

Effect of Narrative Writing Intervention on Work Stress Among Employees with Consideration of Self-Disclosure

Rizqa Fithra Ramadhani*, Rita Markus Idulfilastri, Ninawati Ninawati

Universitas Tarumanagara, Indonesia

Email: rizqa.707241005@fpsi.untar.ac.id, ritamarkus@fpsi.untar.ac.id,
ninawati@fpsi.untar.ac.id

ABSTRACT

Corporate acquisitions often trigger structural changes that heighten employee stress. Such changes can create anxiety and uncertainty regarding job positions and levels of control, particularly among employees who worked in the company prior to the acquisition. This study examines the Effect of Narrative Writing Intervention on Work Stress Among Employees with Consideration of Self-Disclosure. Using a quantitative experimental method, participants were divided into two groups: an experimental group that wrote about experiences and emotions related to work stress, and a control group that wrote about daily activities without expressing emotions or personal feelings. The instruments used were the 10-item Perceived Stress Scale (Cohen & Williamson, 1988) and the Modified 10-item Self-Disclosure Index (Miller et al., 2011). Findings indicate that self-disclosure enhances the effectiveness of narrative writing, as individuals with higher levels of self-disclosure were better able to process emotions and benefited more from the writing activity. A total of eight participants were evenly assigned to each group, based on their status before and after the company acquisition. Results showed that narrative writing functioned as a dynamic emotional process. Stress levels initially increased during the early intervention weeks but subsequently decreased significantly. Self-disclosure played a crucial role in this process, with participants reporting higher self-disclosure experiencing greater reductions in stress.

KEYWORDS *experiment, intervention, narrative writing, self-disclosure, work stress*



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INTRODUCTION

Company X has been through acquisitions over the past two years which resulted in changes in policies, work culture and organizational structure. One of the changes in the organizational structure experienced is the change in the position of employees who previously had high positions but now have to experience a decrease in position. Not only for employees who have been demoted, employees who maintain their same positions must also bear the uneasy feelings of uneasiness over the instability of these changes. Changes that are felt have the potential to cause work stress, especially in employees who feel affected by unexpected situations and have feelings of being disturbed by unforeseen events. According to Lukenda et al. (2024), work stress negatively impacts employee productivity and work engagement, as evidenced by decreased performance and reduced organizational commitment (Procaccia et al., 2021; Cosentino et al., 2021).

The results of direct interviews conducted by researchers on November 19, 2024 with several employees who experienced acquisitions at the company showed differences in the pressure and stress experienced. One of the employees who works as a finance worker said that the pressure experienced now is heavier than before. With the new managerial, he has to continue to deal with pressures that affect his emotions and motivation at work, such as the difference between the desire of one leader and the other for all processes related to the company's money, so that he is always in a position to get intervention. He did not feel this

pressure before the company was acquired. Another interview with the former President Director who currently serves as the Operational Director, stated that the pressure he faces is his inability to move freely to bring the company's flow to better the welfare of employees. Since after the company was acquired, he felt that he had a responsibility to the employees who still survive to this day than before the company was acquired, because he had witnessed and felt the impact of the company's decline. He said that employees who survive should get more appreciation, such as different salaries and a good career path. But in this case he no longer has the authority to do it as before. Interviews conducted showed that company acquisitions brought significant changes that had an impact on increasing emotional pressure, work motivation, and perceptions of employee roles and responsibilities. This corroborates that structural changes due to acquisitions contribute to the work stress felt by employees.

According to Breugh (2021), work stress is defined as the negative feelings that employees have towards their work as a result of work stress (Hart & Cooper, 2001). Queirós et al. (2020) as cited in Laureano-Morales et al. (2024) emphasize that severe work stress can significantly affect physical and mental health and is now considered a psychosocial risk in the workplace. Wu et al. (2021), explaining that Lazarus & Folkman (1987) Conceptualizing stress as a negative emotional response that arises from cognitive assessment in which environmental factors are judged as threatening and beyond the individual's ability to cope with it, this explanation is called Transactional Model of Stress. Thus, the researcher argues that employee work stress can become even stronger if the changes that occur exceed their abilities. The effects of work stress cannot be ignored, as noted by Demirel et al. (2024) There are consequences that can be felt by individuals to work stress, namely affecting job dissatisfaction, depersonalization, cynicism, and low satisfaction (Salvagioni et al., 2017) and for companies it will increase absenteeism, decrease productivity levels, high turnover rates and increase healthcare costs in employees (Edú-Valsania et al., 2022; Lutz et al., 2019).

