraging evidence that a structured CBT-based psychoeducational intervention can effectively improve stress management, emotional well-being, and resilience among personnel working in uniformed organizations.

CONCLUSION

The Mission-Ready Minds consulting program: Enhancing Stress Management and Emotional Well-being in Uniformed Organizations successfully achieved its primary objective of increasing participants' understanding of job stress management, emotional well-being, resilience, and adaptive coping strategies. Findings showed positive increases in participants' knowledge, awareness, and confidence following their participation in the psychoeducational intervention, demonstrating the effectiveness of the program in promoting psychological well-being among personnel in uniformed organizations.

Through an integration of interactive lectures, experiential learning activities, reflective exercises, and group discussions based on Cognitive Behavioral Therapy (CBT) principles, participants developed a greater awareness of workplace stress, improved emotion regulation skills, and acquired practical coping strategies that could be applied in challenging work environments. The program also strengthened participants' resilience by encouraging adaptive thinking patterns and promoting healthier responses to workplace challenges.

In addition to enhancing individual psychological competence, the consulting program highlighted the importance of implementing preventive mental health initiatives in uniformed organizations. Promoting stress management and emotional well-being not only benefits individual employees but also contributes to improved organizational performance, stronger teamwork, higher job satisfaction, and a healthier workplace culture.

Overall, the Mission Ready Mind program demonstrates that structured psychoeducational interventions can serve as an effective approach to strengthening psychological resilience and supporting employee well-being in high-demand work environments. It is recommended that similar programs be implemented on a regular basis and expanded to other uniformed organizations to foster a resilient, emotionally healthy, and mission-ready workforce that is able to maintain optimal performance while effectively managing job challenges.

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Author Contributions

All authors contributed to the conception and design of the study, the implementation of the intervention, data analysis, and the writing and revision of the manuscript.

Conflict Of Interest

The authors declare no conflict of interest.

Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Ethical Statement

This study was conducted in accordance with ethical standards. Informed consent was obtained from all participants, and confidentiality was maintained throughout the study.

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