



Stress Management Methods to Improve Student Well-Being(A Systematic Literature Review)

Amri Muqaffi Fatih ¹, M. Ramli ², Fitri Wahyuni ³

¹ *Universitas Negeri Malang, Indonesia*

² *Universitas Negeri Malang, Indonesia*

³ *Universitas Negeri Malang, Indonesia*

Corresponding Author: Name, Amri Muqaffi Fatih E-mail; amri@gmail.com

Article Information:

Received June 10, 2025

Revised June 19, 2025

Accepted June 30, 2025

ABSTRACT

Improving student well-being is crucial to be researched and developed as it relates to the enhancement of students' social, emotional, and academic competencies and serves as a defense mechanism against emotional disorders experienced by students, such as depression, suicide, self-harm, antisocial behavior (bullying and violence), and substance abuse. One method to enhance student well-being is stress management, as one of the factors affecting student well-being is the level of academic stress. The aim of this study is to identify stress management methods previously employed by researchers to improve student well-being. This research utilized a systematic literature review method. The results revealed that out of 239 articles identified in the initial stage, 19 relevant articles met the criteria set by the researchers. The stress management methods identified include relaxation and meditation methods, mindfulness methods, cognitive therapy, and behavior modification methods.

Keywords: *stress management, student wellbeing*

Journal Homepage <https://journal.minangdarussalam.or.id/index.php/ijrc/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite: Amri, F., Muhammad, R., & Fitri, W. (2025). Stress Management Methods to Improve Student Well-Being(A Systematic Literature Review). *World Psychology*, 4(1).

<https://doi.org/10.55849/wp.v1i1.257>

Published by: Yayasan Minang Darussalam

INTRODUCTION

Current research in education is expanding rapidly, covering not only the cognitive domain but also addressing the affective domain of students, such as studies on student well-being. Student well-being is defined as a positive, holistic, and sustainable psychological condition characterized by positive emotions, resilience, and satisfaction with oneself, social interactions, and school experiences (Noble et al., 2008). Students with high well-being demonstrate effective academic, social, and emotional functioning within their school environment. Tina Hascher explained several

characteristics of student well-being, including positive attitudes and emotions toward school, a positive academic self-concept, enjoyment of school activities, freedom from anxiety at school, absence of physical complaints, and lack of social issues at school (Hascher, 2007). When these aspects are fulfilled, students can participate in learning and school activities more effectively, ultimately achieving national educational goals.

Several studies have shown that student well-being remains low, indicating significant challenges faced by students. Research conducted on 84 high school students in Bandung revealed that 51% of the students had high well-being levels, while 49% exhibited low levels, indicating nearly half had negative perceptions of their school life (Savitri Yasmin Setyahadi, 2017). This lack of well-being affects concentration, engagement with teachers, and the quality of academic performance. Similarly, Afro Suhendra Pratiwi Aris and Temi Damayanti Djamhoer (Sahenda, 2011) found that 50% of middle school students experienced low well-being, particularly in optimism and satisfaction. Such findings highlight the urgent need to address student well-being to prevent academic disengagement and enhance educational outcomes.

Preliminary research through interviews with a counseling teacher at a Madrasah Aliyah (Islamic high school) in Pekanbaru revealed that students face various well-being challenges, such as lack of motivation to study, frequent absenteeism, discomfort at school, feelings of parental favoritism, misunderstandings with teachers, and pressure to meet academic targets, leading to psychosomatic symptoms. Cooperative teacher-student interactions that emphasize care and responsibility positively impact students' well-being, while authoritarian relationships decrease it (van Petegem et al., 2008). High stress levels, anxiety, and depression negatively influence well-being, whereas sports activities, a sense of belonging, and gratitude promote it (Skead & Rogers, 2014).

Given the significance of enhancing student well-being, this study systematically reviews stress management methods applied in educational contexts and evaluates their effectiveness in improving well-being and reducing academic stress.