As stated by Augustine & Eyssel (2025), Self-disclosure can be understood as the process of a person consciously conveying personal information about himself, such as thoughts, feelings, or experiences, to others through verbal communication. In this case, individual A shares the information directly with individual B as a form of interpersonal openness (Cozby, 1973). By expressing feelings and thoughts openly, individuals can reduce pent-up emotional tension, which is often a stressor (Pennebaker & Beall, 1986). In the context of work stress, self-disclosure provides opportunities for employees to more easily recognize the sources of stress they are facing, both related to job demands and organizational changes. There are studies that reveal that by sharing their emotions and stress openly, individuals are able to reduce psychological burdens which will ultimately foster a supportive work environment. Self-disclosure can improve self-compassion and self-esteem which acts as a protector from work-related stress and emotional tension (Harvey & Boynton, 2021). This shows that self-disclosure can be a useful tool for employees in environments with high levels of work stress, such as those facing job demands or organizational changes.

Self-disclosure is one of the aspects that can be strengthened through intervention narrative writing, as these interventions facilitate individuals to express feelings, thoughts, and experiences freely, which encourages deeper self-disclosure (Febriyani & Djudiyah, 2025). Intervention narrative writing has long been known as an effective strategy for managing emotional stress by providing individuals with the opportunity to articulate their experiences

and emotions in a structured way. Recent meta-analyses show that narrative writing result in a decrease in stress, anxiety, and depression on long-term measurements (Guo, 2023). This is proven in the results of research conducted by Karlinda et al. (2022) that there is a positive relationship between self-disclosure and stress, indicating that individuals with self-disclosure can help in managing stress.

Narrative theory begins with the assumption that narrative is a basic human strategy for understanding the fundamental elements of our experience, such as time, process, and change, and then proceeds to study the distinctive nature of narrative and its various structures, elements, uses, and effects (Project Narrative, n.d.). By pouring individual feelings into words, individuals have the potential to not only remind mood but also improve physical health and overall well-being (Troester, n.d.).

Therefore, the purpose of this study is twofold: first, to examine the effect of narrative writing interventions on work stress in employees working in companies that have undergone acquisitions; and second, to explore the role of self-disclosure in moderating this relationship. This study contributes to the literature by providing empirical evidence on how narrative writing interventions can be utilized as a stress management tool in organizational contexts, particularly during periods of significant change. Additionally, by measuring self-disclosure directly during the intervention process, this study aims to determine the extent to which participants' openness influences the effectiveness of the intervention. The findings are expected to provide practical implications for organizations seeking to support employee well-being during stressful transitions.

METHOD

This study employed a quasi-experimental design with two groups: an experimental group and a control group. The design aimed to evaluate the effect of narrative writing intervention on work stress while considering self-disclosure as a control variable.

Table 1 Experimental Design

| | Pre-test | Treatment 0 | Treatment 1 | Treatment 2 | Treatment 3 | Post-test |
|--------------------------------|---------------------------------|---------------------|--------------------------------------|--------------------------------------|--------------------------------------|---------------------------------|
| Experimental Group (XE) | Q ₁ , Q ₂ | XE - O ₀ | XE - Q ₁ , Q ₂ | XE - Q ₂ , Q ₁ | XE - Q ₃ , Q ₁ | Q ₁ , Q ₂ |
| Control Group (XK) | Q ₁ , Q ₂ | XK | XK | XK | XK | Q ₁ , Q ₂ |

Information:

- Q1 : Questioner The Perceived Stress Scale
- Q2 : Questioner The Self Disclosure Index—Modified
- XE : Experimental Group
- XK : Control Group
- O0 : Intervention Narrative Writing at Treatment Baseline (Writing exercises Narrative Writing)
- O1 : Intervention Narrative Writing at Treatment First
- O2 : Intervention Narrative Writing at Treatment Second
- O3 : Intervention Narrative Writing at Treatment Third

This study involved 8 participants consisting of 2 groups, with each group consisting of 4 people, namely, 1) Experimental Group, consisting of employees who had worked in the company prior to the acquisition, who had experience related to work stress before the changes that occurred due to the acquisition; 2) Control Group, consisting of employees who joined after the acquisition and may experience different stresses due to the structural and organizational culture changes that occurred post-acquisition.

