



A CBT-based stress management module for police officers: A pre-post intervention study

**Mohd. Shahrul bin Kamaruddin, Bong Lai Mao*, Tsai Jia Hui, Jacklyn Ting Min Ming
& Amos Ting Qi Tao**

Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak,
94300 Kota Samarahan, Sarawak, Malaysia.

ABSTRACT

Despite the high-stress nature of policing roles in Malaysia, there is a lack of structured, evidence-based stress management interventions with measurable outcomes for police personnel. This study presents the outcomes of a stress management module conducted at the Kuching District Police Headquarters (IPD) to address occupational stress among Malaysian police personnel. Given the high-stress nature of policing roles, the intervention focused on equipping officers with mindfulness practices and time management techniques to foster psychological resilience, emotional regulation, and enhanced professional effectiveness. The program was designed to incorporate pre- and post-assessment tools to evaluate changes in stress awareness, stress coping strategies, and individual productivity. A total of 39 police officers initially participated in the program, of whom 36 completed the full intervention. Findings indicated measurable improvements in participants' ability to recognise personal stressors, apply mindfulness-based stress reduction techniques, and utilise structured time management to handle workload demands. These results underscore the value of incorporating structured wellness training into the professional development of police personnel in Malaysia and highlight the potential for broader institutional integration across district-level law enforcement units.

Keywords: police officers, stress management, mindfulness, time management, module

ARTICLE INFO

Email address: 86337@siswa.unimas.my (Bong Lai Mao)

*Corresponding author

<https://doi.org/10.33736/jcshd.10587.2026>

e-ISSN: 2550-1623

Manuscript received: 19 August 2025; Accepted: 18 March 2026; Date of publication: 31 March 2026

Copyright: This is an open-access article distributed under the terms of the CC-BY-NC-SA (Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License), which permits unrestricted use, distribution, and reproduction in any medium, for non-commercial purposes, provided the original work of the author(s) is properly cited.

1 INTRODUCTION

Occupational stress among law enforcement officers has become a growing concern in Malaysia. Police personnel operate in a dynamic, frequently high-risk, high-stress environment where their duties involve law enforcement, community engagement, emergency response, and often unpredictable confrontations (Jacobs & Keegan, 2022). These factors collectively contribute to elevated levels of psychological stress, which may lead to burnout, absenteeism, impaired judgment, and reduced performance if left unaddressed (Wahid et al., 2023). District-level police headquarters, such as the Kuching IPD, serve as central operational nodes. High caseloads, workforce shortages, and community demand further strain staff, frequently burdening them. In this context, the implementation of structured interventions is essential not only for individual mental health but also for the broader functionality and credibility of policing institutions. The stress management module introduced was developed in response to these systemic pressures. It aimed to provide a practical, research-informed platform for officers to acquire strategies for managing occupational stress effectively, specifically through mindfulness and time-management techniques.

According to Sik and Pat (2024), police officers in Malaysia routinely face complex working conditions, including shift work, long hours, exposure to traumatic incidents, and hierarchical command structures. These stressors are further intensified by public scrutiny, evolving legal mandates, and limited institutional resources. As a result, stress-related symptoms such as anxiety, irritability, fatigue, and decreased motivation are frequently observed among personnel. Although wellness initiatives and informal coping strategies are sometimes available in policing contexts, their effectiveness remains questionable. Brief wellness talks or ad-hoc workshops are often generic, failing to account for the unique psychological demands of policing. Many lack structured follow-up or reinforcement, reducing long-term impact (Hoeve et al., 2021). Without measurable outcomes, it is challenging to justify institutional investment or scaling of these approaches.

The Kuching District Police Headquarters has experienced similar challenges, with internal observations indicating growing concern over officer well-being. Despite the availability of informal coping mechanisms and occasional wellness briefings, these measures often lack the consistency, depth, and theoretical grounding required to effect lasting change. Thus, the decision to develop and implement a structured consultation module was based on the need for a more sustainable, skill-oriented approach to managing stress within the organisation. The rationale for introducing this stress management module lies in its potential to address an institutional gap in mental wellness training for police personnel. According to Cox et al. (2022), police officers are frequently exposed to high levels of occupational stress arising from both organisational and operational demands, which are often associated with negative emotional responses such as anxiety, frustration, and depression. The module aimed to balance this by providing officers with validated psychological tools applicable to their specific work environments. Mindfulness, defined as the ability to remain present and fully engaged without judgment, has been shown to improve stress management, cognitive flexibility, and emotional balance in high-demand professions (Krick et al., 2023). Similarly, practical time management skills have been positively correlated with reduced stress, increased job satisfaction, and improved task performance across occupational

domains (Atrizka et al., 2022). The integration of these practices into a police-specific framework was thus considered both timely and contextually appropriate.