RESEARCH METHODOLOGY

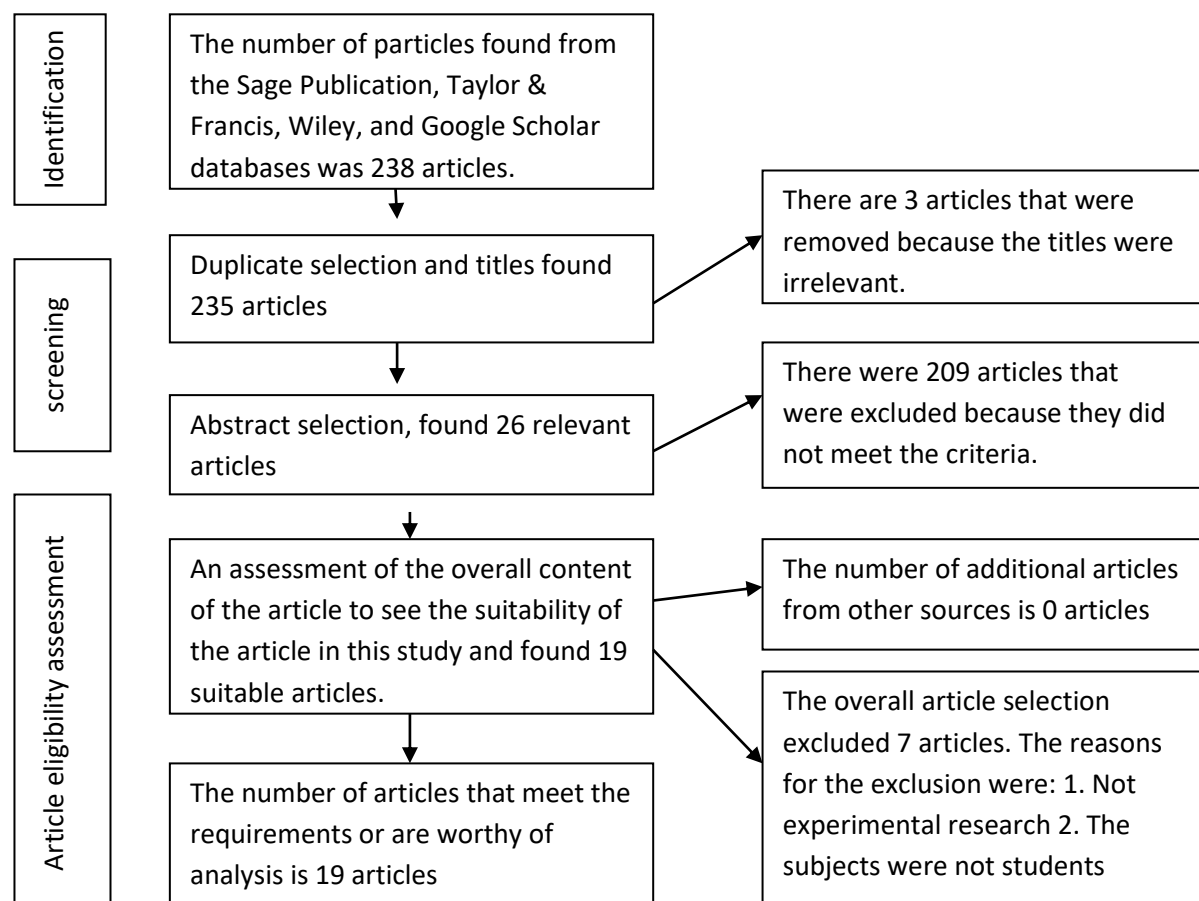
To explore various stress management methods used to enhance student well-being, the authors conducted a systematic literature review. Data were extracted from online journal databases accessible through Indonesia's National Library (<https://e-resources.perpusnas.go.id/>), focusing on databases like SAGE Publications, Taylor & Francis, Wiley, and Google Scholar. Keywords used in both English and Indonesian included "stress management," "student well-being," "manajemen stress," and "kesejahteraan siswa." Inclusion criteria encompassed studies conducted between 2010 and 2021, experimental studies on stress management and well-being, and research focusing on middle and high school students or university students. Exclusion criteria ruled out non-experimental studies and studies involving participants other than students.