The selection of participants was deliberately based on predetermined criteria, namely employees who had experience in the company before and after the acquisition, as well as those who were willing to participate in this research. Participation in this study is entirely voluntary. Employees involved in this study are not required by the company, but rather participate of their own volition. However, this research has the support of the company's President Director, who understands the importance of this research in looking at the impact of acquisition on employee work stress.

Measurement

Work Stress

Work Stress Measurement using The Perceived Stress Scale 10-item (Cohen & Williamson, 1988). This measurement tool is used to measure an individual's perception of the level of stress experienced in life in the past month (e.g., "how often do you feel that you can't control the important things in your life?"). Participants answered using a Likert scale with a value range of 0 (never) to 4 (very often). The reliability scale verified by Cronbach's alpha shows a value of $\alpha = .78$ (Lee, 2012).

Self-Disclosure

Measurement Self-Disclosure Using The Self Disclosure Index—Modified 10-item (Miller et al., 2011). This measuring instrument is for measuring the level self-disclosure individual, the extent to which he or she voluntarily shares personal and emotional information with others (e.g., "what things I like and dislike about myself,"). Participants answered using a Likert scale with a value range of 0 (none) to 4 (very open). The reliability scale verified by Cronbach's alpha shows a value of $\alpha = .89$

Narrative Writing Intervention

In writing narrative writing in the Experimental Group, it is carried out in 4 (four) sessions with different questions in each meeting. The first session aimed to explore participants' initial responses to changes due to acquisition and open up space for reflection in understanding the main sources of stress. In the second session, participants were invited to identify more concretely the factors that cause stress, such as changes in job tasks, role demands, or a transformative work environment. The third session focused on exploring the emotions that arise as a result of the acquisition and how it affects their work motivation. The final session encouraged participants to reflect on the coping strategies they used, so as to not only understand the stressful experience, but also evaluate their way of adapting to the changes.

The narrative writing intervention was conducted for four weeks, with a duration of 15–20 minutes per session. The writing is personal, using Indonesian, with a free style. Here is a summary of weekly instruction and representative quotes from participants:

Table 2 Weekly Narrative Writing Intervention Instructions for Experimental Groups and Representative Citation Examples

| Week 1 | Treatment | Writing Instructions | Representative Quotes |
|--------|-------------|---|---|
| 1 | Treatment 0 | Tell us about your feelings and thoughts when you first learned of the company's acquisition. | <i>"What will happen to my position? Will I still be considered important in this company?"</i> |
| 2 | Treatment 1 | Describe the challenges or difficulties of the work after the acquisition. | <i>"My rest time was also taken up a lot because I had to learn the system outside of working hours."</i> |
| 3 | Treatment 2 | Describe the effect of acquisition on work feelings and motivation. | <i>"Now it feels like everything I do is just an empty routine with no clear direction."</i> |
| 4 | Treatment 3 | Tell us how you tried to cope with the stress or challenges that came with the acquisition. | <i>"I started trying to journal every night... write down the little things I can be thankful for."</i> |

Along with the intervention, self-disclosure measurements were also carried out at Treatment 0 as a pre-test and 1 week after Treatment 3 was taken a post-test self-disclosure.

Participants in the control group were asked to do 15 –20 minutes of narrative writing every week for four weeks. This activity is carried out with the aim of maintaining consistency of treatment in the experimental design, without providing interventions directly related to the expression of emotions or work stress. The writing is personal, using Indonesian, with a free style. Writing instructions did not change during the intervention period.

Table 3 Weekly Narrative Writing Intervention Instructions for Control Groups and Representative Citation Examples

| Week 1 | Writing Instructions | Representative Quotes |
|--------|--|---|
| 1 - 4 | Write down your daily activities, from waking up to falling back asleep. | <i>"My daily activities usually wake up, I immediately check my cellphone, see if there are urgent things that need to be solved immediately..."</i> <i>"When I get home from work, I usually take a shower, have dinner, and then watch Youtube before going to bed."</i> |

The study began by obtaining permission from the company that allowed some employees to participate in the study. After the permission is obtained, an initial interview is conducted to obtain an overview of the phenomenon related to work stress experienced by employees who are experiencing the acquisition process, which will be the basis for understanding the impact of the intervention to be carried out. At this stage, the researcher also explains the objectives, benefits, and procedures of the research to the participants to ensure transparency and a clear understanding of their involvement in the study.

After explaining the procedure, obtaining consent and taking the initial data, the researcher gave informed consent to all participants who would be involved. The division of participants was carried out by separating them into two groups, namely the experimental group consisting of employees who worked from before the company was acquired, and the control group consisting of employees who joined after the company was acquired. This division aims to understand the differences in the impact of interventions based on different experiences related to changes that occur in the company.