While wellness initiatives have been introduced in some branches of the Malaysian public service, there is a noticeable shortage of structured stress-reduction programs specifically tailored for district police personnel. Most available programs are brief and theoretical, lacking practical components or follow-up assessments. Furthermore, few interventions offer measurable outcomes, making it difficult to assess their effectiveness or justify their continuation. This stress management module addressed these limitations by offering a structured, experiential curriculum supported by pre- and post-intervention assessments. It emphasised hands-on application, reflective learning, and evidence-based practices. The inclusion of psychometric assessments enabled quantification of outcomes and provided insight into individual and collective progress, thereby filling a significant gap in both programming and evaluation. The module was designed with several key objectives. The first objective was to enhance officers' understanding of workplace stress and its potential psychological, physical, and organisational implications. The second objective was to enhance participants' ability to identify everyday stressors and recognise early signs of personal stress. The final objective was to introduce and cultivate the regular use of mindfulness techniques and time management strategies to reduce stress and improve performance.

1.1 Program Description

To reduce occupational stress among officers, the Kuching District Police Headquarters executed a systematic Stress Management Module based on Cognitive Behavioural Therapy (CBT). The intervention program is a half-day (8:00 a.m. to 2:00 p.m.) aimed at employees in high-stress roles, such as police officers. It equips participants with practical strategies to enhance productivity, reduce stress, and support emotional well-being. The program covers stress-related topics through four structured submodules, each lasting 45–60 minutes. These submodules combine theory, case discussions, experiential activities, and assessments to ensure active participation, reflection, and effective learning within a compact timeframe.

This program uses a CBT-based approach and is suitable for group training. CBT helps participants understand the link between thoughts, emotions, and behaviours (Lindner, 2021), enabling them to recognise and challenge negative thought patterns. The empirical foundation of CBT ensured that every activity and exercise was grounded in psychological mechanisms shown to improve behavioural control, adaptive thinking, and emotional regulation. Integrated throughout all submodules, CBT techniques make the program both informative and therapeutic. Participants are guided to identify stressors, reflect on maladaptive behaviours, and apply healthy coping strategies to manage stress in demanding work environments. The consultation comprises four key submodules that address different aspects of stress and time management.

Submodule 1: Introduction to Stress applied psychoeducation and self-monitoring. Participants explored the distinction between stress and distress, examined how stress affects them physically, emotionally, cognitively, and behaviourally through interactive talks, slides, and videos. A hands-on activity, the "Stress Reflection Web, allows participants to visually map their stress across life

domains. The Perceived Stress Scale (PSS) is used pre- and post-session to measure changes in perceived stress.

Submodule 2: Identifying Stress Triggers incorporated cognitive restructuring by helping participants pinpoint personal and work-related stressors unique to policing, including operational, organisational, and personal factors. A case study is used to analyse real-life scenarios. Participants distinguish between stressors and their psychological effects, followed by a group sharing session. The Organisational Police Stress Questionnaire (PSQ-Org) is administered before and after the session to gauge its impact.

Submodule 3: Mindfulness Practices focused on emotional regulation and breaking automatic negative thought cycles. Participants learn to differentiate between mindfulness and rest, and practice techniques such as the One-Minute Breathing Space and the Three-Minute Body Scan. Slides, audio guides, and discussions support these. The Mindful Attention Awareness Scale (MAAS) is used to assess improvement in mindfulness and self-regulation, building on earlier CBT strategies.

Submodule 4: Time Management Techniques operationalised behavioural activation by linking structured planning to stress reduction. It begins with the Cognitive Behavioural Triangle, which explains how thoughts, feelings, and actions interact. Participants complete a 24-Hour Pie Chart to analyse their routines and learn tools such as the Eisenhower Matrix and the Pomodoro Technique. They are also introduced to the 'Remember the Milk' task app and watch a video on the effects of poor time use. The Time Management Questionnaire (TMQ) is used to measure progress in planning and time awareness.

By explicitly integrating CBT elements, including psychoeducation, cognitive restructuring, emotional regulation, self-monitoring, and behavioural activation, the module provided officers with both theoretical knowledge and practical tools to manage stress more effectively in policing contexts. The structure and content of the module are summarised in Table 1.

2 METHODS

2.1 Design

A quantitative pre-test and post-test approach was used in this study to assess the effectiveness of police officers' responses to the Stress Management in the Workplace program. Specifically, this study employed a one-group pre-test–post-test design, in which all participants received the intervention without a control group. The four structured submodules of the intervention, including stress awareness, stress triggers, mindfulness, and time management, were based on the theories of CBT. Pre- and post-assessment instruments were included in each submodule to evaluate participants' improvements in time management, mindfulness, and stress perception. This approach enabled direct comparison of participants' pre- and post-test results, providing empirical

evidence of the module's effectiveness in reducing stress and promoting adaptive coping among law enforcement officers.