From an initial pool of 238 articles, 209 were excluded after title and abstract screening. Only 19 articles met all inclusion criteria and were analyzed in detail. These

articles employed various stress management techniques, which were categorized and evaluated based on their effectiveness in enhancing well-being.

RESULT

Figure 1 below illustrates the structured literature study diagram conducted by the authors. Based on the general search results of articles from online journal databases of the Indonesian National Library (<https://e-resources.perpusnas.go.id/>), specifically from databases such as SAGE Publications, Taylor & Francis, Wiley, and Google Scholar, 238 articles relevant to the keywords established by the researchers were found. The researchers then performed a title relevance screening and excluded three articles due to irrelevance. At the next stage, the researchers conducted an abstract screening, excluding 209 articles that did not meet the criteria, leaving 26 relevant articles based on the abstract selection. The final step was an assessment of the articles based on their content, revealing only 19 articles suitable for further analysis. In this final selection stage, seven articles were excluded because they were not experimental studies or their subjects were not students or college students. Subsequently, the researchers analyzed the 19 articles, presented in Table 1:



DISCUSSION

The academic stress experienced by students negatively impacts their psychological well-being. Students often feel uncomfortable in school, which ultimately affects their academic performance.

The results of the literature study identified several stress management methods that can be implemented, including the mindfulness relaxation method (Pause, Breathe, Smile (PBS)) to enhance student well-being. In this method, students are taught mindful eating, which involves fully appreciating every bite of food and sensing its textures and flavors; mindful movement through simple muscle stretching; body scanning to focus on each part of the body with a positive perspective to foster gratitude; mindful walking, where students consciously observe each step while walking; practicing joyful learning; and understanding the relationship between oneself and the environment (Bernay et al., 2016). This mindfulness approach is further combined with the Narrative Reflective Process (NRP), conducted over seven weeks, involving introductions to mindfulness, judgment, storytelling, self-reflection, reflecting on consumed food, and writing thank-you letters (Ahmed & Schwind, 2018). Mindfulness meditation interventions can also be conducted online, such as following video-guided meditations for 5–12 minutes daily (Monday to Friday) over eight weeks (Burgstahler & Stenson, 2020).

Stress management methods also include meditation techniques consisting of deep breathing, progressive muscle relaxation, guided imagery, and positive self-talk conducted over three weeks. This meditation method is combined with gratitude training called weekly gratitude journaling, which lasts for 12 weeks (Flinchbaugh et al., 2012). This meditation technique can be practiced in classrooms, allowing students and teachers to participate together (Graham & Truscott, 2020).

Other stress management methods involve cognitive and behavioral modifications, including the Attribution Retraining and Cognitive Behavioral Therapy (CBT) techniques. Activities include presenting theories on the relationship between thoughts, emotions, and behaviors; identifying unhelpful thinking patterns; and learning coping strategies to resolve issues caused by negative thoughts and performing attribution restructuring to explain success and failure (Chodkiewicz & Boyle, 2017; Wahyuni, 2017). A similar approach to CBT, termed Cognitive Behavior Modification (CBM), adapted from Meichenbaum (2007), comprises three stages: education and conceptualization of stress components, achievement and consolidation stages, and teaching new skills. Furthermore, Choubisa and Singh researched the Randomized Controlled Trial (RCT) psychoeducation, a group intervention involving stress management, time management, emotional intelligence, and self-management (Choubisa & Singh, 2018).

Chinaveh conducted a study on multiple stress management interventions (MSMI) with five modules: stress basics, relaxation exercises, cognitive skills, affective skills, and behavioral skills (Chinaveh, 2013). Another method is the Seminar on Compassion, conducted over one semester (15 weeks), twice weekly. Content includes biographies of

figures such as Gandhi, Nelson Mandela, Dalai Lama, Mary Oliver, Viktor Frankl, and Mother Teresa; teachings on compassion in various religions; exercises to cultivate compassion through meditation and contemplation; and practicing compassionate behaviors in the environment (Ko et al., 2018).