In the first week, researchers collected preliminary data (pre-test) in the form of filling out Perceived Stress Scale (PSS) and Self-Disclosure Index (SDI) questionnaires to measure the level of work stress and the level of self-disclosure of participants. In addition, the baseline of the intervention was conducted to ensure that all participants had the same understanding of the instructions given. After this stage, the narrative writing intervention will begin in the second week.

The intervention was carried out for three weeks (second to fourth week), every week the intervention was carried out 1x on the same day every week. Coordination through WhatsApp Group and intervention work using the Google Form platform. Participants from the experimental group were asked to write down their experiences of stress they experienced at work and the impact of acquisition on their work, while the control group wrote about their daily activities that were unrelated to work stress. Every week, after the intervention, participants were asked to fill out a work stress questionnaire again.

The intervention was carried out independently by participants at their respective work sites, with most of them in the office environment, and some carrying out tasks in the field. Monitoring was carried out through separate WhatsApp groups for the experimental group and the control group to maintain independence between participants. Although some participants experienced delays in completing tasks due to working conditions in the field, all interventions were completed within the predetermined time limit. Even if the participants do not explicitly know each other's group status, the potential for informal interaction is still possible given that all participants are from the same company.

The intervention was flexible, allowing participants to write at their convenience. If they feel uncomfortable, they can adjust the content of the writing without pressure. The study did not provide a specific counselor or psychologist to address the emotional impact of participants. However, to minimize psychological risks, narrative writing interventions have been designed to stay within safe limits, focusing on work experience and coping strategies for coping with stress.

In addition, participants were given clear instructions before writing, including the freedom to set the extent to which they wanted to share. If participants feel uncomfortable, they can adjust the content of the writing according to their comfort limits. However, if there are obstacles in the psychological impact that can disturb the participants, then we will refer to a professional psychologist.

In the fifth week, after the intervention is completed, the researcher will collect the final data (post-test) by asking participants to fill out the Perceived Stress Scale (PSS) and Self-Disclosure Index (SDI) questionnaires again. The collected data will be processed using a paired compare mean t-test, then will be analyzed to determine the effect of narrative writing interventions on work stress, considering self-disclosure as a control variable.

RESULTS AND DISCUSSION

This study aims to find out whether there is a difference in the level of work stress between before and after the implementation of *narrative writing interventions* in employees working in companies that have experienced acquisitions. The hypothesis proposed is that there is a difference in the *Perceived Stress Scale* (PSS) score between *pre-test* and *post-test* in the intervention group compared to the control group, taking into account *self-disclosure*. This study involved 8 (eight) participants who were divided into two groups, namely the experimental group and the control group, each consisting of 4 (four) people.

Table 4 Demographic Data of Research Participants

| Categorization | | Frequency | Percentage (%) |
|----------------|--------------------|-----------|----------------|
| Group | Experimental Group | 4 | 50.00 |
| | Control Group | 4 | 50.00 |
| Gender | Man | 4 | 50.00 |
| | Woman | 4 | 50.00 |
| Age | 21 Years | 1 | 12.50 |
| | 22 Years | 2 | 50.00 |
| | 25 Years | 2 | 50.00 |
| | 34 Years | 1 | 12.50 |
| | 35 Years | 1 | 12.50 |
| | 65 Years | 1 | 12.50 |
| Length of Work | 1 Year | 1 | 12.50 |
| | Less than 1 Year | 3 | 37.50 |
| | More than 4 Years | 4 | 50.00 |

Data analysis was performed using the non-parametric Mann-Whitney U Test because the sample count was small and the data distribution did not meet the assumption of normality. Comparisons were made based on the *mean rank* value between groups.

Table 5 Average Ratings and Number of Ratings of Work Stress and Self-Disclosure Scores in the Experimental and Control Groups (Mann–Whitney Test)

| | Group | N | Mean Rank | Sum Of Ranks |
|-----------|--------------------|---|-----------|--------------|
| Pre - PSS | Experimental Group | 4 | 3.88 | 15.5 |
| | Control Group | 4 | 5.13 | 20.5 |
| | <i>Total</i> | 8 | | |
| Pre - SDI | Experimental Group | 4 | 2.63 | 10.5 |

| | | | | |
|------------|--------------------|---|------|------|
| | Control Group | 4 | 6.38 | 25.5 |
| | <i>Total</i> | 8 | | |
| | Experimental Group | 4 | 4.5 | 18 |
| Post - PSS | Control Group | 4 | 4.5 | 18 |
| | <i>Total</i> | 8 | | |
| | Experimental Group | 4 | 4.13 | 16.5 |
| Post - SDI | Control Group | 4 | 4.88 | 19.5 |
| | <i>Total</i> | 8 | | |

Note. PSS = *Perceived Stress Scale*; SDI = *Self-Disclosure Index*.

