

Institutional Demand For Wellbeing Programs in Private Educational Institutions: A Case Study of Psychological Service Adoption in Indonesia

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ABSTRACT

Educational institutions, particularly in private and international schools with high academic and social demands. This study aims to analyze the emergence of institutional demand for wellbeing programs through a case study of psychological intervention conducted in a private school network in Indonesia. This study employed an exploratory case study design using qualitative evidence supported by psychological consultation reports, mental health screening data, and organizational intervention development processes as the primary sources of analysis. The research began with six student counseling cases that revealed broader psychosocial issues within the school ecosystem, particularly among teachers. Subsequently, a mental health screening using the Millon Clinical Multiaxial Inventory (MCMI) was administered to 153 teachers across six schools within one educational foundation. The findings indicated that only 4.7% of teachers were categorized as psychologically stable, while 95.4% showed indications of personality-related or clinical psychological concerns. The dominant personality tendencies identified were histrionic, narcissistic, and compulsive traits. Based on these findings, the psychological service provider developed a holistic teacher wellbeing program consisting of psychoeducational seminars, one-on-one counseling support, yoga-based wellbeing activities, and post-intervention mental health assessments. The results demonstrate that mental health issues among teachers create institutional awareness and increase organizational demand for structured wellbeing services. This study contributes to the literature on institutional customer behavior, service product development, and mental health service innovation in educational settings. The findings suggest that psychological screening data can serve as a strategic foundation for developing evidence-based wellbeing products for educational institutions.

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1. INTRODUCTION

Mental health has become an increasingly important issue within educational institutions worldwide (Dabrowski et al., 2025). Teachers are expected not only to fulfill academic responsibilities but also to provide emotional support, behavioral guidance, and social supervision for students. These multidimensional responsibilities often create emotional exhaustion, chronic stress, and psychological burden among educators (Emeljanovas et al., 2023). The mental health and wellbeing of educators have a significant impact on both their own and their student lives. Studies have indicated correlations between mental health issues and the well-being of teachers and students (Harding et al., 2018). Teachers' mental health can have a direct effect on their students, and their own mental health may have an impact on their students' mental health (Connor et al., 2022).

Enhancing teachers' mental health and well-being is essential to creating a supportive learning environment that benefits both educators and learners (Rahmi, 2024). Programs for stress reduction and mindfulness-based therapies have also been suggested as ways to help teachers deal with stress and burnout. Appropriate school-based interventions can increase teachers' overall wellbeing, lessen burnout, and improve their capacity to manage stress (Agyapong et al., 2023). Investing in teachers' emotional well-being on an organizational scale is critical. Managing teachers' emotional well-being within the school setting is crucial for long-term changes (Stark et al., 2022). Teachers are more likely than other occupations to have a variety of mental health concerns. While stress is a typical reaction to stressful or hazardous circumstances, it can become pathological when it persists (Seo et al., 2017). Educators regularly report greater levels of behavioral, psychological, and physiological symptoms owing to work-related stress (Ormiston et al., 2022).

In Indonesia, discussions regarding teacher wellbeing remain relatively limited compared to academic performance and curriculum development. Educational institutions, particularly private and international schools, tend to prioritize student achievement while overlooking the psychological wellbeing of teachers and staff. However, recent studies have shown that teacher mental health significantly influences teaching quality, student engagement, classroom environment (Muñoz-Troncoso & Riquelme, 2025), personal characteristics and job engagement (Jelińska and Paradowski, 2021). At the same time, the growing awareness of mental health issues has increased the demand for psychological services and wellbeing programs across organizational sectors. In educational institutions, wellbeing programs are no longer viewed solely as supplementary activities but are increasingly considered strategic organizational investments.

This study investigates how institutional demand for wellbeing programs emerged within a private school network in Indonesia following a series of psychological interventions involving students and teachers. The study also explores how psychological screening data contributed to the development of a structured wellbeing service product. Unlike conventional mental health studies that primarily focus on psychological diagnosis, this research positions mental health services within the context of institutional customer behavior and service product development. Therefore, this study contributes not only to educational and psychological literature but also to business and service innovation studies.

Teacher Behavior And Educational Performance

The ideal social and emotional classroom environment and the expected student results are linked to teacher behaviors. Low levels of conflict and disruptive behavior, seamless transitions between activities, appropriate emotional expressions, polite communication and problem-solving, intense interest and task focus, and supportiveness and responsiveness to individual differences and students' needs are all characteristics of an ideal classroom environment (La Paro & Pianta, 2003).

