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[Yaming Wei](#) * and Kyoung suk Kim

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Article

The Impact of Resource-Oriented Music Listening on Overseas Dispatch Employees' Stress Relief

Yaming Wei * and Kyoung suk Kim

Ewha Womans University; weiyaming@ewhain.net

Abstract: The adaptation stress experienced by overseas dispatched employees has serious implications for their physical and mental health and work performance. This study aimed to investigate the impact of resource-oriented music listening on work stress among overseas dispatched employees. The study recruited 10 participants of different ages and occupations who had worked abroad for at least 3 years. Five sessions of personalized resource-oriented music listening, and interviews were conducted. The Global Assessment of Recent Stress Scale (GARS) and Job Stress Scale (JSS) were used to measure stress before and after the intervention. Results showed that participants' work stress and perceived stress were significantly reduced after the music therapy intervention. The study also found that 'awareness' and 'self-acceptance' were factors that reduced regulatory stress among overseas dispatched employees. This study highlights the potential of resource-oriented music listening as a useful tool to address workplace stress and promote the well-being of expatriate employees.

Keywords: adaptation stress; stress relief; music therapy; resource-oriented music listening; oversea dispatch employees

I. Introduction

Globalization compels companies to deploy workers abroad for extended periods (Rotatori et al., 2021). Though offering growth opportunities, this trend also introduces significant stress and anxiety. Overseas dispatch employees confront unique and complex challenges that can lead to high levels of work stress (Marshall et al., 2020). These challenges, including the need to adapt to new cultures, languages, and work environments under tight deadlines, not only heighten work stress but also risk burnout, adversely affecting employees' physical and mental health (Faisal et al., 2022). Recognizing these challenges, it is imperative for international organizations to develop strategies that mitigate stress and enhance employee well-being. Therefore, the work pressure among overseas dispatched employees has become a growing concern for organizations operating internationally (Giauque et al., 2019). Reducing work stress and promoting employee well-being are key factors in maintaining international business success (Stocker et al., 2018). The quest for innovative and effective strategies to support expatriate employees, manage stress levels, and foster well-being has become crucial for sustaining the success of international businesses (Ali et al., 2021). Innovative and effective strategies are needed to address this subject.

Stress is a physiological and emotional response that occurs at affective, cognitive, and behavioral levels when individuals face challenges (Siegrist & Rödel, 2006). The term "adaptation" refers to "various forms of mutual accommodation" that include both psychological and sociocultural adaptations at the individual or group-level. It also describes a dynamic process by which individuals form and maintain stable, reciprocal, and functional relationships with their environment when they move to a new and unfamiliar cultural setting. The adaptation process is a very important process for employees stationed abroad. The overseas dispatch employees experience pressure as they adapt to new environments and social relationships (Romanello et al., 2021). Furthermore, work insecurity and long-term work both contribute to work stress. Long sick days caused by stress-related illnesses

and breakdowns are a huge problem in today's workplace. Clinical depression, cardiovascular disease, and other illnesses exacerbated by work stress account for up to 60% of work absences (Roney-Dougal & Solfvin, 2011), with stress being a significant factor in cardiovascular diseases (Faisal et al., 2022; Kivimäki & Kawachi, 2015).

The effect of music on stress alleviation has been actively researched. According to findings from these studies, music has emerged as one of the most efficient stress-coping strategies (Shultis & Gallagher, 2015). Resource-oriented music listening can be used in a variety of settings, including hospitals, clinics, schools, and private practice, and can be customized to meet the specific needs of each patient (Wang & Agius, 2018). Resource-oriented music listening can be used in a variety of settings, including hospitals, clinics, schools, and private practice, and can be customized to meet the specific needs of each patient (Frohne-Hagemann et al., 2015). This practice recognizes the profound impact that music can have on our physical, emotional, and spiritual well-being (Chandler et al., 2019). When employed in a resource-oriented setting, music can positively impact individuals' overall health and offer a variety of benefits (Landis-Shack et al., 2017). Therefore, resource-oriented music listening can have a significant impact on emotional health (Mofijur et al., 2021). Recourse refers to the internal and external resources available to individuals to help them cope with stress, challenges, or difficulties. These resources may include individual skills and tactics. To be 'resource-oriented' means to enhance and utilize one's existing abilities and resources in support of mental health and well-being.