Table 1. Content of the module.

Module	Form of Communication	Learning Objectives
Introduction to Stress	<ul style="list-style-type: none"> • Lecture • Video • Interactive Activity 	<ul style="list-style-type: none"> • Recognise how stress manifests physically, emotionally, behaviourally, and mentally. • Identify personal stress triggers and patterns through reflection. • Develop a better understanding of stress to manage it more effectively.
Identifying Stress Triggers	<ul style="list-style-type: none"> • Lecture • Case Study • Feedback with Group Dynamics 	<ul style="list-style-type: none"> • Identify common types of stress triggers in the context of police work. • Learn strategies for identifying and managing stressors. • Understand the signs and symptoms associated with stress.
Mindfulness Practices	<ul style="list-style-type: none"> • Lecture • Video • Group Activity 	<ul style="list-style-type: none"> • Learn and practice mindfulness techniques to reduce stress and improve emotional regulation. • Develop the ability to pause and refocus during stressful situations using mindfulness tools. • Build emotional self-awareness through regular mindfulness practices.
Time Management Techniques	<ul style="list-style-type: none"> • Lecture • Video • Group Activity • Feedback with Group Dynamics 	<ul style="list-style-type: none"> • Understand how poor time management can increase stress. • Learn two simple tools to manage time better. • Increase knowledge on how time management can reduce stress.

2.2 Participants

The program involved 39 police officers from the Kuching District Police Headquarters (IPD Kuching), of whom 36 completed all four submodules. Various departmental sections, such as field operations, investigations, traffic, and administrative divisions, nominated participants to guarantee broad participation within the organisation. To comply with reporting standards and enhance the interpretability of the sample, limited aggregated demographic information, including general age range, gender distribution, and years of service, was obtained and reported without compromising participant anonymity. The demographic characteristics of the participants are

presented in Table 2, which summarises age distribution, gender, rank categories, and years of service. These data were collected only in summary form, ensuring that no individual participant could be identified. To ensure confidentiality and prevent identification, all participant responses were coded numerically. Officers were adequately informed of the study's goal, confidentiality procedures, and their right to withdraw at any time without consequences. Lastly, before data collection, informed consent was obtained from IPD to participate in the study.

Table 2. Demographic characteristics of the participants (N=36).

Variable	Category	n	%
Age Range	20-29	4	11.1
	30-39	15	41.7
	40-49	14	38.9
	50 and above	3	8.3
Gender	Male	20	55.6
	Female	16	44.4
Year of Service	1-5 years	4	11.1
	6-10 years	8	22.2
	11-20 years	16	44.4
	More than 20 years	8	22.2

2.3 Procedure

The intervention took place at the IPD Kuching training hall over a half-day session (8:00 a.m.–2:00 p.m.). Firstly, participants received a briefing on the program's goals and the sequence of events upon arrival. They initially completed a set of pre-assessment tools for each submodule: the Perceived Stress Scale (PSS), the Organisational Police Stress Questionnaire (PSQ-Org), the Mindful Attention Awareness Scale (MAAS), and the Time Management Questionnaire (TMQ).

Trainee counsellors conducted the program under the supervision of a registered counsellor. The four submodules were presented in order through lectures, group discussions, videos, and hands-on activities. Participants were able to identify stressors, reorganise negative thought patterns, engage in mindfulness exercises, and apply time-management approaches in real police situations, according to the CBT-based approach.

Participants completed the appropriate post-assessment form after each submodule to evaluate their immediate learning outcomes. To ensure consistency and reliability, data-gathering methods were standardised across all groups. Lastly, a quick debriefing was held at the end of the session to review the learning objectives, gather feedback, and express appreciation to the participants.

2.4 Instruments

The evaluation framework for this program incorporates four validated instruments, each selected to align with the learning objectives and psychological focus of its respective submodule. All instruments are grounded in research and have demonstrated reliability and validity in stress-related assessments.

Submodule 1: Introduction to Stress employs the Perceived Stress Scale (PSS) developed by Cohen et al. (1983) to assess individuals' perceptions of their lives as unpredictable, uncontrollable, and overloaded—key aspects of stress appraisal. This 10-item scale, rated on a 5-point Likert scale, has demonstrated good internal consistency in previous studies, with Cronbach's α ranging from 0.796 to 0.865 (Chen et al., 2021).

