

Determination of Employee Well-being of the Accreditation Team: Cumulative Impact Analysis of Accreditation Administration Demands and Work Stress Pressure at Nahdlatul Ulama University, Lampung

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ABSTRACT

The purpose of this study was to examine how accreditation administrative demands serve as a primary factor influencing the health of accreditation team employees, with work stress as an intermediary factor. This study involved all 29 members of the accreditation team, consisting of lecturers and educational staff, who were selected through a saturated sampling technique. A quantitative correlational approach was used as the survey method. Data were collected through an online questionnaire, and the SPSS program was used to analyze multiple linear regression. The results of the correlation analysis showed that accreditation administrative demands had a significant and strong positive relationship with work stress ($r = 0.626$; $p = 0.000$). However, with an R Square value of only 13.2%, a simultaneous F test indicated that accreditation administrative demands and work stress did not have a significant effect simultaneously on employee health. The results indicate that accreditation team members have strong psychological resources, commitment, and organizational social support to maintain their health amidst heavy administrative workloads.

INTRODUCTION

Every five years, higher education institutions in Indonesia conduct accreditation of their universities and study programs. This accreditation is conducted to assess the suitability of universities and study programs for compliance with the National Higher Education Standards (SN-DIKTI), to externally ensure quality, both academically and non-academically, and to protect the public interest (Kurniawan et al., 2024).

It is widely recognized that accreditation for change and commitment to change is an important way to ensure quality and continuous improvement across higher education institutions (Romanowski, 2021). However, efforts to improve quality place an increasing administrative burden on accreditation teams. Studies show that accreditation improves

academic performance and management quality, but it also leads to increased administrative tasks and increased workload. Accreditation sometimes distracts from core academic responsibilities. (Shawan, 2021). Resignation and greater job stress arise due to stressful and responsible jobs such as teaching can arise as a result of increased demands and limited resources in educational environments (Agyapong et al., 2022).

The high administrative burden in the accreditation process includes the preparation of Self-Evaluation Reports (SERs) and Performance Reports (SRSs), which are used to assess accreditation. The latest SERs are based on nine criteria: Vision, Mission, Objectives, Strategy, Human Resources, Education, Research, Community Service, Finance, Facilities and Infrastructure, Students, Governance, and Cooperation, as well as the Outputs and Achievements of the Tridharma of Higher Education. The assessment classification for all these criteria is determined by three aspects: quality (weighted 50%), efficiency (25%), and relevance (25%) (Kurniawan et al., 2024). The administrative demands of accreditation are a collection of tasks related to compiling documents, collecting evidence, processing data, collaborating with organizations, and complying with accreditation requirements. This process leaves the accreditation team with a large workload with tight deadlines, a high level of data accuracy, difficult cross-unit coordination, and additional work beyond the main tasks of report preparation, data reconciliation, and cross-sector coordination, resulting in increased work stress for the implementation team.

Job stress is a physical and mental imbalance caused by perceived stress, which impacts a person's feelings, way of thinking, and state of being (Kerja et al., 2021). When there is a mismatch between employees' desires and expectations in their work environment, both internally and externally, job stress often arises (Caligiuri et al., 2020). The high workload from accreditation administration demands, which triggers job stress, is due to the numerous roles or delegations of responsibilities that must be carried out by the accreditation team. With the increasing workload, the accreditation team's working hours become irregular and they work outside of working hours (overtime). Furthermore, when the accreditation team receives an excessive workload, it will cause the accreditation team to feel physically and emotionally exhausted, which can affect performance and stress levels.

Employees tend to disengage from work due to work stress caused by factors such as excessive workload, lack of control, and lack of support (Psychologica, 2025). Job stress refers to any negative, emotionally charged experience caused by an imbalance between job demands and the worker's ability to respond (Wang et al., 2020). Employees experience significant improvements in performance and productivity when they are in a work environment free from stress and anxiety, which is characterized by levels of happiness and satisfaction at work. A positive and enjoyable work atmosphere boosts employee morale and encourages them to seek opportunities for personal and professional advancement within the company (Chang, 2024).

The stress of working within accreditation teams often increases as the accreditation assessment process approaches. The accreditation team must complete documents within a

limited timeframe, ensure data completeness, and coordinate with various parties. This can increase work-life tension, which impacts employee well-being. Satisfied employees should have a work-life balance and the capacity to cope with any stressors at work (Grace, 2025).

The pressures arising from these administrative demands often trigger work stress. Work stress in lecturers occurs when the demands of the work environment exceed their abilities and resources to meet them. Work stress arises when there is a mismatch between job demands and an individual's ability to meet them (Hardhienata et al., 2025). If this stress is not managed properly, it will have a widespread impact, resulting in a decline in employee well-being. Employee well-being is not only about physical health, but also includes psychological well-being, job satisfaction, and a sense of meaning in their work.