It has been demonstrated that music listening can alleviate both physiological and cognitive stress (Linnemann et al., 2015). Following a stressful event, both heart rate and skin conductance levels show favorable responses to high-valence, low-arousal music. Although the majority of research supports the notion that low-arousal music can reduce stress (Hansen et al., 2010). Listening to music that resonates with personal experiences or challenges can offer comfort, affirmation, and catharsis. Furthermore, listening to resource-oriented music is also good for the body. Slow, calming music can help reduce stress and anxiety and promote feelings of relaxation and a sense of well-being. Cognitively, music, especially through lyric creation, can enhance concentration, memory, and foster a positive life perspective (Thompson & Schlaug, 2015). In social settings, resource-oriented music listening can foster a sense of connection and belonging (Stige, 2017). This can be particularly effective in group settings, where individuals gather to share and experience music together. Such gatherings promote social interaction, communication, and a sense of community (Laing & Mair, 2015). Music, as a universal language, can bring people together across language barriers and cultural divides (Comte et al., 2016).

In therapy, the search for a person's inner resources may include their drive, spirituality, positive self-concept, and confidence to take risks. Resource orientation aims to maintain and develop psychological strength by focusing on the clients' resources. Examples of external resources include relationships, social status, and privileges associated with status. On the other hand, coming in contact with spiritual strength, wisdom, new perspectives, positive emotions, motivation, new insights are examples of inner resources (Chong, 2011). Therefore, music can serve as a beneficial resource for infusion. Based on the above description, the proposed research questions are:

1. Is there a change in participants' stress levels after listening to resource-oriented music?
2. What resources did participants experience while listening to resource-oriented music in the sessions?

2. Method

2.1. Design

To collect quantitative data, the case study applied a validated questionnaire to adopt the pre-test, post-test, and follow-up assessment and evaluate the effect of resource-oriented music listening. Qualitative data were collected through feedback from overseas employees conducted one-on-one interviews following the intervention. The duration of these phases was the pre-test phase, music listening intervention (Five weeks), post-test, and one-on-one interviews.

2.2. Participants

Participants were all recruited online. The criteria for signing up for advertising Resource-oriented music listening are: 1) Chinese nationality working overseas for more than three years. 2) Have some emotional troubles caused by stress. 3) No hearing or visual impairment. There have 10 overseas staff participated in the RoMI program for five sessions.

Table 1. Participants.

Characteristics	Demographic Groups	N%
Gender	Male	4(40%)
	Female	6(60%)
Age	Less than 30	2(20%)
	30-40	7(70%)
	40-50	1(10%)
Position	Legal Technical staff	5(50%)
	Legal	2(20%)
	Sale	1(10%)
	Legal	1(10%)
	Finance	1(10%)
Years Working Abroad	3-5years	6(60%)
	5-8years	3(30%)
	10years or more	1(10%)

2.3. Procedures

All procedures are shown in Table 2, including recruitment of subjects for this study, consent forms for participation, experiments, etc. After listening to the instructions provided by the researchers, the research participants agreed and voluntarily expressed their willingness to participate in the experiment and signed the agreement by email to conduct the research. Due to the uncertain working hours of overseas employees, coupled with overseas time differences, the entire music intervention was a combination of online and offline. This study used a quasi-experimental research design with a control group and a pre-test and post-test. The study is on Resource-oriented music listening to change the psychological stress of overseas dispatched employees. At the start of the study, participants were asked to list their musical preferences on a demographic information sheet. A trained and experienced music therapist develops a Resource-oriented music listening protocol. During therapy, appropriate adjustments are made to the participant's needs.