Submodule 2: Identifying Stress Triggers utilises the Organisational Police Stress Questionnaire (PSQ-Org) developed by McCreary (2002) to measure work-related stressors specific to law enforcement. The instrument has shown strong reliability, with Cronbach's α values exceeding 0.80 in prior research.

Submodule 3: Mindfulness Training uses the Mindful Attention Awareness Scale (MAAS) developed by Brown and Ryan (2003) to assess the tendency to be attentive and aware of present-moment experiences in daily life. This 15-item scale, rated on a 6-point Likert scale, has demonstrated high internal consistency in prior studies, with Cronbach's α ranging from 0.80 to 0.87.

Submodule 4: Time Management Skills employs the Time Management Questionnaire (TMQ) developed by Macan et al. (1990) to assess planning, prioritising, and time-monitoring behaviours. The scale consists of 18 items rated on a 5-point Likert scale and has demonstrated good internal consistency in previous research, with Cronbach's α values ranging from 0.76 to 0.83.

Together, these instruments provide a comprehensive evaluation of the intervention's impact on stress perception, stress triggers, mindfulness, and time management skills, ensuring that each submodule's learning objectives are assessed with valid and reliable measures.

2.5 Data Collection

Data collection took place at two key points: immediately before and directly after each submodule to assess short-term learning outcomes. The relevant pre- and post-assessment tools, including PSS, PSQ-Org, MAAS, and TMQ, were administered by trainee counsellors under the supervision of a registered counsellor. Verbal and written instructions were provided, and 5–10 minutes were allocated for completion. The procedure was standardised across all submodules to maintain consistency and uphold ethical standards.

3 RESULTS

A descriptive analysis was conducted to examine changes in perceived stress, organisational stress triggers, mindfulness, and time management skills following the intervention. Overall, participants showed reductions in perceived stress and organisational stress triggers, accompanied by increases in mindfulness and time management skills (see Table 3 for full descriptive statistics).

As shown in Table 4, participants demonstrated a reduction in perceived stress scores from pre-test to post-test. To evaluate the immediate learning outcomes of Submodule 1: Introduction to Stress, a paired-samples *t*-test was conducted to compare participants' scores before and after the intervention. Results indicated a statistically significant improvement following the submodule, $t(35) = 5.27, p < .001$. The mean score decreased from pre- to post-intervention ($M = 0.61, SD = 0.69$), indicating a positive change in the targeted outcome of the submodule. This trend is visually illustrated in Figure 1, which shows the decrease in perceived stress scores from pre-test to post-test.

Table 3. Descriptive statistics for pre-test and post-test scores.

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Test_PSS	36	.00	3.50	2.4333	.83837
Post_Test_PSS	36	.00	3.20	1.8278	.84840
Pre_Test_PSQ	36	2.00	5.65	3.9139	1.11635
Post_Test_PSQ	36	1.00	5.20	2.9750	1.20454
Pre_Test_MAAS	36	1.60	3.30	2.4167	.46752
Post_Test_MAAS	36	2.60	5.20	3.9556	.74160
Pre_Test_TMQ	36	2.06	2.67	2.3241	.15516
Post_Test_TMQ	36	3.28	3.78	3.5278	.13445
Valid N (listwise)	36				

Table 4. Paired-samples t-test for PSS before and after the intervention.

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre_PSS - Post_PSS	.60556	.68908	.11485	.37241	.83871	5.273	35	.000

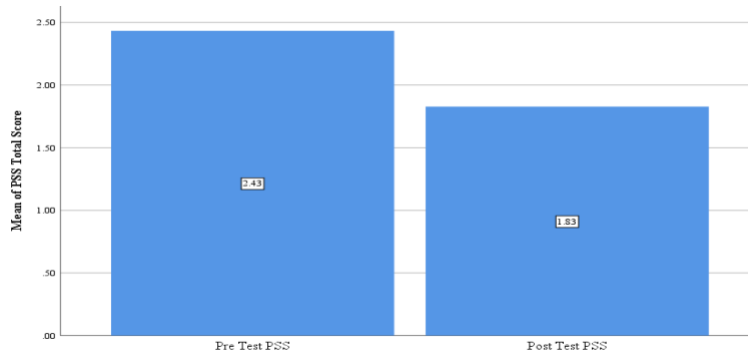


Figure 1. Mean PSS scores before and after the intervention.

Results related to organisational stress are presented in Table 5, which shows a decrease in stress trigger scores following the intervention. To identify the immediate learning outcomes of Submodule 2 on identifying organisational stress triggers, a paired-samples *t*-test was conducted using PSQ-Org mean scores. Results revealed a statistically significant reduction in organisational stress following the submodule, $t(35) = 3.370, p = .002$. The mean difference was 0.94 ($SD = 1.67$), indicating that participants experienced lower levels of organisational stress after completing this submodule of the intervention program. The reduction in organisational stress is further illustrated in Figure 2.