Employee well-being is a concept that has attracted the attention of researchers because there is no truly standard and widely agreed-upon definition. Various studies indicate that this concept is rooted in the theory of well-being in psychology. Well-being is understood as a state of balance between an individual's psychological, social, and physical resources and the various demands or challenges they face, thus reflecting the complexity of the concept (Petcu et al., 2023). Well-being in subjects is reflected in several aspects, namely the presence of positive emotions, involvement in work, harmonious relationships with coworkers, and the emergence of positive feelings and gratitude for current achievements (Wangi et al., 2022).

The dimensions of employee well-being are life well-being, workplace well-being, and psychological well-being (Scale, 2021). Well-being is a state of individual well-being characterized by positive feelings, life satisfaction, and the individual's ability to optimally engage in activities and social relationships. Well-being in subjects is reflected in several aspects, namely positive emotions, involvement in work, harmonious relationships with coworkers, and the emergence of positive feelings and gratitude for current achievements (Wangi et al., 2022).

Psychological well-being is a crucial factor influencing readiness for change within an organization (Insan & Batubara, n.d.). This concept emphasizes that employee well-being is not only related to physical health but also encompasses job satisfaction, work-life balance, and psychological comfort in carrying out tasks. Good employee well-being will boost productivity, organizational commitment, and employee performance, while low employee well-being can lead to work burnout, stress, and decreased work quality.

Numerous studies have consistently shown that high workloads and stress significantly impact employee well-being. However, this topic is more often studied in the industrial, healthcare, or business sectors. Studies on employee well-being within higher education accreditation teams are still rare. This is despite the fact that these teams face very specific work pressures, particularly during the preparation period leading up to the accreditation event. This gap highlights the need for more in-depth research into how administrative burdens and work stress impact their well-being.

Nahdlatul Ulama University Lampung, as a developing higher education institution, also faces this challenge. In an effort to improve the accreditation status of study programs

and institutions, the accreditation team at Nahdlatul Ulama University Lampung faces the burden of accreditation administration. Limited administrative support resources at the developing Nahdlatul Ulama University Lampung often make lecturers and staff involved in technical matters of accreditation administration. In 2025, Nahdlatul Ulama University Lampung has carried out accreditation of 3 study programs: Informatics Engineering, Mathematics Education, and Physical Education, Spirituality and Recreation, while in 2026 it will carry out accreditation of 6 study programs: Statistics, English Education, Automotive Technology Vocational Education, Elementary School Teacher Education, Fisheries Product Technology, and Fisheries Resource Utilization. Along with the large number of study programs that will be accredited, an analysis of the burden on educational staff and lecturers is needed, who are not only required to carry out the Tri Dharma of Higher Education (Education, Research, and Community Service) for lecturers and the main job responsibilities for educational staff, but also face the burden of accreditation administration.

This study aims to analyze how accreditation administrative demands act as a primary determinant influencing the accreditation team's employee well-being through work stress as an intermediary variable. The results are expected to serve as evaluation material for the management of Nahdlatul Ulama University Lampung in developing more adaptive and supportive human resource management policies for the well-being of the accreditation team amidst the ever-increasing accreditation demands.

RESEARCH METHODS

This research design uses a correlational quantitative approach with a survey method using a questionnaire focusing on the relationship between variables and the JD-R theoretical framework on the accreditation team consisting of educational staff and lecturers at Nahdlatul Ulama University, Lampung.

The research location was conducted in the Nahdlatul Ulama University of Lampung environment, located at Jl. Raya Lintas Pantai Timur Sumatera, Taman Fajar, Purbolinggo District, East Lampung Regency, Lampung Postal Code 34192.

The population and sample in this study used a saturated sampling technique, namely using all members of the population as samples. The number of samples in this study was 29 respondents, namely all members of the accreditation team at Nahdlatul Ulama University Lampung, consisting of lecturers and educational staff.