Children tend to show lower levels of attention, engagement, and academic performance when teachers do not have adequate skills and resources to address the social and emotional challenges that arise in their classrooms (Marzano, Marzano, & Pickering, 2003). Furthermore, a negative classroom environment can contribute to what is often referred to as the teacher burnout cycle. As disruptive student behaviors increase, teachers may become emotionally exhausted from continuously managing these

challenges. In such circumstances, teachers are more likely to respond with strict, impulsive, or emotionally driven disciplinary actions, rather than using constructive approaches that help students develop self-control. As noted by Osher et al. (2007), these responses can unintentionally reinforce disruptive behaviors and create a continuing cycle of classroom difficulties.

The research by Jennings and Greenberg (2009) emphasizes the critical role of teachers' social and emotional competence (SEC) in shaping classroom climate, teacher–student relationships, classroom management, and the effective implementation of social-emotional learning (SEL) programs. They propose a mediational model suggesting that teachers' SEC and well-being are fundamental resources that promote a supportive classroom environment, which in turn benefits student social, emotional, and academic outcomes. The model is called the prosocial classroom: A model of teacher social and emotional competence and classroom and student outcomes (as below). The authors hypothesize that deficits in SEC can lead to a “burnout cascade,” negatively affecting classroom relationships and climate, while enhancements in SEC potentially through targeted interventions such as emotional intelligence training may reduce emotional stress and burnout, thereby fostering more positive educational experiences.

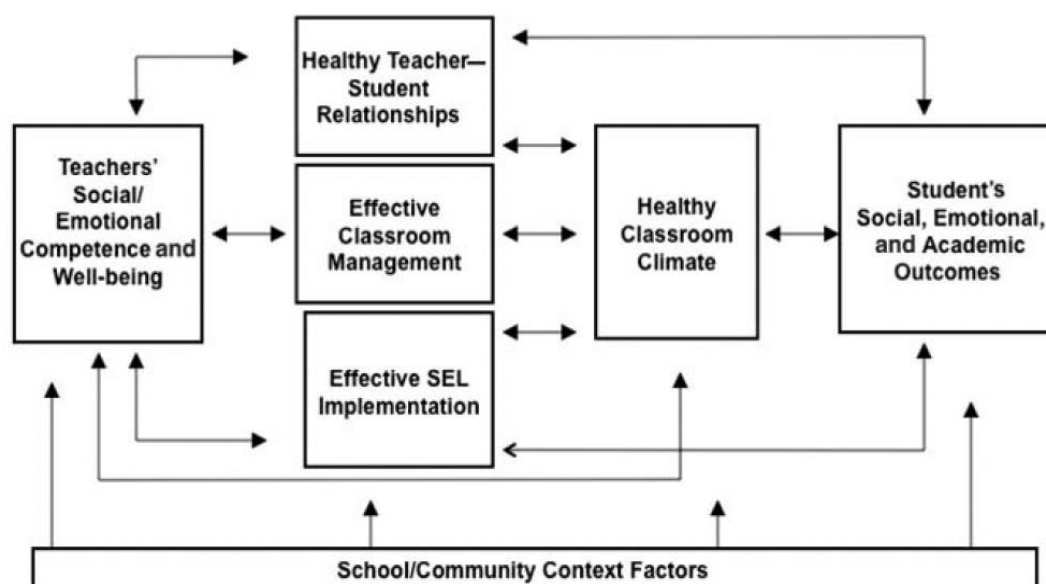


Figure 1: The model called The prosocial classroom: A model of teacher social and emotional competence and classroom and student outcomes.

To support this, the paper reviews existing research across educational, psychological, and sociological disciplines, affirming that teachers with higher SEC tend to develop stronger relationships, manage classroom challenges more effectively, and implement SEL initiatives more successfully. The findings suggest that strengthening teachers' SEC can improve classroom climate, mitigate stress and burnout, and ultimately promote healthier, more prosocial environments conducive to student growth.

Institutional Customer Behavior In Educational Services

Institutional customer behavior refers to organizational decision-making processes in adopting products or services. Unlike individual consumer behavior, institutional purchasing decisions are influenced by organizational goals, stakeholder interests, risk management, and operational sustainability. In educational institutions, service adoption often emerges when schools identify organizational risks or unmet institutional needs.

Psychological services in higher educational institutions play a crucial role in fostering the mental well-being and academic success of students (Alijonovna, S. S., 2024). High levels of stress and anxiety are reported by educators in school and postsecondary settings, along with inadequate or limited resources and support systems, such as marketed "teacher wellbeing" programs that can add to the pressures of workload mentioned by educators. When materials are accessible, educators say they do not have much time to use or access them (Dabrowski et al., 2025).

Psychological Wellbeing Program In Educational Institutions

Teachers are a vulnerable group in the profession. Teachers frequently suffer burnout, psychological discomfort, anxiety, sadness, exhaustion, diminished self-confidence, and strained interpersonal connections, according to international studies (Garcia-Carmona et al., 2019; Thompson & Hillman, 2020).