Work Stress Analysis in Experimental Groups

In the experimental group, the mean rank pre-test Perceived Stress Scale (PSS) value of 3.88 indicated a relatively low level of stress at the beginning of the study. However, after being given a narrative writing intervention, the score increased to 4.50 at the post-test. In this context, the increase in scores can be interpreted as an indicator of increased participants' awareness of workloads and emotional distress that may not have been fully realized or acknowledged before.

The narrative writing intervention process that requires deep reflection on work experiences and emotions may open up space for participants to be more honest with themselves regarding the feelings of stress experienced. In addition, the backgrounds of participants from companies that have been in the acquisition process for almost two years also influenced their initial response. Participants may have adapted to the organizational changes that occurred, so that work stress in the pre-test stage appeared more stable and not too high. However, through the narrative writing intervention process, previously hidden or suppressed pressures begin to surface, which may explain the increase in PSS scores on the post-test.

Participant Score Analysis

This analysis discusses changes in scores on two variables, namely the Perceived Stress Scale (PSS) and the Self-Disclosure Index (SDI), by comparing the Pre-test and Post-test scores for each participant in the experimental and control groups.

Table 6 Comparison of Pre-Test and Post-Test Scores, Work Stress and Self-Disclosure for Each Participant in the Experimental and Control Group

| Group | Name | Variable PSS | | | Variable SDI | | |
|------------|------|--------------|------|----------------|--------------|------|----------------|
| | | Pre | Post | Differen ce | Pre | Post | Differen ce |
| Eksperimen | SW | 16 | 17 | 1 | 6 | 11 | 5 |

| | | | | | | | |
|---------|------|----|----|-----------|----|----|-----------|
| | IN | 16 | 17 | 1 | 10 | 10 | 0 |
| | AA | 13 | 15 | 2 | 7 | 12 | 5 |
| | ADPM | 15 | 18 | 3 | 11 | 12 | 1 |
| Control | YZN | 23 | 22 | -1 | 29 | 24 | -5 |
| | MAP | 15 | 15 | 0 | 26 | 27 | 1 |
| | DEBT | 18 | 18 | 0 | 16 | 11 | -5 |
| | OF | 14 | 9 | -5 | 11 | 7 | -4 |

Note. The difference is calculated from *the post-test* score minus *the pre-test*. A positive value indicates an increase; a negative value indicates a decrease.

The change in *the Perceived Stress Scale* (PSS) score in the experimental group showed a fairly small variation. Of the four participants, two of them (SW and IM) experienced an increase of 1 point, while the other two participants (AA and ADPM) experienced an increase of 2 and 3 points. This suggests that although there is a slight increase in stress at the end, *narrative writing interventions* have an effect on work stress. In the control group, the results were more diverse. One participant (AF) experienced a decrease of 5 points, while the other participant (YZN) experienced only a small decrease of 1 point. The other two participants (MAP and DLH) experienced no change in scores, suggesting that without intervention, there was no consistent change in stress.

Meanwhile, in *self-disclosure* (SDI), the experimental group showed a more pronounced improvement. Three of the four participants (SW, AA, and ADPM) showed an increase in SDI scores, with SW and AA increasing by 5 points each, ADPM increasing by 1 point. Unlike IM, although there is no change in score, the score remains in a stable position. In contrast, in the control group, all participants experienced a decrease in SDI scores, with YZN, DLH, and AF showing a decrease of 5 points each, while MAP experienced a slight increase of 1 point. Based on these findings, it can be concluded that *narrative writing interventions* show an effect on work stress, but their effectiveness appears to be influenced by participants' levels of self-disclosure.