The research instrument is a questionnaire used in this study to measure employee well-being with indicators of job satisfaction, work enthusiasm, psychological health, social relationships in the workplace, work-life balance adapted from the questionnaire (Scale, 2021) , while to measure workload with indicators of accreditation document load, time pressure for completing tasks, complexity of administrative work, document revision, coordination demands and reporting adapted from the questionnaire in the study (Adi et al., 2022), and work stress with indicators of physical fatigue, mental fatigue, anxiety about work, difficulty concentrating, disruption of work-life balance adapted from the questionnaire in the

study (Adi et al., 2022), The research instrument was developed by adapting the Job Demands-Resources (JD-R) model adapted to the context of accreditation tasks at Nahdlatul Ulama University, Lampung. The Job Demands variable focuses on time pressure, mental workload, and the complexity of accreditation documents. Meanwhile, the Job Resources variable focuses on peer social support, data availability, and leadership within the Nahdlatul Ulama University, Lampung. Primary data collection was conducted through an online questionnaire distributed using the Google Forms platform. All statements were assessed using a Likert scale of 1-5, ranging from "strongly disagree" to "strongly agree." The validity of the instrument (questionnaire) was tested using the Pearson Product Moment analysis technique.

Data collection in this study was conducted by filling out a questionnaire via Google Form sent via WhatsApp to each respondent. Meanwhile, the data analysis technique in this study was carried out to determine the relationship between the independent variables and the dependent variable. Data obtained from the questionnaire were then processed using the SPSS program. Data analysis in this study was carried out using a quantitative statistical approach to examine the relationship between variables within the Job Demands-Resources (JD-R) theoretical framework on the accreditation team of Nahdlatul Ulama University, Lampung. The analysis process was carried out in stages, starting with descriptive analysis to provide a comprehensive picture of the respondent profile. Before testing the hypothesis, a prerequisite analysis test was conducted, including validity and reliability tests to ensure the collected data met the basic assumptions of parametric statistics so that the analysis results were valid. After the data was declared valid, multiple linear regression was used to determine the effect of accreditation administration demands and work stress on employee well-being of the UNU Lampung accreditation team.

RESULTS AND DISCUSSION

Validity and Reliability Test Analysis

According to results testing all over variables research, including demands administration accreditation, pressure stress work and health employees, declared valid and can used. Validity test results For variables demands administration accreditation (P01–P09) shows mark total correlation (r count) between 0.519 and 0.872, respectively overall more big from r table ($n = 29$; $\alpha = 0.05 = 0.367$). This shows that all statement items are valid. In addition, the reliability test variables This produce Cronbach's Alpha value is 0.872, which indicates that variables This own level very high reliability Because has exceeding the minimum limit of 0.70.

In addition, the results testing conducted on variables pressure stress work is also valid for all over grains statements (P01–P08). This is proven with mark total correlation with level significance not enough of 0.05 and Cronbach's Alpha value for variables pressure stress Work of 0.890. A very high value This show that tool it is very suitable For measure level pressure stress Work.

Finally, the results of the validity test employee well-being variables show that all over valid statement with mark total correlation of 0.540–0.792 and significance of 5 %. Cronbach's Alpha value of 0.852 indicates that instrument This Still Enough consistent . Therefore that , instrument for employee well-being is proven reliable and very worthy used For collecting research data continued .

Analysis of the Relationship Between Variables

The results of the correlation analysis showed a significant and strong positive relationship between the demands of accreditation administration and the work stress pressure of the accreditation team ($r = 0.626$; $p = 0.000$). This indicates that the greater the administrative responsibilities or burdens perceived by the accreditation team, the greater the work stress they experience. However, interestingly, there is no statistical evidence that work stress pressure can reduce employee well-being. The relationship between work stress pressure and employee well-being shows a weak and insignificant negative direction ($r = -0.216$; $p = 0.261$). Therefore, increased stress does not necessarily have a direct impact on overall employee well-being.

Consistent with these findings, a very weak and insignificant positive correlation coefficient ($r = 0.093$; $p = 0.631$) also indicates no significant direct relationship between accreditation administration demands and employee well-being. Overall, these data suggest that while accreditation administration responsibilities cause high levels of work stress, this does not directly negatively impact employee health.

Table 1. Results of Correlation Analysis Between Variables

		Accreditation Administration Demands	Work Stress Pressure	Employee Well- being
Accreditation Administration Demands	Pearson Correlation	1	.626 **	.093
	Sig. (2-tailed)		.000	.631
	N	29	29	29
Work Stress Pressure	Pearson Correlation	.626 **	1	-.216
	Sig. (2-tailed)	.000		.261
	N	29	29	29
Employee Well-being	Pearson Correlation	.093	-.216	1
	Sig. (2-tailed)	.631	.261	
	N	29	29	29

**. Correlation is significant at the 0.01 level (2-tailed).

Multiple Linear Regression Analysis

The regression equation $Y = 31.309 + 0.229X_1 - 0.288X_2$ shows the relationship between the independent and dependent variables based on the results of multiple linear regression analysis. Here, X_1 is the demand for administrative accreditation, X_2 is work stress pressure, and Y is employee well-being.