Table 5. Paired-samples *t*-test for PSQ-Org before and after the intervention.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_PSQ - Post_PSQ	.93889	1.67140	.27857	.37337	1.50441	3.370	35	.002

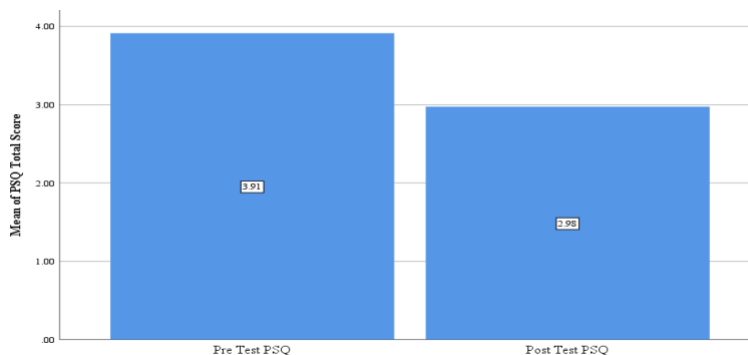


Figure 2. Mean scores of PSQ-Org before and after the intervention.

Changes in mindfulness scores are summarised in Table 6, indicating a substantial increase following the intervention. The immediate learning outcomes of Submodule 3 in promoting mindfulness practices were investigated using a paired-samples t-test on MAAS mean scores. Results indicated a statistically significant increase in mindfulness following the intervention, $t(35) = -14.53$, $p < .001$. The mean difference was -1.54 points, with an SD of 0.64, reflecting a considerable improvement in participants' mindfulness awareness after completing this submodule. The negative t -value indicates the scoring direction: higher post-test scores indicate greater mindfulness knowledge and awareness. The increase in mindfulness scores is depicted in Figure 3.

Table 6. Paired-samples t-test for MAAS before and after the intervention.

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair1	Pre_MAAS - Post_MAAS	-1.53889	.63529	.10588	-1.75384	-1.32394	-14.534	35	.000

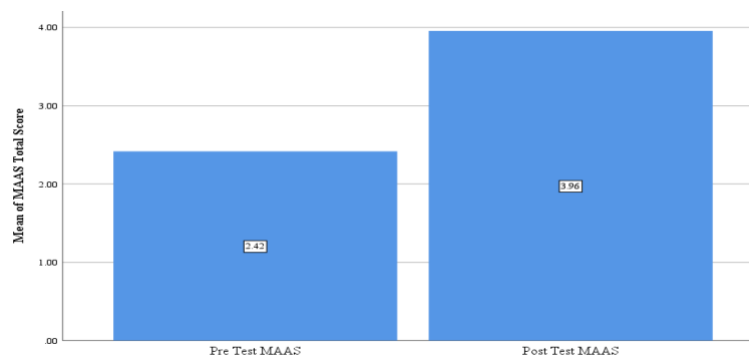
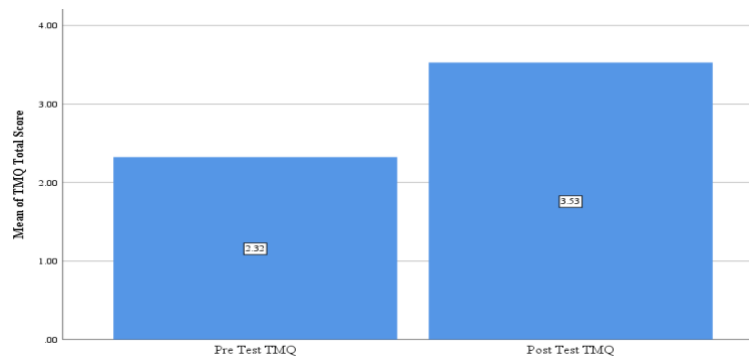


Figure 3. Mean scores of MAAS before and after the intervention.

A paired-samples t-test was conducted on TMQ mean scores, and the results showed a statistically significant increase following the intervention, $t(35) = -37.35$, $p < .001$. Improvements in time management skills are presented in Table 7, demonstrating a significant increase in post-test scores. However, the unusually large t -value may be attributed to the small standard deviation of the difference scores, indicating highly consistent responses among participants. As shown in Figure 4, time management scores improved considerably following the intervention. Given the short duration of the intervention and the immediate post-test measurement, the increase in TMQ scores is more likely to reflect participants' perceived awareness and understanding of time management strategies, rather than actual behavioural change. Time management behaviours typically require sustained practice and longer-term follow-up to demonstrate meaningful change.