Mahatmya, Thurston, and Lynch also studied experiential learning training on student well-being over one semester (Mahatmya et al., 2018). Other methods include time management training, relaxation, and study skills covering learning environments, study methods, task management, memorization techniques, developing good habits, coping strategies, cognitive restructuring, reevaluation, social relationships, problem-solving methods, and addressing failure (Manjula, 2016). Stress management training can also involve topics such as stress definitions and symptoms, stress impact and management methods, relaxation exercises, adolescent problem dynamics, positive thinking methods, and self-potential development (Darmayanti & Daulay, 2020).

Thoomaszen and Murtini researched stress management training using three phases outlined by Meichenbaum (1985): conceptual educational phase, skills development and practice phase, and application and follow-up phase (Thoomaszen & Murtini, 2014). The 5-week Positive Emotions Project (PEP) is also implemented to enhance emotional well-being, covering noticing and appreciating positive events, mindfulness, reevaluating events positively, recognizing personal strengths and goals, and performing acts of kindness over five weeks (Hamdani, 2020). Moreover, integrated interventions use the From Intention to Action (FITA) program over 12 sessions, employing an eclectic integrative intervention model combining directive and personal counseling, learning strategies, coping skills, and healthy habits (Bilodeau & Meissner, 2016).

Peer involvement can also enhance stress management skills through programs like The Positive Minds Program, conducted over six weeks, involving networking skills, stress management, healthy morning routines, healthy sleep routines, relaxation exercises, and knowledge about the social impacts on mental health (Crisp et al., 2020). Playing with animals can also serve as stress-relief therapy, such as therapy sessions with dogs lasting 90 minutes, followed by questionnaires about the emotions experienced during these sessions (Ward-Griffin et al., 2018).

Imeokparia and Edigbonya studied stress management for academic performance improvement based on theories by Melinda, Ellen, Jeanne, and Robert. Four stress management methods include: a) Avoiding stressors by understanding personal limits, avoiding consistently stressful individuals, controlling environments, avoiding stress-inducing topics, and organizing daily tasks; b) Altering stressors by modifying perspectives, communication, and behaviors, compromising, being assertive, and improving time management; c) Adapting to stressors by changing expectations, standards, ideas, and behaviors to regain control over unchangeable stress situations; and d) Accepting stressors like the death of loved ones, serious illnesses, or extended school calendars due to strikes (Imeokparia & Edigbonya, 2013).

These methods effectively address academic stress and promote psychological well-being, emphasizing the importance of personalized and adaptive interventions for diverse student needs.

CONCLUSION

The systematic review identified key stress management methods that significantly contribute to student well-being. These methods include relaxation and meditation, mindfulness, cognitive and behavioral strategies, and peer-based support systems. Integrating these approaches into educational curricula can provide students with essential tools to manage stress and enhance their overall well-being. Future research should explore long-term impacts and scalability of these methods to broader student populations.