Teachers who experience high levels of work-related stress are less likely to be able to help their students both intellectually and emotionally (Travers, 2017), are less happy with and dedicated to their job, and are more likely to indicate plans to quit the profession within five years (Thomson & Hillman, 2020). Finding strategies to enhance teachers' mental health, burnout, and wellness is essential to maintaining and protecting the workforce given the high rate and adverse consequences of these variables.

The systematic review and meta-analysis conducted by Beames et al. (2023) identified several types of psychological intervention programs designed to improve teachers' mental health, wellbeing, and reduce professional burnout. These programs include:

1. Mindfulness and Relaxation-Based Programs
 - Mindfulness-Based Stress Reduction (MBSR)
 - Meditation practices
 - Progressive muscle relaxation
 - Yoga
2. Cognitive-Behavioural Skills Programs
 - Cognitive Behavioural Therapy (CBT)-based interventions
 - Cognitive restructuring techniques
 - Development of adaptive coping strategies
 - Modification of negative thought patterns
3. Stress Management Skills Programs
 - Stress reduction techniques
 - Time management training
 - Relaxation exercises
 - Coping skills development
4. Socio-Emotional, Relationship, and Interpersonal Skills Programs
 - Emotional intelligence development
 - Communication skills training
 - Relationship-building strategies
 - Social and interpersonal competence enhancement
5. Rational Emotive Behaviour Therapy (REBT) Programs
 - Identification and modification of irrational beliefs
 - Emotional regulation strategies
6. Acceptance and Commitment Therapy (ACT) Programs
 - Development of psychological flexibility
 - Values-based action and decision making
 - Acceptance-focused coping strategies
7. Other Integrated and Multi-Component Approaches
 - Gratitude-based interventions
 - Work environment improvement strategies
 - Sleep education programs

- Transpersonal psychology interventions
- Combined approaches integrating multiple theoretical frameworks

Most of these interventions were specifically designed or adapted for teachers, addressing occupational stressors and challenges commonly encountered within educational settings.

2. METHODS

2.1 Research Design And Object

This study employed an explanatory qualitative case study approach (Yin, R. K., 2018). Case study methodology was selected because the research aimed to investigate a real-world organizational phenomenon involving psychological intervention and institutional service adoption.

The research was conducted within a private educational foundation in Indonesia consisting of six schools. The schools operated within a religious-based educational environment and included teachers and educational staff from multiple educational levels.

Mental health screening was conducted on 153 teachers across six schools. The screening utilized the Millon Clinical Multiaxial Inventory (MCMI), which measures personality tendencies and clinical psychological indicators.

The assessment results were categorized into:

- a. Normal/stable condition
- b. Indication of psychological concerns
- c. Clinical-level psychological concerns

The screening was conducted as part of organizational psychological support and institutional wellbeing assessment. To maintain confidentiality and comply with ethical research standards, the identities of the schools and foundation are anonymized throughout this study.

The findings generated organizational awareness regarding the importance of teacher mental health and revealed a critical need for systematic wellbeing support. This awareness subsequently led to the emergence of institutional demand for wellbeing services and the development of a structured wellbeing program aimed at improving teacher wellbeing, providing psychological support, and fostering a healthier educational environment.

2.2 Data Collection

The study utilized multiple sources of qualitative and descriptive data, including:

1. General consultation reports from six student counseling cases.
2. Mental health screening results using the Millon Clinical Multiaxial Inventory (MCMI).
3. Organizational observations during the intervention process.
4. Internal documents related to the development of the wellbeing program.
5. Program design and service development documentation.

The use of multiple data sources allowed triangulation and strengthened the validity of the findings.

2.3 Data Analysis

Data were analyzed using descriptive qualitative analysis. The researchers examined recurring patterns from counseling reports, screening results, and organizational responses toward psychological intervention.

The analysis focused on:

- a. Emergence of institutional awareness
- b. Organizational response toward mental health risks
- c. Development of service demand
- d. Product development process

3. FINDINGS AND DISCUSSION

3.1 Student Counseling Cases As Initial Trigger

The institutional demand for wellbeing programs initially emerged from six individual student counseling cases handled by the psychological service provider. Although the primary issues experienced by students originated from family-related and personal problems, the counseling sessions revealed additional concerns associated with school environments and teacher interactions.

Several students demonstrated emotional difficulties, anxiety, communication barriers, and unresolved psychological stress. During the consultation process, indications of emotional strain among teachers also became apparent. These findings encouraged the educational institution to further investigate the psychological condition of teachers and staff.

3.2 Teacher Mental Health Screening Results

Following the initial counseling findings, the institution conducted a mental health screening involving 153 teachers.