Table 7. Paired-samples t-test for TMQ before and after the intervention.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_TMQ - Post_TMQ	-1.20370	.19336	.03223	-1.26913	-1.13828	-37.350	35	.000

**Figure 4.** Mean scores of TMQ before and after the intervention.

4 DISCUSSION

The findings of this study suggest that the half-day CBT-based Stress Management in the Workplace module enhances police officers' stress management, mindfulness, and time management abilities. Pre- and post-intervention assessments using paired-sample t-tests revealed statistically significant changes in each of the four psychological domains: perceived stress, stress triggers, mindfulness, and time management. Results from assessments indicated significant improvements across all four psychological domains, suggesting that even a brief, targeted intervention can produce meaningful short-term outcomes among law enforcement personnel.

These findings demonstrate how structured psychoeducation and cognitive-behavioural approaches can support adaptive coping and emotional regulation in challenging professional environments. Submodule One, designed to address general perceived stress, showed a significant reduction in Perceived Stress Scale (PSS) scores, $t(35) = 5.27, p < .001$. This finding aligns with a study by Stächele et al. (2020), which suggests that a brief cognitive-behavioural stress management program enhances employees' well-being, coping mechanisms, and perceived stress levels. In CBT terms, the combination of adaptive coping mechanisms, emotional regulation techniques, and psychoeducational content likely contributed to the observed reduction in perceived stress levels by helping officers monitor and reframe stress-inducing thoughts.

Submodule Two, which focused on organisational stress using the PSQ-Org, also demonstrated a statistically significant reduction in scores, $t(35) = 3.37, p = .002$. Reductions in organisational stress support the idea that cognitive restructuring can modify maladaptive appraisals of workplace challenges. This finding is consistent with a study by Bezie et al. (2024) that indicated that job demands, job satisfaction, workplace stress, and organisational police stress were all predictive of police officers' work-related burnout, considering that burnout and decreased job satisfaction in police officers are known to be caused by organisational stress, which arises from administrative demands, supervision, and internal policies. The training program effectively raised officers' awareness of organisational stressors and taught them cognitive-behavioural skills to deal with them.

The third submodule, which focused on improving mindfulness, resulted in a substantial and significant increase in MAAS scores ($t(35) = -14.53, p < .001$). This outcome demonstrates the decisive role of emotional regulation and attentional control in stress management. This significant outcome implies that officers were not only interested in receiving mindfulness education but also successfully incorporated it into a shorter delivery structure. These results corroborate the findings of Hovee et al. (2021), which suggest that police officers may benefit from mindfulness-based interventions. Furthermore, the most significant factor in explaining police officers decreased stress levels appears to be improvements in their attention and acceptance skills, such as acting consciously and refraining from expressing judgment. Notably, mindfulness training is an effective way to increase resilience and mitigate the negative mental health consequences commonly experienced by law enforcement professionals in high-stress settings (Christopher et al., 2020). Compared to other submodules, mindfulness may have shown more substantial effects because it offered immediate, experiential emotion-regulation practice that participants could feel and apply directly during the session. Participants directly experienced the calming effects of attentional anchoring during mindfulness exercises, including the Three-Minute Body Scan and the One-Minute Breathing Space, which provided instantaneous, experiential feedback.

Submodule Four, addressing time management, also resulted in a statistically significant improvement in time management scores, $t(35) = -37.350, p < .001$. The study's significant increase indicates that strategies such as scheduling, goal setting, and prioritisation were both valuable and accessible in the busy, multitasking environment of law enforcement. From a CBT perspective, these techniques represent behavioural activation, linking structured planning with stress reduction. However, unlike mindfulness, time management skills may take longer to integrate into the unpredictable schedules of policing, potentially limiting their immediate real-world application. The relationship between workflow interruptions and task performance, as well as psychological distress, is mitigated by time-management skills, which also serve as a buffer against hindrance appraisal (Ma et al., 2020).

From a practical perspective, the results highlight the short-term behavioural changes that result from implementing short, structured stress management modules within police organisations. The improvements observed across stress perception, mindfulness, and time management suggest that such programs can be incorporated into professional training to enhance police officers' psychological resilience, job performance, and overall well-being. This is particularly relevant for resource-constrained settings, where brief yet impactful interventions are required. In practice,

organisations may organise wellness workshops every 3 months as a follow-up to the main stress management program. These regular sessions will help reinforce what participants have already learned and provide opportunities to explore new topics related to mental health and well-being (Wahbeh et al., 2022). By offering these workshops regularly, officers will continue to develop their coping skills and receive ongoing support. Next, it is recommended to introduce a system that allows for regular feedback and monitoring of staff well-being. This can be done by including short 'stress check-ins' during team meetings or by scheduling one-on-one sessions with the unit counsellor. Having a regular space to talk about stress can help identify early warning signs of burnout, emotional fatigue, or other mental health concerns (Duncan & Pond, 2024). Early detection enables timely intervention, such as counselling, before issues escalate. In the long term, this contributes to improved morale and fosters a more supportive, resilient workplace environment.