Table 2. Resource-oriented music listening.

Stage	Process
1.Preparatory stage	Preliminary investigations on employee data
2.Pre-assessment (Session 1)	Initial stress assessment of treated population before the session. Session #1 #2 #3 #4 #5 Session Process :
3.Music intervention	1. Prelude: open up the session with participant’s here and now. 2. Transition: Select music that best matches the resource. 3. Induction: Allow the participants to take in the resource with listening. 4. Music drawing/ Music discussion: Visually witness the inner resource led by the music. 5. Postlude: discuss the resources experienced.
4.Post-assessment & Interview (Session 5)	Assessment of using music as resource learned from the session.

2.4. Resource-oriented Music Listening Session Format

There are four steps in the music listening procedure. The first is Prelude, which involves welcoming everyone to the session right away. Find out the participant's current emotional, bodily, and psychological state, as well as any issues that need to be resolved because of the weight or tension brought on by the stressors. Reduce the client's stress and steer the conversation toward resources. Examine your current emotional state, including your preparation and level of desire or energy to face the challenging emotions brought on by the pressures. By choosing a couple of the suggestions made by the participant, explore a helpful resource. The second stage is to choose music that best complements the resource. Invite the participant to investigate whatever feature of the resource is strongest and to sense their level of preparedness and energy for working. The therapist chooses at least three musical works by matching the participant's tonal and rhythmic qualities with their emotional and physical states. Ask the audience if the music choice fits the caliber of each sample in a free and open discussion. Take some time right now to talk about the musical elements that match and don't match the resource. The participant chooses the offered music in the end. The third stage is to let the participants listen to music while they consume the resource. Bring the participant's focus inward and away from their surroundings (such as their jobs, friends, and families). To bring the outside world into focus while maintaining internal attention, provide a relaxation guide. As a window for the listening journey, present the resource that the participant has agreed to use. After that, the song will start playing. Before the music starts, get the drawing supplies and equipment ready. This is it. visualize the inner strength guided by the music. Accept the drawing from the client, be fully present, and be receptive to the music. Until you feel that the customer is done, keep repeating the piece. and discuss emotions with participants.

2.5. Measurement Tools and Data Analysis

Initially, quantitative data was gathered using two scales: the Job Stress Scale (JSS) and the Recent Stress Scale—analyzed with non-parametric paired-t test using SPSS macOS (x86-64) given the relatively small sample size. The quantitative analyses showed the changes in the participants' perceived stress before and after the RoMI sessions.

2.5.1. Global Assessment of Recent Stress Scale (GARS)

The Global Assessment of Recent Stress Scale (GARS) is a useful tool for measuring stress levels experienced by individuals in various settings, including music therapy (Linn, 1986). By performing GARS before and after music therapy, therapists can better understand the effect of resource-oriented music listening on reducing a client's stress levels. By measuring changes in GARS scores, the study identified stressors affecting clients' overall stress levels and specific stressors. The items carried out by GARS were adjusted for the research topic in this study. Participants were asked to rate the frequency and severity of each stressor they experienced on a 5-point scale, from "never" to "often" and from "not stressful at all" to "extremely stressful". Personal information was added based on the scale, and the Chinese version was translated into English.

2.5.2. Job Stress Scale (JSS)

Job Stress Scale (JSS) (French & Caplan, 1970) is a widely used self-report questionnaire designed to assess an individual's perception of stress in the workplace. The JSS typically consists of items covering various aspects of the work environment and how it affects an individual's well-being. The scale aims to identify the presence and intensity of stressors commonly encountered in the workplace, such as workload, time pressure, interpersonal conflicts, job control, and job satisfaction. The questions in the JSS can be formatted as statements or questions about the client's feelings, experiences, or attitudes related to their job. Clients are asked to score each item on a scale of 1 to 5, with higher scores indicating higher levels of perceived stress. Personal information was added to the scale, and the English version was translated into Chinese and distributed to the participants.