Participant Graph

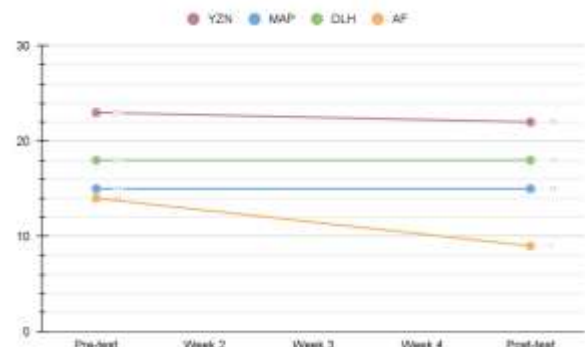
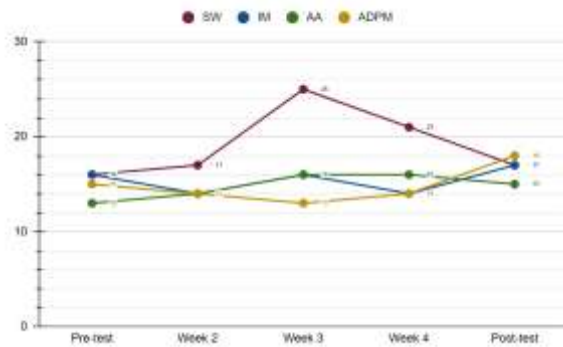
Graph Analysis on Work Stress

Figure 1

Work Stress in Experimental Groups

Figure 2

Work Stress in the Control Group



The graph of the experimental group showed the dynamics of the work stress score that were quite diverse between participants during the intervention period. SW participants experienced a high spike in stress scores at week 3 (from 17 to 25), but decreased again at week 4 and post-test, indicating a fluctuating emotional response to the intervention. Meanwhile, other participants such as IM and AA showed a more stable trend, with slight increases or fluctuations in stress scores from week to week. ADPM has gradually increased from a score of 15 in the pre-test to 18 in the post-test. Overall, although the intervention did not consistently reduce stress in all participants, there were indications that some participants were able to manage stress better over time.

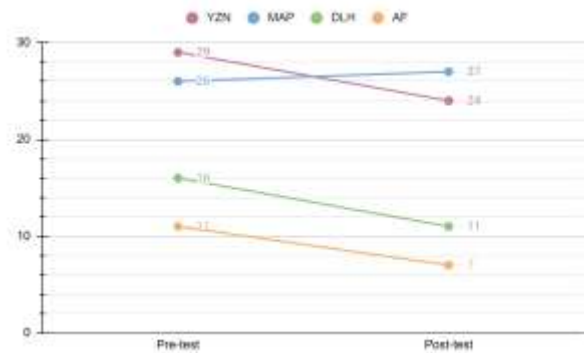
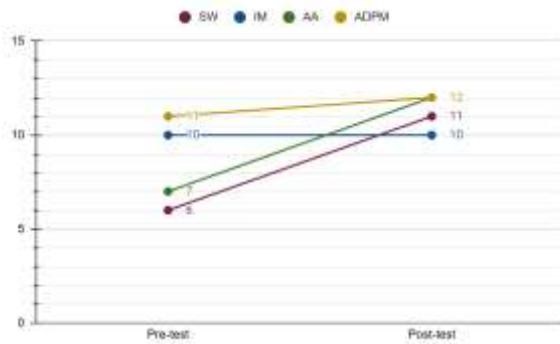
In the control group, the graph showed a relatively flat pattern of work stress scores or did not experience much significant change. YZN, MAP, and DLH participants maintained their stress scores from pre-test to post-test with little decrease or stagnation. The only exception is AF, which has seen a drop in score from 14 to 9. However, because this group did not receive any treatment, changes in AF were likely influenced by other personal or environmental factors not covered in the study intervention. Overall, the control group showed that without specific treatments, work stress conditions tended to remain or improve.

Compared to the control group, the experimental group showed more pronounced change dynamics, although the direction of change was not always in a downward direction. The fluctuation of stress scores during the intervention period reflects that narrative writing interventions can trigger internalization and emotional reflection processes. Although not all participants showed consistent stress reductions, the experimental group appeared to be more active in coping with and responding to work stress than the stagnant control group. These findings suggest that narrative writing interventions have the potential to awaken emotional awareness and slowly improve stress regulation abilities.

Chart Analysis on Self-Disclosure

Figure 3
Self-Disclosure in the Experimental Group

Figure 4
Self-Disclosure in the Control Group



The graph of the experimental group showed an increase in self-disclosure scores in almost all participants from pre-test to post-test. The most obvious improvement was seen in SW and AA participants, from scores of 6 to 12 and from 7 to 12, respectively. This increase indicates that during the intervention process, the participant's ability or tendency to express personal thoughts and feelings develops. This is in line with the goal of narrative writing interventions, which encourage exploration and self-expression through writing. Meanwhile, IM participants maintained the same score (10), and ADPM experienced a slight increase from 11 to 12. Overall, the experimental group showed a positive boost in self-disclosure, especially in those who initially had a low tendency to self-disclosure.