Despite these positive results, several limitations should be noted. First, there were fewer opportunities for long-term behavioural change and consistent practice due to the brief intervention period. The results primarily reflect participants' short-term awareness and understanding of stress management, mindfulness, and time management strategies, rather than sustained behavioural change. Repetition and reinforcement are usually necessary for CBT-based skills, especially behavioural activation and cognitive restructuring, to become rooted. Second, several participants were periodically called out of the session due to operational obligations, which would have impacted their participation and continuity. Third, the anonymisation of the participation data and the absence of a control group made it impossible to compare outcomes with a baseline unaffected by the intervention or to analyse the impact of demographic factors. These drawbacks imply that to assess the sustainability of the observed benefits, future research should use longitudinal or follow-up designs. Future research should consider employing controlled experimental designs to strengthen causal inferences about the intervention's effectiveness. Studies are also recommended to assess the sustainability of behavioural changes over time. Additionally, future studies may explore variations across rank, years of service, and departmental roles to understand better how stress management interventions can be tailored to specific subgroups within law enforcement.

In conclusion, the findings demonstrate that when content is evidence-based, contextually appropriate, and presented face-to-face, even a half-day module can produce distinct psychological effects. Enhancements across the four domains highlight the program's potential as a preventive mental health approach in law enforcement and demonstrate its comprehensive design. These results underscore the importance of integrating these programs into organisational health frameworks to support performance, retention, and resilience in high-risk professional groups. By grounding the module in core CBT principles such as psychoeducation, cognitive restructuring, emotional regulation, and behavioural activation, the program shows strong promise as a scalable tool to strengthen resilience, support well-being, and enhance performance in high-stress professional groups.

ACKNOWLEDGEMENTS

The authors would like to thank the Kuching District Police Headquarters for their cooperation and participation in this study.

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.

FUNDING

This research received no external funding.

REFERENCES

Atrizka, D., Pratama, I., & Suharyanto, A. (2022). Implementasi time management dalam mereduksi stres kerja karyawan Pt. Perkebunan Sawit XYZ. *Pelita Masyarakat*, 4(1), 148–154. <https://doi.org/10.31289/pelitamasyarakat.v4i1.7855>

Bezie, A. E., Yenealem, D. G., Belay, A. A., Abie, A. A., Abebaw, T., Melaku, C., Mamaye, Y., & Tesfaye, A. H. (2024). Prevalence of work-related burnout and associated factors among police officers in the Central Gondar Zone, Northwest Ethiopia, 2023. *Frontiers in Public Health*, 12, 1355625. <https://doi.org/10.3389/fpubh.2024.1355625>

Britton, B. K., & Tesser, A. (1991). Effects of time-management practices on college grades. *Journal of Educational Psychology*, 83(3), 405–410. <https://doi.org/10.1037/0022-0663.83.3.405>