2.6. Data Analysis for Content analysis

Content analysis is a distinctive approach that delves into the narrative, explicating and comprehending the essence of subject’s experience on how music was used as a resource for coping stress. This research employs content analysis derived from one-on-one interviews after five listening sessions. The procedure for data collection and content analysis is as following:

- 1)Interview: Participants were engaged in one-on-one interviews, with a semi-structured interview conducted at the culmination of the five interventions regarding their personal experience of music as resource and their insight for using the musical resource for stress coping (Table 3). Participants' verbal responses were documented via audio recordings or in written form.
- 2)Data Transcription: The interviews, conducted orally, were transcribed verbatim from the recordings to produce a written document embodying the participants' verbal submissions.
- 3)Coding and Categorizing: The textual records were meticulously read to discern common threads and patterns within the responses. Codes or categories were then established to encapsulate these recurrent themes. Each categorical theme is operationally defined following the thematic categorization.

Table 3. Sample of interview questions.

Sample of interview questions	
1	During music listening, what was the most positive thing you experienced?
2	What feelings did you have during the whole listening process?
3	What about the music elicited memories or imageries?
4	How can you use this resource you experienced in music listening for your stress coping?
5	What is your general impression of this 5-week resource-oriented music listening session?

3. Result

3.1. Quantitative analysis

Quantitative data was gathered using two scales: the Job Stress Scale (JSS) and the Recent Stress Scale—processed and interpreted with SPSS. Given the relatively small sample size, parametric analyses were employed for the data from both measurement tools. (Table 4, 5)

Table 4. Normal distribution test.

		Statistics			
		JSS.pretest	JSS.posttest	GARS.pretest	GARS.posttest
N	Valid	10	10	10	10
	Missing	0	0	0	0
Skewness		-1.372	0.166	-0.378	0.645
Std. Error of Skewness		0.687	0.687	0.687	0.687
Kurtosis		1.476	-0.914	-1.272	0.896
Std. Error of Kurtosis		1.334	1.334	1.334	1.334

Table 5. Paired sample statistics before and after the ROML session.

		Mean	N	Std.	t	P
Pair1-JSS	Pre-test	37.50	10	7.028	3.359	0.008
	Post-test	28.70	10	6.601		
Pair2-GARS	Pre-test	37.40	10	5.562	4.145	0.003
	Post-test	29.50	10	5.911		

The results of the paired sample T-tests, as indicated in the table above, yield T-values of 3.359 and 4.145 for the two paired samples, with corresponding p-values of 0.008 and 0.003 respectively, both of which are less than 0.05. Furthermore, the pre-test mean scores for both the Job Stress Scale

(JSS) and the General Adaptation Syndrome Scale (GARS) were higher than their post-test means, signifying a significant reduction in scores for JSS and a notable decrease in GARS scores.

3.2. Content Analysis.

The researcher divided the discussions following each music listening session and the final interview into five topics. The first one is "Awareness of oneself", it means focusing on the present moment (here and now) or diverting attention to other things. The keywords "Attention", "Gather", "Concentrated", and "Certification" are all classified into this topic. The second topic is "Self-acceptance status". Means refers to an individual adopting a positive attitude towards oneself and all its characteristics. Keywords such as "Understand" and "Consciousness" in the report are all classified under this topic. The third topic is a "Sense of stability". It's nasty calms autonomic nerves to relax the body and muscles and to promote regular breathing and heartbeat. Relaxation and emotional or physical serenity are categorized under this topic. "Meaningful memory recall" is the fourth topic. Reminiscing is the process of mentally reliving previous experiences which had a certain impact on the present. Unforgettable, recall, and recollect are the buzzwords. The fifth topic is "New perspective", which refers to having fresh ideas and plans and having a positive outlook on the future. This topic summarizes the use of the words "expect" and "hope" in the report. (Table 6)

Table 6. Classification and definition.