The screening results indicated:

- a. Only 4.7% of teachers were categorized as psychologically stable.
- b. Approximately 48.4% showed indications of psychological concerns.
- c. Approximately 46.9% demonstrated more significant psychological disturbance tendencies.

The dominant personality tendencies identified through the MCMI assessment included:

- a. Histrionic tendencies
- b. Narcissistic tendencies
- c. Compulsive tendencies

When interpreted in the context of elevated psychological distress, the dominant personality tendencies identified through the MCMI may represent potential vulnerabilities that influence teachers' professional functioning. Pronounced histrionic tendencies may be associated with excessive emotional expression, heightened sensitivity to interpersonal reactions, and a strong need for attention or approval, which may reduce emotional stability in challenging classroom situations. Elevated narcissistic tendencies may contribute to defensiveness, difficulty accepting constructive feedback, overestimation of one's abilities, and reduced empathy toward colleagues or students, potentially affecting collaboration and professional development. Strong compulsive tendencies may manifest as excessive perfectionism, rigidity, overcontrol, and difficulty adapting to unexpected changes, increasing the risk of work-related stress and burnout. Collectively, these personality tendencies may reduce teachers' psychological flexibility, impair interpersonal relationships within the school environment, and hinder their ability to effectively cope with the increasing emotional and professional demands of contemporary educational settings. These findings underscore the importance of institutional mental health support and early psychological interventions to promote teacher well-being and maintain educational quality. These findings demonstrate that psychological challenges among teachers were not isolated individual cases but reflected broader institutional conditions. The results also indicate that educational institutions may unknowingly operate under significant emotional and psychological pressure among educators.

3.3 Organizational Awareness And Institutional Demand

The mental health screening results significantly increased organizational awareness regarding teacher well-being.

Prior to the intervention process, mental health support within the institution was relatively limited and primarily reactive. However, after reviewing the psychological screening results, school management recognized the urgency of creating a more supportive and psychologically healthy environment.

The institution subsequently expressed demand for structured wellbeing programs aimed at:

- a. Emotional recovery
- b. Stress management
- c. Psychological support
- d. Organizational wellbeing improvement
- e. Preventive mental health strategies

This demonstrates how data-driven psychological findings can influence institutional decision-making and service adoption behavior.

3.4 Development Of Wellbeing Service Products

Based on the organizational needs identified during the assessment process, the psychological service provider developed a structured wellbeing program specifically designed for teachers and educational staff.

The program included:

1. Wellbeing Seminar

Psychoeducational seminars were designed to increase awareness regarding mental health, emotional resilience, burnout, and self-care.

2. Counseling and Therapy Support

Teachers received access to offline and online one-on-one consultation sessions with psychologists.

3. Wellbeing Yoga

Yoga-based activities were incorporated to support stress reduction, emotional regulation, and physical relaxation.

4. Post-Test Psychological Assessment

Post-intervention assessments were planned to evaluate program effectiveness and identify ongoing psychological needs.

The service development process reflects evidence-based product innovation in the mental health industry. This study highlights the relationship between psychological assessment findings and institutional customer behavior. Unlike traditional organizational purchasing behavior driven by operational efficiency or financial considerations, the adoption of wellbeing services in this case emerged from emotional and psychological organizational risks.

The findings suggest that:

- a. Teacher mental health significantly influences educational ecosystems.
- b. Psychological data can increase institutional awareness.
- c. Evidence-based assessments strengthen service legitimacy.
- d. Wellbeing programs are increasingly viewed as strategic organizational investments.

From a business perspective, this study demonstrates how psychological service providers can transform consultation findings into scalable organizational service products.

The research also contributes to service product development literature by illustrating how real client problems can become the foundation for innovation and market demand creation.

4. CONCLUSION

This study examined the emergence of institutional demand for wellbeing programs within a private educational institution in Indonesia. The findings revealed that psychological issues identified during student counseling sessions led to broader institutional awareness regarding teacher mental health. Mental health screening involving 153 teachers demonstrated that the majority of educators showed indications of psychological concerns, while only a small percentage were categorized as psychologically stable. These findings encouraged the institution to adopt structured wellbeing programs consisting of psychoeducational seminars, counseling support, yoga-based wellbeing activities, and post-intervention psychological assessments. The study concludes that psychological screening data can function not only as clinical information but also as strategic organizational insight

capable of influencing institutional decision-making and service adoption. From a business and service innovation perspective, this research demonstrates how mental health service providers can develop evidence-based wellbeing products based on organizational psychological needs.

The study contributes to the fields of:

- a. Institutional customer behavior
- b. Service product development
- c. Educational wellbeing management
- d. Mental health service innovation

Future studies are encouraged to examine the long-term effectiveness of wellbeing interventions within educational institutions and explore quantitative relationships between teacher wellbeing and organizational performance.

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