REFERENCES

- Ahmed, N., & Schwind, J. K. (2018). Supporting the wellbeing of inner-city middle-school students through mindful and creative reflective activities. *Reflective Practice*, 19(3), 412–425. <https://doi.org/10.1080/14623943.2018.1479691>
- Alborzkouh, P., Nabati, M., Zainali, M., Abed, Y., & Shahgholy Ghahfarokhi, F. (2015). A review of the effectiveness of stress management skills training on academic vitality and psychological well-being of college students. *Journal of Medicine and Life*, 8(Spec Iss 4), 39–44. <http://www.ncbi.nlm.nih.gov/pubmed/28316704><http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=PMC5319270>
- Bennett, R. I., Egan, H., Cook, A., & Mantzios, M. (2018). Mindfulness as an Intervention for Recalling Information from a Lecture as a Measure of Academic Performance in Higher Education: A Randomized Experiment. *Higher Education for the Future*, 5(1), 75–88. <https://doi.org/10.1177/2347631117738649>
- Bernay, R., Graham, E., Devcich, D. A., Rix, G., & Rubie-Davies, C. M. (2016). Pause, breathe, smile: a mixed-methods study of student well-being following participation in an eight-week, locally developed mindfulness program in three New Zealand schools. *Advances in School Mental Health Promotion*, 1–16. <https://doi.org/10.1080/1754730X.2016.1154474>
- Bilodeau, C., & Meissner, J. (2016). The Effects of a Combined Academic and Personal Counselling Initiative for Post-Secondary Student Retention. *Canadian Journal of School Psychology*, 33(1), 8–25. <https://doi.org/10.1177/0829573516644554>
- Brown, M., Rutherford, D., & Boyle, B. (2010). Improvement: An International Journal of Research, Policy and Practice Leadership for School Improvement: The Role of the Head of Department in UK Secondary Schools. *June 2014*, 37–41. [https://doi.org/10.1076/0924-3453\(200006\)11](https://doi.org/10.1076/0924-3453(200006)11)
- Burgstahler, M. S., & Stenson, M. C. (2020). Effects of guided mindfulness meditation on anxiety and stress in a pre-healthcare college student population: a pilot study. *Journal of American College Health*, 68(6), 666–672. <https://doi.org/10.1080/07448481.2019.1590371>

- Chinaveh, M. (2013). The Effectiveness of Multiple Stress Management Interventions on the Level of Stress, and Coping Responses Among Iranian Students. *Procedia - Social and Behavioral Sciences*, 84(2001), 593–600. <https://doi.org/10.1016/j.sbspro.2013.06.610>
- Chodkiewicz, A. R., & Boyle, C. (2017). Positive psychology school-based interventions: A reflection on current success and future directions. *Review of Education*, 5(1), 60–86. <https://doi.org/10.1002/rev3.3080>
- Choubisa, R., & Singh, K. (2018). Development and validation of a web-delivered positive psychological intervention in an Indian Milieu: Lessons from a limited pilot randomized controlled trial. *Cogent Psychology*, 5(1), 1–28. <https://doi.org/10.1080/23311908.2018.1471695>
- Crisp, D. A., Rickwood, D., Martin, B., & Byrom, N. (2020). Implementing a peer support program for improving university student wellbeing: The experience of program facilitators. *Australian Journal of Education*, 64(2), 113–126. <https://doi.org/10.1177/0004944120910498>
- Darmayanti, N., & Daulay, N. (2020). Pengaruh Pelatihan Manajemen Stres terhadap Kebahagiaan Santri di Pesantren. *Gadjah Mada Journal of Professional Psychology (GamaJPP)*, 6(2), 128–139. <https://doi.org/10.22146/gamajpp.55682>
- Flinchbaugh, C. L., Moore, E. W. G., Chang, Y. K., & May, D. R. (2012). Student Well-Being Interventions: The Effects of Stress Management Techniques and Gratitude Journaling in the Management Education Classroom. *Journal of Management Education*, 36(2), 191–219. <https://doi.org/10.1177/1052562911430062>
- Ghadiri Bahram Abadi, F. M. M. (2015). The Effectiveness of Cognitive-Behavioral Stress Management Training on Psychological Well-being and School Satisfaction on Teenage Girls. *Armaghane Danesh*, 20(5), 433–443.
- Ghanbari, N., Habibi, M., & Nooripour, R. (2016). Effectiveness of cognitive-behavioral stress management in on psychological, emotional, and social well-being of Homesick University students. *Der Pharmacia Lettre*, 8(2), 233–239.
- Graham, A., & Truscott, J. (2020). Meditation in the classroom: supporting both student and teacher wellbeing? *Education* 3-13, 48(7), 807–819. <https://doi.org/10.1080/03004279.2019.1659385>
- Hamdani, M. (2020). A Multiskill, 5-Week, Online Positive Emotions Training for Student Well-Being. *Journal of Management Education*, 1052562920953203. <https://doi.org/10.1177/1052562920953203>
- Hascher, T. (2007). Exploring students' well-being by taking a variety of looks into the classroom. *Hellenic Journal of Psychology*, 4(July), 331–349.
- Imeokparia, P., & Edigbonya, K. (2013). Stress Management: an Approach to Ensuring High Academic Performance of Business Education Students. *European Journal of Educational Studies*, 5(1), 167–176.
- Ko, C. M., Grace, F., Chavez, G. N., Grimley, S. J., Dalrymple, E. R., & Olson, L. E. (2018). Effect of Seminar on Compassion on student self-compassion,