Theme/Categories	Definitions	Keyword
Awareness	Focus on the present moment feeling emphasize here and now.	Attention, gather, concentrated
Self-acceptance statue	Refers to an individual adopting a positive attitude towards oneself.	Understand, consciousness,
Sense of stability	Soothe to relax muscles and body	Relaxation, calmness
Recalling	Memory is the process of bring past events in the mind.	Unforgettable, recall, recollect
Meaningful memory		
New perspective	Outlook and expectations for the future and come up with new ideas and plans.	Expect, hope,

Based on the categorizations above, content was retrieved from the participants' sessions during each interview and the final one-on-one interview. The following arrangement is made based on the frequency and number of occurrences of the topic content. The first theme: "Awareness " appears 22 times, accounting for 30.13% of the total. The second theme: "Self-acceptance", appeared 21 times, accounting for 28.76% of the total. The third theme is: "Sense of stability" appeared 13 times accounting for 17.8% of all topics. The fourth theme: is "Recalling Meaningful memory". A total of 9 occurrences accounted for the entire proportion (12.32%). The fifth theme is "New perspective", appeared 8 times, accounting for 10.95% of the total. (Table 7)

Table 7. Classification and content analysis.

Theme/Categories	Concept	N%
Awareness	-The sound of the cello in music is very special so I think I should emphasize myself more in my life.	22 (30.13%)
	-I am the most important person in my life.	
	-When listening to music, I will focus on how I feel in the moment and not think too much.	
	-This music takes me away from my current environment and towards the environment that music brings me.	
	-With the relaxing music melody, I have forgotten all the complicated work and trivial matters in life.	
	-It's been a long time since I listened to music for the sake of "listening to music."	
	-The last time I paid this much attention to myself was during training. I haven't experienced this feeling for a long time.	

	-Even if there will be no greater progress or change, I have reconciled with myself, just like the difference in musical orchestration.	
Self-acceptance statue	-There are always different regrets in life, just like music there will be an end. -Everyone is imperfect, and I accept my imperfect self. -Actually, what I really yearn for is me being free and dancing like the three beats of music.	21 (28.76%)
	-The body can be liberated after a tiring day with soothing music.	
Sense of stability	-During music, I try to breathe steadily to release my stress. -After listening to the music, I feel that my body becomes softer, and my muscles are no longer tense. -I found the most natural state of my body in music, not tense or stiff, and forgot that I was in a foreign country.	13 (17.8%)
	-The sound of wind chimes in the music reminds me of the article I still remember about "The Sea of Stars", and it really gives me warm strength.	
Recalling Meaningful memory	-Music reminds me that my family has always supported my work and all my past decisions. We spent many wonderful moments. -The last time I listened to music in this relaxing way was when I was driving with my family.	9 (12.32%)
	-The aerial shots in the music gave me a sense of anticipation, and I became very looking forward to tomorrow.	
New perspective	-Music allows me to find a place where I can breathe. I need to give myself more space in the future. -We don't know what tomorrow will be like. We look forward to the future as much as we look forward to the next piece of music.	8 (10.95%)
		73 (100%)

Conduct a detailed analysis of each content and how to relieve stress from the perspective of music intervention. Examples of typical cases are presented according to the order of the five themes.

Themes1: Awareness

Conversations related to “Awareness” occurred 22 times in sessions and interviews with participants. Accounting for 30.13% of the total and report awareness of oneself as a stress relief strategy. Through listening to music, participants focus on the present moment feeling emphasized here and now. Participants realized how to pay more attention to themselves and shift the focus of their life to themselves.