In the simultaneous test, or F test, it was found that the calculated F value was 1.981 with a significance level of 0.158, indicating that the demands of accreditation administration and work stress pressure did not have a significant influence on employee well-being simultaneously. Therefore, the hypothesis that shows the joint influence of the two independent variables of work stress pressure and accreditation administration demands does not have a significant influence on employee well-being.

The coefficient of determination (R Square) of only 0.132 further strengthens this influence. This value indicates that work stress and administrative accreditation demands can only account for a 13.2% variation in employee well-being. However, the larger portion, 86.8%, is influenced by personal factors not included in this research model. These include leadership, organizational support, the work environment, the meaning of work, and other personal factors.

The two independent variables also did not have a significant impact on the employee well-being of the accreditation team partially (t-test). A beta coefficient (β) of 0.375 and a calculated t-value of 1.602 with a significance of 0.121 were observed for the Accreditation Administrative Demands variable (X1). Thus, it can be concluded that accreditation administrative demands do not have a significant effect on employee well-being because the significance value is above 0.05.

The Job Stress Pressure variable (X₂) also experiences similar conditions. This results in a beta coefficient (β) of -0.451 and a calculated t value of -1.924. The direction of the relationship is negative, meaning that more stress means less employee well-being, but the significance level is only 0.065 indicating a negative direction of influence on employee well-being, but it is not statistically significant at the 5% level. Partially, job stress pressure does not have a significant impact on employee well-being. This is indicated by the fact that this significance value is still greater than the tolerable error level, which is 0.05 (> 0.05).

Although the research results show a low level of significance, they do indicate that accreditation administrative demands significantly increase work stress among accreditation teams. This finding aligns with the Job Demands-Resources (JD-R) theory, which states that increased job demands have the potential to increase workers' psychological stress.

However, neither the administrative demands of accreditation nor the pressure of work stress were shown to significantly impact employee well-being. These findings indicate that members of the accreditation team at Nahdlatul Ulama University, Lampung, possess sufficient psychological and organizational resources to maintain employee well-being despite facing high administrative demands.

In this situation, many important and interconnected components contribute to this situation. First, the strong commitment and dedication of each team member to the success of the accreditation provides a solid foundation for maintaining a work rhythm. Strong social support from fellow employees and management further enhances this spirit.

Furthermore, when everyone agrees that accreditation is a strategic task for the institution, the team feels that their work is crucial to the organization's future. This sense of

confidence and preparedness is further bolstered by the team members' valuable experience navigating previous accreditation processes. Ultimately, this combination is what keeps the accreditation team motivated, enabling it to move forward optimally despite the increasing workload.

Thus, the absence of a significant influence in this study indicates that the accreditation team's employee well-being is more determined by other factors outside of administrative demands and work stress.

Table 2. Multiple Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	31,309	3,441		9,098	.000
	Accreditation Administration Demands	.229	.143	.375	1,602	.121
	Work Stress Pressure	-.288	.150	-.451	-1,924	.065

a. Dependent Variable: Employee Well-being

CONCLUSION AND SUGGESTIONS

Based on the research results, the instrument used to measure accreditation administrative demands, work stress, and employee well-being has been proven valid and usable, making it highly suitable for use in this study. The correlation analysis results show that accreditation administrative demands have a positive and significant relationship with work stress ($r = 0.626$; $p < 0.05$). This indicates that the greater the accreditation administrative responsibilities, the higher the work stress.

The test in this study shows something unique, that neither Job Stress Pressure nor Accreditation Administrative Demands have a significant relationship with employee health ($r = -0.216$; $p > 0.05$). In addition, both do not show a significant direct relationship with employee health ($r = 0.093$; $p > 0.05$). Simultaneously, the test shows that both do not have a significant impact on employee health ($F = 1.981$; $p = 0.158$). In addition, this research model can only explain a variation of 13.2% of employee well-being. Thus, it can be concluded that other factors are much more dominant in determining and influencing the well-being of accreditation team employees at Nahdlatul Ulama University Lampung.

These findings provide a new finding in the occupational psychology literature, suggesting that job stress and administrative demands do not necessarily immediately reduce employee psychological well-being. These findings also suggest the need to evaluate other, more dominant components in the employee psychological well-being model. Practically, the management of Nahdlatul Ulama University Lampung should recognize that although

accreditation demands significantly increase teamwork pressure, their work well-being appears to be more determined by external factors, such as a well-functioning support system, a sense of ownership of the institution, and fair compensation. To prevent work burnout caused by the burden of accreditation administration, organizations are advised to continue reducing work stress. Instead, they should concentrate on identifying other factors that influence the performance and well-being of accreditation teams.

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