In contrast, in the control group, the graph showed a decreasing or stagnant trend in self-disclosure scores. YZN and DLH participants experienced a decrease in scores from 29 to 24 and from 16 to 11, while MAP showed a slight increase from 26 to 27, and AF decreased from 11 to 7. The absence of interventions that stimulate self-expression may be the cause of the lack of development in the ability to open up in this group.

When compared, the experimental group showed a tendency to increase self-disclosure scores more consistently, especially in participants with low initial scores. This shows that narrative writing interventions have the potential to strengthen self-disclosure as part of a deep reflective and emotional process. In contrast, the control group showed a decreasing pattern, reinforcing the assumption that without encouragement, self-disclosure is less likely to develop naturally.

Analysis of Experimental Group Participants

Work Stress and Self-Disclosure in SW

SW started the first week (pre-test) with a work stress score of 16, then experienced a gradual increase until it reached the peak in the third week with a score of 25. This reflects an emotional explosion or the accumulation of work and psychological pressure that peaks. Interestingly, however, the stress score gradually dropped in the fourth week to 21 and the fifth week (post-test) to 17, although not to the lowest point from the first week.

At the initial self-disclosure score was relatively low compared to other participants, with a score of 6, this value indicates that they tend to be closed in expressing their thoughts, feelings, or personal experiences. However, after undergoing four weeks of narrative writing interventions, the score increased to 11. This increase in scores supports that narrative writing interventions help to open up more deeply, which is in line with a decrease in work stress. This

means that low self-disclosure is not a barrier, but rather an initial barrier that can be reduced with consistent intervention and as the ability to open up increases.

Work Stress and Self-Disclosure in IM

IM started the first week (pre-test) with a work stress score of 16, then decreased in the second week to 14. However, in the third week there was an increase back to 16, followed by a decrease back to 14 in the fourth week, ending with an increase to 17 in the fifth week (post-test). This pattern suggests that IM work stress fluctuates slightly and does not show a consistent downward trend. Although there was a decline at the beginning, it did not continue. Even in the fifth week, the work stress score was slightly higher than the first week. This indicates that during the intervention period, IM work stress did not undergo any significant changes.

The IM self-disclosure score did not change from the first week to the fifth week, remaining at 10. This means that during the five weeks of the intervention, IM showed no improvement in self-disclosure. Stagnant scores indicate that IM does not experience progress in expressing its emotional experiences more deeply. As a result, the positive effects of narrative writing interventions are only temporary and are not able to change work stress patterns properly.

Work Stress and Self-Disclosure in AA

AA started the first week (pre-test) with a work stress score of 13 then increased to 14 in the second week, then rose again to 16 in the third week. The score remained at 16 in the fourth week, and decreased slightly to 15 in the fifth week (post-test). From this pattern, AA work stress tends to increase at the beginning until it peaks in the third and fourth weeks, before starting to decline at the end. Although not returning to scores as low as the first week, this decline signals that there is potential improvement in work stress conditions towards the end of the intervention period.

AA's self-disclosure increased from an initial score of 7 to 12 in the fifth week. This increased self-disclosure is likely to play a role in inhibiting further stress increases and helping to create a decline in the fifth week. AA seems to be able to use narrative writing interventions as a space to convey her feelings, thoughts, and emotional burdens, although it may take time for the effects to be seen. This suggests that increased self-disclosure does not necessarily drastically reduce stress, but plays an important role in maintaining stability and facilitating psychological recovery in the final stages of the intervention.

Work Stress and Self-Disclosure at ADPM

ADPM starts the first week (pre-test) with a work stress score of 15. In the second and third weeks, there was a gradual decrease to 14 and 13 respectively, which indicates early indications that the intervention may be starting to work. However, the work stress score rose again to 14 in the fourth week and then rose sharply to 18 in the fifth week. This spike in the last week made the ADPM stress score the highest among the entire week, even higher than the initial score. This shows that although it had decreased, ADPM's work stress conditions could not be maintained in the long term.

ADPM self-disclosure saw only a slight increase, from 11 to 12, which was the smallest increase among all participants. Although she started with a high level of self-disclosure, the lack of process during the intervention seemed to make her less able to maintain the positive effects of narrative writing interventions. This can be interpreted as having a tendency to be

emotionally open but not fully able to regulate. Continuous narrative writing interventions actually open up new spaces of awareness to pressures that may not have been previously unrealized. In other words, the process of writing does not necessarily become catharsis, but rather a reflection that makes individuals more aware of their psychological burden.