[P10]: *It's been a long time since I listened to music for the sake of “listening to music.”*
MT: *In what circumstances did you usually listen to music? Will your feelings be different from now?*
[P10]: *I usually listen to it while walking and commuting, and it's been a long time since I listened to music with concentration. Because there is too much pressure, and I must deal with work issues every day. It's been too long since I've had time to stop and pay attention to myself...*

Themes2: Self-acceptance

Conversations related to “Self-acceptance” occurred 21 times in sessions and interviews with participants. This represents 28.76% of the total and was reported as a stress relief strategy. Self-acceptance refers to an individual adopting a positive attitude towards oneself and all its characteristics. It includes two levels of meaning. On the one hand, it is being able to confirm and accept the positive value of one's body, abilities, and personality without being proud. On the other hand, it is being able to readily face and accept everything about one's reality, without feeling inferior.

The study illustrated how self-acceptance is achieved through music therapy. Despite receiving music therapy, the participant carried his values, attitudes, and beliefs to every scenario. Each music therapy session serves as a cognitive microcosm of how the client learns to control how they are in discomfort. The therapist has a special opportunity to help clients define, distinguish, discuss, and debunk self-defeating irrational ideas about music-related behaviors (i.e., talents, capacities, and preferences) by conceiving the music therapy process in this way (Bryant, 1987). Participants reported that they gradually accepted themselves as they listened, effectively relieving stress.

[P9]: *Even if there will be no greater progress or change, I have reconciled with myself, just like the difference in musical orchestration.*

MT: *Why did this view arise in listening to music?*

[P9]: *The reason why music sounds good may be that each instrument plays a different role. In the past, I was too persistent. I want to slowly accept my mediocre self now.*

Themes 3: Sense of stability

Conversations related to “stability” emerged nine times during meetings and participant interviews. 17.8% of the total reported it as a stress-relieving strategy. A sense of stable response soothes the autonomic nerves, relaxes the muscles and body, and makes breathing and heartbeat smoother. Many studies show that music can bring about a feeling of physical relaxation. Areas of research into music and relaxation include alleviating depression in older adults, Postoperative pain, Physical remission in cancer patients, etc. Physical relaxation is a protective mechanism for the self against excessive stress. When people are under stress, their bodies become stiff, and their muscles become tense. Chronic stress can cause physical pain and increase the risk of cancer. Excessive stress can also cause hormonal imbalances in women. Most participants reported physical relaxation during the five music interventions—more women than men express this aspect. Physical and emotional relaxation are strategies for reducing stress.

[P3]: *During music, I try to breathe evenly to release stress.*

MT: *Are there any other gains?*

[P3]: *Yes, my body seems less stiff now. My whole body feels relaxed now, and I want this feeling lasts longer.*

Themes 4: Recalling Meaningful memory.

Conversations related to “Recalling meaningful memory” emerged nine times during meetings and participant interviews. 12.32% of the total reported it as a stress relief strategy. Recall is the process of recovering past experiences and is the third link of memory (memory, retention, recall, and recognition). The purpose of memorizing and retaining material is to be able to recognize or recall it when necessary. Reminiscing is the process by which people re-present in their minds things from the past that are no longer in front of them. Depending on whether the recall has a predetermined purpose or task, recall can be divided into intentional recall and unconscious recall. One participant said: This reminds me that I can still manage work and family life well before going abroad. [P5]. During the conversation with the client, the therapist continues to ask why memory can be a stress-reduction strategy. The following client said that the beautiful memories of the past gave him corresponding energy and strength.

[P7]: *I still remember the article about “The Sea of Stars”, which really gave me warm power.*

MT: *How do you feel when you think back to that scene now? What impact does it have on your life now?*

[P7]: *I feel powerful now, and that warm feeling is still there. I really haven't felt like this in a long time. I feel very alone. My daily life is like a spectator. I had no presence, but now I feel not alone.*

Themes 5: New perspective

Conversations related to “new perspective” occurred 8 times in sessions and interviews with participants, accounting for 10.95% of the total, and was reported as a stress relief strategy. Emphasis is one's own subjective will, what one hopes to be, including expectations. However, the difference

is that in psychology, "expectations" refers to expectations on the subconscious level in many cases. Music melodies can evoke expectations. In music therapy, the principle of expectation is to consciously provide the previous sentence so that the listener can have a sense of anticipation for the next sentence (Huron, 2006). Looking forward is the expectation and hope for the future. Increasing expectations for life can eliminate the stress from life. The participants expressed that music intervention relieved current stress because they were full of expectations for the future.

[P3]: I had been dreading the next day. I can't sleep just thinking about what I will face the next day. I dread new things and a new day. But now I am looking forward to tomorrow. I never know what the teacher's next song will be. But I found the next one to be better. Life should be like this too.

4. Discussion

The purpose of this study was to explore the use of resource-oriented music listening to alleviate adjustment stress among employees working overseas for a long period. Overseas employees constitute a significant demographic. Facing numerous challenges due to prolonged periods of working abroad. This study demonstrated that participants in the music listening intervention experienced stress relief and developed coping skills over the 5-week music intervention, as evidenced by scale data and interview result analyses. Several studies suggest that music has stress-relieving effects and the findings of this study further underscore the efficacy of music listening as a stress reliever in mitigating adjustment stress among overseas employees.

There are several important implications of this research. Firstly, individuals utilize music listening as a process to identify stress sources and explore methods for its management. Listening to music increases self-awareness and shifts the focus away from stressors. While listening to music, participants focus on timbre and orchestration in music. They experience music and think about their role in life and work. These music listening experiences provide opportunities for greater self-exploration and a more profound sense of self. (Hutton, 2022; Rafiq, 2020; Surya et al., 2023).

Self-acceptance validates one's worth and fully accepts one's reality (Williams & Lynn, 2010). Music can shift the listener's attention to the present moment and gain a sense of self-acceptance. According to multiple studies on "unconditional self-acceptance." Unconditional self-acceptance can increase self-esteem and reduce stress (Yeo, 2022). Self-acceptance in listening to music is accepting yourself as you are in the present moment. Accept the good and bad parts of life unconditionally. Provides appropriate stress relief.

Second, the melody of music can take us into memories of the past. Recalling meaningful memories gives people great power when they face new difficulties in new environments. Meaningful memories often reflect the impact of past events on the present state of life. Meaning making through recollection is a process of integrating the event with one's positive sense of self. Research shows that people proactively create positive opinions when they reminisce (Wood & Conway, 2006). This is like our findings. Participants evoke positive emotions and mobilize positive inner resources through meaningful memory recall. Thereby reducing realistic adaptability pressure.

Many studies show the negative aspects of our spiritual lives, especially helplessness, and lack of hope will create negative emotions (Ciarrochi et al., 2015; Lazarus, 1999; Roth & Hammelstein, 2007). People often experience this type of stress when facing new environments. Hope is a very important intention when talking about human well-being. Experience through music. The listener feel hope and help participants have a new perspective and outlook on life. A new perspective is like looking at life through a different lens. Researchers in positive psychology are increasingly focusing on the role that purpose and hope play in human flourishing. A growing body of theoretical and empirical literature suggests that having a purpose in life (being hopeful) can enhance human development in a various way (Cotton Bronk et al., 2009; Gallagher & Lopez, 2018).

5. Conclusion

Oversea dispatch employees spend long periods in non-native environments and experience adjustment stress caused by work pressures, living conditions, interpersonal relationships, language, and other issues. Overall, participating in this 5-week resource-oriented music listening session has

been a uniquely enriching experience. The intentional focus on utilizing music as a resource for stress relief has provided a valuable avenue for exploring new coping mechanisms and enhancing overall well-being. The structured nature of the sessions has fostered a sense of consistency and progression, allowing for a deeper immersion into the therapeutic benefits of music. Overall, the experience has been insightful and rewarding, offering valuable tools for managing stress and promoting personal growth.

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