- Çevik, Ü. (2021). The relationship between time management, self-efficacy and academic success levels of nursing and midwifery students and various variables. *Samsun Sağlık Bilimleri Dergisi*, 6(1), 128–135. <https://doi.org/10.47115/jshs.884422>
- Chen, J. Y., Chin, W. -Y., Tiwari, A., Wong, J., Wong, I. C. K., Worsley, A., Feng, Y., Sham, M. H., Tsang, J. P. Y., & Lau, C. S. (2021). Validation of the Perceived Stress Scale (PSS-10) in medical and health sciences students in Hong Kong. *The Asia Pacific Scholar*, 6(2), 31–37. <https://doi.org/10.29060/taps.2021-6-2/oa2328>
- Christopher, M., Bowen, S., & Witkiewitz, K. (2020). Mindfulness-based resilience training for aggression, stress and health in law enforcement officers: Study protocol for a multisite, randomised, single-blind clinical feasibility trial. *Trials*, 21, 236. <https://doi.org/10.1186/s13063-020-4165-y>
- Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24(4), 385–396. <https://doi.org/10.2307/2136404>
- Cox, J. A., Zawawi, D., & Md Yasin, I. (2022). The impact of excessive stress on deviant behaviour and the mediation role of emotional intelligence among the Royal Malaysian Police. *Global Business and Management Research: An International Journal*, 14(3), 1378–1392.
- Duncan, S., & Pond, R. (2024). Effective burnout prevention strategies for counsellors and other therapists: A systematic review and meta-synthesis of qualitative studies. *Counselling Psychology Quarterly*, 38(3), 526–555. <https://doi.org/10.1080/09515070.2024.2394767>
- González-Blanch, C., Medrano, L. A., O'Sullivan, S., Bell, I., Nicholas, J., Chambers, R., Gleeson, J. F., & Alvarez-Jimenez, M. (2022). Psychometric properties of the Mindful Attention Awareness Scale (MAAS) in a first-episode psychosis sample. *Psychological Assessment*, 34(2), 188–196. <https://doi.org/10.1037/pas0001077>
- Hoeve, M., de Bruin, E. I., van Rooij, F., & Bögels, S. M. (2021). Effects of a mindfulness-based intervention for police officers. *Mindfulness*, 12, 1672–1684. <https://doi.org/10.1007/s12671-021-01631-7>
- Jacobs, E., & Keegan, R. J. (2022). Sustaining optimal performance when the stakes could not be higher: Emotional awareness and resilience in emergency service personnel (with learnings for elite sport). *Frontiers in Psychology*, 13, 891585. <https://doi.org/10.3389/fpsyg.2022.891585>
- Jin, Y., Zhang, M., Wang, Y., & An, J. (2020). The relationship between trait mindfulness, loneliness, regulatory emotional self-efficacy, and subjective well-being. *Personality and Individual Differences*, 154, 109650. <https://doi.org/10.1016/j.paid.2019.109650>
- Krick, A., Felfe, J., & Klebe, L. (2023). Can mindfulness buffer against negative effects of job demands for military and police personnel? *Journal of Occupational and Environmental Medicine*, 65(5), 428–436. <https://doi.org/10.1097/jom.0000000000002805>

- Kukić, F., Subošić, D., Heinrich, K. M., Greco, G., & Koropanovski, N. (2021). Psychometric properties of the Serbian version of the Operational and Organizational Police Stress Questionnaires. *Sustainability*, *13*(24), 13662. <https://doi.org/10.3390/su132413662>
- Lindner, P. (2021). Better, virtually: The past, present, and future of virtual reality cognitive behavior therapy. *International Journal of Cognitive Therapy*, *14*, 23–46. <https://doi.org/10.1007/s41811-020-00090-7>
- Ma, J. (Y.), Kerulis, A. M., Wang, Y., & Sachdev, A. R. (2020). Are workflow interruptions a hindrance stressor? The moderating effect of time-management skill. *International Journal of Stress Management*, *27*(3), 252–261. <https://doi.org/10.1037/str0000149>
- McCreary, D. R., & Thompson, M. M. (2006). Development of two reliable and valid measures of stressors in policing: The operational and organizational police stress questionnaires. *International Journal of Stress Management*, *13*(4), 494–518. <https://doi.org/10.1037/1072-5245.13.4.494>
- Sik, P. M., & Pat, K. M. (2024). The moderation effect of officer gender, rank and job tenure on community policing Malaysia towards job satisfaction among police officers in Klang Valley Malaysia. *Journal of Management Scholarship*, *3*(1), 60–69. <https://doi.org/10.38198/jms/3.1.2024.8>
- Stächele, T., Domes, G., Wekenborg, M., Penz, M., Kirschbaum, C., & Heinrichs, M. (2020). Effects of a 6-week internet-based stress management program on perceived stress, subjective coping skills, and sleep quality. *Frontiers in Psychiatry*, *11*, 463. <https://doi.org/10.3389/fpsy.2020.00463>
- Torpil, B., & Pekçetin, S. (2022). The effectiveness of two different occupational therapy interventions on time management and on perceived occupational performance and satisfaction in university students with severe nomophobia: A single-blind, randomised controlled trial. *Occupational Therapy in Mental Health*, *38*(1), 86–102. <https://doi.org/10.1080/0164212X.2021.1977758>
- Wahbeh, H., Yount, G., Vieten, C., Radin, D., & Delorme, A. (2022). Exploring personal development workshops' effect on well-being and interconnectedness. *Journal of Integrative and Complementary Medicine*, *28*(1), 87–95. <https://doi.org/10.1089/jicm.2021.0043>
- Wahid, A. -S. A., Mohd, I. H., & Omar, M. K. (2023). Psychological Capital (PSYCAP), emotional labour, and burnout in Malaysia: An overview. *International Journal of Academic Research in Business and Social Sciences*, *13*(5), 1049–1063. <http://dx.doi.org/10.6007/IJARBS/v13-i5/16656>