The results showed that the experimental group that received the intervention narrative writing experienced an increase in work stress scores from Pre-test to post-test. This increase can be interpreted as an initial emotional activation process, in which the individual begins to be aware of and express psychological pressures that were not previously fully realized. This process is common in the early stages of writing interventions, as described by Lukenda et al. (2024), that writing about emotional experiences can bring back the psychological distress that slowly becomes aware of the cause of the stressful process.

This pattern can be explained using the Transactional Model of Stress from Lazarus dan Folkman (1987)), which states that stress is the result of the interaction between an individual and his environment, especially when an individual judges that the demands of the environment exceed their capabilities. In this model, there are two main processes, namely primary appraisal (assessment of whether the situation is considered threatening, challenging, or neutral) and secondary appraisal (assessment of the individual's ability to cope with the situation). In the early weeks, participants may make an assessment that the intervention activity is a new challenge that may not necessarily be able to be faced with their abilities. Over time, with the adaptation process and the possibility of using strategies Coping with intervention narrative writing, participants began to assess that they had control over the stress they experienced. This causes a decrease in stress scores, although it does not return to the initial level. This means that the adjustment process takes time and the effects of the intervention occur gradually.

In the case of self-disclosure, most of the participants in the experimental group showed an improvement in scores after the intervention, indicating that the intervention activities narrative writing encourage openness in expressing personal feelings and experiences. This is in line with the findings Park et al. (2023), which states that the program self-disclosure Using expressive writing effective in increasing optimism and strategy Coping with that focuses on the problem. However, there were exceptions in IM participants, which did not show a change in scores self-disclosure from Pre-test to post-test. Older age of IM (65 years) is likely to be a factor influencing the outcome. According to Suganuma (1997), in Noguchi et al., (2023) suggests that individuals with the elderly tend to have difficulty opening up especially in revealing personal experiences of loss or problems, even to close people.

Individual analysis showed that participants with scores self-disclosure tall ones tend to have better emotion regulation abilities, as they are able to manage emotions internally. In contrast, participants with scores self-disclosure Low may have difficulty regulating emotions internally, this is due to a tendency to express emotions in a latent manner which can indicate a lack of ability to control emotions well. By Giuseppe et al. (2021) Individuals who are unable to regulate their emotions properly—such as suppressing frustration—are more prone to severe stress. Quoted by Saleem et al., (2023) that emotion regulation strategies and openness in expressing emotions are two important factors that play a role in maintaining mental health, especially in the face of high pressure.

Thus, in evaluating a person's work stress level, it is important to consider the level of self-disclosure they have. Individuals with high levels of self-disclosure may have better

emotion regulation mechanisms, while individuals with low self-disclosure may need additional support in managing their emotions. These considerations are important in designing interventions that aim to reduce work stress and improve employee well-being.

The limitation in this study lies in the time of data collection which is carried out 2 years after the acquisition. This likely affects the stress levels of the participants, which may have decreased over time. This decline is seen in a graph showing a decrease in stress since the third week. Therefore, it is recommended that data collection be carried out closer to the time of acquisition to obtain a more accurate picture. In addition, because all participants are from the same company, there is a possibility of informal interaction between participants outside the research forum. Although the experimental and control groups have been separated into different communication groups, this can still give rise to potential influence between groups that are not completely controllable.

Lukenda et al., (2024) In its literature review, it shows that research related to interventions narrative writing Work stress is still mostly short-term, and suggests longitudinal studies to look at long-term effects in more depth. Therefore, further research is recommended to adopt a longitudinal design to evaluate the durability of the impact of the intervention narrative writing in the context of work stress.

CONCLUSION

The study confirms that narrative writing interventions significantly influence work stress when self-disclosure is considered. The findings highlight that this intervention can serve as an effective initial strategy for managing work stress by fostering emotional awareness and self-reflection. Through narrative writing, employees can become more conscious of previously unrecognized work pressures, making it a valuable step in developing self-awareness and initiating stress management. Additionally, self-disclosure contributes to stress reduction, as individuals with higher levels of openness tend to experience lower stress levels. Future research should explore the long-term impact of narrative writing interventions across different organizational contexts and examine how varying levels of self-disclosure affect sustained stress management outcomes.

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