- mindfulness and well-being: A randomized controlled trial. *Journal of American College Health*, 66(7), 537–545. <https://doi.org/10.1080/07448481.2018.1431913>
- Mahatmya, D., Thurston, M., & Lynch, M. E. (2018). Developing Students' Well-Being Through Integrative, Experiential Learning Courses. *Journal of Student Affairs Research and Practice*, 55(3), 295–307. <https://doi.org/10.1080/19496591.2018.1474756>
- MoghimIslam, M., Jafari, P., & Hoseini, M. (2013). Impact of Stress Management Training on the Girl High School Student Academic Achievement. *Procedia - Social and Behavioral Sciences*, 89, 22–26. <https://doi.org/10.1016/j.sbspro.2013.08.803>
- Neely, M. E., Schallert, D. L., Mohammed, S. S., Roberts, R. M., & Chen, Y. J. (2009). Self-kindness when facing stress: The role of self-compassion, goal regulation, and support in college students' well-being. *Motivation and Emotion*, 33(1), 88–97. <https://doi.org/10.1007/s11031-008-9119-8>
- Noble, T., McGrath, H., Wyatt, T., Carbines, R., & Robb, L. (2008). Scoping study into approaches to student wellbeing: A report to the department of education, employment and workplace relations. *Seven*, November.
- Sahenda, A. (2011). Studi Deskriptif Student Wellbeing Pada Siswa SMP Homeschooling Pewaris Bangsa Bandung. *Prosiding Psikologi*, 767–774.
- Savitri Yasmin Setyahadi, M. Y. (2017). Studi Deskriptif Mengenai Student Well-Being pada Siswa SMA X Bandung. *Prosiding Psikologi*, 4(1), 32–37.
- Skead, N. K., & Rogers, S. (2014). Stress, Anxiety and Depression in Law Students: How What They Do Affects How They Feel. *SSRN Electronic Journal*, December. <https://doi.org/10.2139/ssrn.2392131>
- Thoomaszen, F. W., & Murtini, M. (2014). Manajemen Stres untuk Menurunkan Kecemasan Menghadapi Ujian Nasional Siswa Sekolah Menengah Pertama. *HUMANITAS: Indonesian Psychological Journal*, 11(2), 79–92. <https://doi.org/10.26555/humanitas.v11i2.2331>
- van Petegem, K., Creemers, B., Aelterman, A., & Rosseel, Y. (2008). The importance of pre-measurements of wellbeing and achievement for students' current wellbeing. *South African Journal of Education*, 28(4), 451–468. <https://doi.org/10.15700/saje.v28n4a131>
- Wahyuni, E. N. (2017). Mengelola Stres dengan Pendekatan Cognitive Behavior Modification (Studi Eksperimen pada Mahasiswa Baru Pendidikan Agama Islam (PAI) Fakultas Ilmu Tarbiyah & Keguruan UIN Maliki Malang). *Tadrib*, 3(1), 99–117. <http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf>
- Ward-Griffin, E., Klaiber, P., Collins, H. K., Owens, R. L., Coren, S., & Chen, F. S. (2018). Petting away pre-exam stress: The effect of therapy dog sessions on student well-being. *Stress and Health*, 34(3), 468–473. <https://doi.org/10.1002/smi.2804>

Copyright Holder :

© Amri Muqaffi Fatih et al. (2025).

First Publication Right :

© International Journal of Research in Counseling

This article is under:

