

Case Study of Resource-Oriented Music Listening for Stress Management in Employees on International Deployment

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The stress experienced by employees on international deployment has serious implications for their physical and mental health as well as their work performance. This study aimed to investigate the impact of resource-oriented music listening on work-related stress among employees on international deployment. The study recruited 10 participants of varying ages and occupations who had worked abroad for at least three years and conducted five personalized resource-oriented music listening sessions along with interviews. The Global Assessment of Recent Stress Scale (GARS) and Job Stress Scale (JSS) were used to measure stress levels before and after the intervention. Results showed that participants' work-related stress and perceived stress were significantly reduced following the music therapy intervention. The study also found that "awareness of own's life situation" and "self-acceptance of here and now emotional challenges" were factors that reduced regulatory stress among employees on international deployment. This study highlights the potential of resource-oriented music listening as a useful tool for managing workplace stress and promoting the well-being of expatriate employees.

Keywords: stress, work stress, resource-oriented music listening, employees on international deployment

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I. Introduction

The globalization trend has prompted companies to deploy employees abroad for a long period of time. Although overseas assignments provide the employees with growth in capabilities, opportunities, and other aspects, at the same time, they also bring unique and complex challenges (Caligiuri & Bonache, 2016; McFarlin & Sweeney, 2014). These challenges include the need to adapt to new cultures, languages, and work environments within tight deadlines (Feng & Mu, 2010; Huang, Liu, Huang, & Ding, 2020). If this process is not handled properly, it can increase employees' work pressure and bring the risk of burnout (Makasheva, Makasheva, Gromova, Ishtunov, & Burykhin, 2016). This is not only detrimental to the physical and mental health of employees, but also affects the company's efficiency and long-term development. Recognizing these challenges, it is imperative for international organizations to develop strategies that mitigate stress and enhance employee well-being. Business operations are also looking for ways to resolve stress (Pignata, Boyd, Winefield, & Provis, 2017; Street, Lacey, & Somoray, 2019; Subramaniam, 2017). 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.

In psychology and biology, stress is used to describe a response to external events or disturbances that disrupt and harm the functioning of an organism (Contrada & Baum, 2010). Stress is a physiological and emotional response that occurs at affective, cognitive, and behavioral levels when individuals face challenges (Lok & Bishop, 1999). There are three levels of stress: social stress, physiological stress, and psychological stress. Organisms, whether animals or humans, respond to physical and psychological stress through behavioral and physiological defenses (Lazarus & Folkman, 1984). Employees on international deployment will feel stress in the process of adapting to the new environment and social relationships. At the same time, job insecurity and long working hours create corresponding stress (Burchell, 2005; Mauno & Kinnunen, 1999; Richter, Näswall, & Sverke, 2010). Statistics indicate that stress-related illnesses and mental breakdowns are also a big problem in today's workplace. Clinical depression, cardiovascular disease and other conditions exacerbated by workplace stress account for 60% of absenteeism, with stress being a significant factor in cardiovascular disease (Schnall, Dobson, & Landsbergis, 2016; Steptoe & Kivimäki, 2012; Tennant, 2001).

Music is one of the effective stress coping strategies, including receptive listening and participatory listening (de Witte, Spruit, van Hooren, Moonen, & Stams, 2020; Saarikallio, 2007;

Yehuda, 2011). Listening to music is one of the ways to be receptive, and research shows that daily listening to music can reduce stress in life (Helsing, 2012; Krause, North, & Hewitt, 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 (Schwabe, 2005; Wagner, 2014). It has been demonstrated that music listening can alleviate both physiological and cognitive stress (Thoma et al., 2013). Slow, calming music can help reduce stress and anxiety and promote feelings of relaxation and a sense of well-being. Listening to music that resonates with personal experiences or challenges can offer comfort, affirmation, and catharsis (Kim, 2013; Krout, 2007).

Internal and external resources are available to individuals to help them cope with stress, challenges, or difficulties (Lazarus & Folkman, 1984; Thoits, 1995). Music as a resource can have a significant impact on emotional health. Cognitively, music, especially through lyric creation, can enhance concentration, memory, and foster a positive life perspective (Clarke, Dibben, & Pitts, 2010; Ruud, 1997). In social settings, resource-oriented music listening can foster a sense of connection and belonging (Clarke et al., 2010; Mock, 2022; Wagner, 2014). In group music settings, people come together to share and experience music which promotes social interaction, communication, and a sense of community (Mauno & Kinnunen, 1999). Listening to music as a resource is resource activation which not only builds on existing abilities but also releases, enables, activates, or reactivates blocked abilities. Music serves as a resource to stimulate the listener's inner positive resources to achieve the effect of reducing stress.

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 participants' resources. Examples of external resources include relationships, social status, and privileges associated with status (Yun & Chong, 2019). On the other hand, encountering spiritual strength, wisdom, new perspectives, positive emotions, motivation, and new insights are all examples of inner resources (Chong, 2011). Therefore, the purpose of this study is to explore that music can serve as a beneficial resource for infusion and the research questions are as follows.

1. Are there significant changes in stress levels in employees on international deployment after participating in resource-oriented music listening?
2. What resources do the participants experience during resource-oriented music listening?

II. Method

1. Design

All the relevant procedures and ethical issues were reviewed and approved by the Institutional Review Board at Fuzhou University (IRB No: FZU-PSY2023-0141). Participants signed an informed consent form and received one-on-one treatment, with a total of five return periods and a post-intervention interview. Treatment phases include the pre-test phase, music listening intervention, post-test, and one-on-one interviews. To collect quantitative data, the case study used a validated questionnaire for pre-test and post-test, and compared the pre- and post-test data to evaluate the effect of resource-oriented music listening. Qualitative data were used to analyze what kind of resources listeners acquire to cope with stress during the process of music listening.

2. Participants

The demographic information of participants is presented in <Table 1>. Participants were all recruited online. The criteria for signing up for resource-oriented music listening were: Chinese nationality, working overseas for more than three years, experiencing emotional troubles caused by stress, and having no hearing or visual impairment. 10 employees on international deployment participated in the resource-oriented music listening (RO-ML) program. In the following articles, it will be referred to as RO-ML.

3. Procedures

Prior to participation in this study, consent was obtained from each participant. After being informed of the goals, procedures, and their rights as participants, each individual voluntarily expressed their willingness to participate in the experiment and signed the agreement via email to proceed with the research. Due to the unpredictable working hours of overseas employees and time zone differences, the entire music intervention was conducted both online and offline. At the beginning of the study, participants were asked to list their musical preferences on a demographic information sheet. Then, a trained and experienced music therapist helped to develop a resource-oriented music listening protocol. During the therapy, appropriate adjustments were made according to the participant's needs. Participants received a total of 5 sessions, each lasting 60 minutes, held once a week.

<Table 1> Information of Participants

	Variable	N(%)
Gender		
	Male	4 (40%)
	Female	6 (60%)
Age, years		
	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%)
Duration of working abroad		
	3 - 5 years	6 (60%)
	5 - 8 years	3 (30%)
	10 years or more	1 (10%)

4. Resource-oriented Music Listening Session Format (RO-ML)

The music listening procedure comprises four essential steps. The initial step, the preparatory stage, welcomes all participants to the session and at the same time gauges their current emotional, physiological, and psychological states. It is crucial to identify any prevailing issues stemming from stressors, which helps alleviate the participants' stress and redirect the discourse towards available resources. Concurrently, the therapist assesses their own participants' emotional readiness, examining their preparedness and motivation to confront challenging emotions arising from external pressures. By tactfully selecting from participant suggestions, the therapist delves into pertinent resources, facilitating a supportive environment for exploration.

The subsequent phase involves the meticulous selection of music that harmonizes with the identified resource. By encouraging the participant to explore the salient aspects of the chosen resource, the therapist assesses the individual's readiness and energy levels for therapeutic engagement. Next, drawing upon their expertise, the therapist curates a repertoire of at least

three musical compositions, aligning tonal and rhythmic qualities with the participant's emotional and physical states. Then, facilitating an open discussion, the therapist invites feedback from the audience to ensure alignment between the chosen music and the essence of the resource. This collaborative process culminates in the participant's selection of the preferred music.

Transitioning to the third stage, participants immerse themselves in the selected music while engaging with the designated resource. The therapist guides the participants to focus inward and away from external distractions to foster a serene environment conducive to introspection. Employing relaxation techniques, the therapist gently integrates external stimuli, offering a pathway for participants to maintain internal focus amidst external distractions. Then, the therapist initiates the musical interlude, introducing the agreed-upon resource as a catalyst for the listening journey, and ensuring that the necessary drawing supplies are readily available. Encouraging participants to harness the inner strength facilitated by the music, the therapist remains attuned to their emotional responses throughout the session.

The final stage entails the culmination of the therapeutic experience, during which stage the participants have the opportunity to express their emotions through artistic expression. The therapist fosters an environment of empathetic listening and mutual understanding by embracing the artwork as a tangible representation of the participant's inner journey. The therapist invites participants to reflect on their emotional experiences through open dialogue, thereby consolidating the therapeutic process (See <Table 2>).

<Table 2> Resource-oriented Music Listening

Stage	Process
Preparatory stage	Gathering data on employee
Pre-assessment (Before session #1)	Measuring participants' initial stress levels before the session
Music intervention	<ol style="list-style-type: none"> 1. Begin the session by checking in with participants on their current state 2. Select music that best matches the identified resource 3. Allow participants to engage with the resource by listening to the music 4. Engage in music drawing/discussion to visually explore the inner resource evoked by the music 5. Discuss the resources experienced during the session
Post-assessment and interview (After session #5)	Assessing participants' changes and perceptions regarding the use of music as a resource learned from the session

5. Measurement Tools and Data Analysis

Initially, quantitative data were gathered using two scales: the Job Stress Scale (JSS) and the Recent Stress Scale. Then the quantitative data were analyzed with a non-parametric paired *t* test using SPSS given the relatively small sample size. As a mixed methods study, this study collected and analyzed qualitative data using inductive content analysis.

1) Job Stress Scale (JSS)

The JSS 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 participant's feelings, experiences, or attitudes related to their job. Participants 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) Global Assessment of Recent Stress Scale (GARS)

The 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 participant's stress levels. By measuring changes in GARS scores, the study identified stressors that affect participants' 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.

3) Inductive content analysis

The findings underwent analysis through inductive content analysis, a qualitative research methodology tailored for the examination of textual data. Inductive content analysis serves as a

distinctive approach, allowing for a deep dive into the narratives provided by participants, thereby elucidating and comprehending the essence of their experiences pertaining to the utilization of music as a coping mechanism for stress.

The present research, drawing upon a series of one-on-one interviews conducted following five distinct listening sessions, employs content analysis as its primary analytical framework. The procedural framework for data collection and subsequent content analysis unfolds as follows: 1. 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 (See <Table 3>). 2. Participants' verbal responses were documented in the following methods: the interviews, conducted orally, were transcribed verbatim from the recordings to produce a written document embodying the participants' verbal submissions. 3. 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> Examples of Interview Questions

Sample of interview questions frame	
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?

Given the nascent exploration of stress coping mechanisms through music listening within existing theoretical frameworks, the application of inductive content analysis proves invaluable in the construction of new theoretical insights. This method affords researchers the opportunity to delve into the subjective perspectives and lived experiences of participants, thereby elucidating the nuanced complexities of utilizing music as a resource for stress management.

III. Result

1. Quantitative data

Quantitative data was gathered using two scales, the Job Stress Scale (JSS) and Global Assessment of Recent Stress Scale (GARS), and analyzed using SPSS. The results are presented in <Table 4>. Given the relatively small sample size, parametric analyses were employed for the data from both measurement tools.

<Table 4> Paired Sample Statistics Before and After the RO-ML session

Variable	Pre-test	Post-test	<i>t</i>	<i>p</i>
	<i>M (SD)</i>	<i>M (SD)</i>		
JSS	37.50 (7.03)	28.70 (6.60)	3.36	0.008**
GARS	37.40 (5.56)	29.50 (5.91)	4.15	0.003**

Note. JSS: Job Stress Scale; GARS: Global Assessment of Recent Stress Scale.

** $p < .01$.

The results of the paired sample T-tests, as indicated in the table above, yield *t* values of 3.36 and 4.15 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 JSS and the GARS were higher than their post-test means scores, signifying a notable decrease in both JSS and GARS scores.

2. Inductive content analysis

The researcher structured the discussions following each music listening session and the final interview into five distinct topics, a categorization that underwent thorough review and validation by two peer music therapy experts. Both experts hold esteemed positions as music therapy professors, boasting over two decades of extensive experience in music psychotherapy.

The 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 of own's life situation" appears 22 times, accounting for 30.13% of the total. The second theme: "Self-acceptance on here and

now emotional challenge”, appeared 21 times, accounting for 28.76% of the total. The third theme is: “Commitment to stabilize” 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 on positive side of job, emotional future”, appeared 8 times, accounting for 10.95% of the total (See in <Table 5>).

<Table 5> Themes Extracted From Content Analysis

Theme / Categories	Concept	N(%)
Awareness of own's life situation	<ul style="list-style-type: none"> - The sound of the cello in music is very special so I think I should emphasize myself more in my life. - 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. 	22 (30.13%)
Self-acceptance on here and now emotional challenge	<ul style="list-style-type: none"> - Even if there will be no greater progress or change, I have reconciled with myself, just like the difference in musical orchestration. - 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%)
Seeking stability	<ul style="list-style-type: none"> - The body can be liberated after a tiring day with soothing music. - 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%)
Recalling meaningful memory	<ul style="list-style-type: none"> - 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 - 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%)
New perspective on the positive aspects of the job and emotionally optimistic future	<ul style="list-style-type: none"> - The aerial shots in the music gave me a sense of anticipation, and I became very looking forward to tomorrow. - 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%)
Total		73 (100%)

Themes 1: Awareness of own's life situation

The theme of “awareness of own's life situation” emerged prominently in 22 instances during both sessions and interviews with participants, representing 30.13% of the total discussions. Participants consistently reported heightened self-awareness as a pivotal strategy for stress relief. By engaging in music listening, individuals were able to redirect their focus to the present moment, emphasizing the importance of being fully present in the here and now. This heightened awareness enabled participants to recognize the necessity of prioritizing self-care and introspection amidst their daily stressors.

Participant 10 (P10) reflected on their past music listening habits, acknowledging a prolonged neglect of focused listening due to overwhelming work pressures and daily responsibilities. In the exchange with the music therapist (MT), P10 revealed a habitual pattern of listening to music while engaged in routine activities such as walking and commuting. However, P10 realized that he had neglected the practice of attentive self-awareness due to the incessant demands of work. The absence of dedicated time for introspection and self-reflection was highlighted because of the perpetual busyness and pressure.

Themes 2: Self-acceptance on here and now emotional challenge

Conversations surrounding “self-acceptance on here and now emotional challenge” emerged 21 times during sessions and interviews, constituting 28.76% of the total discussions. Self-acceptance was identified as a key strategy for stress relief, encompassing the adoption of a positive attitude towards oneself and all associated characteristics. The concept of self-acceptance encompasses two essential dimensions: acknowledging and embracing the inherent value of one's body, abilities, and personality without succumbing to pride, and confronting and accepting all aspects of one's reality without feelings of inferiority. The study elucidates how music therapy serves as a catalyst for fostering self-acceptance, enabling participants to confront, and overcome self-defeating beliefs, and attitudes.

Participant 9 (P9) articulated a profound shift in perspective regarding self-acceptance during music therapy sessions. Expressing contentment with the realization that personal growth and change may not always be monumental, P9 drew parallels between this acceptance and the diverse orchestration of music. Through dialogue with the music therapist (MT), P9 explored the emergence of this newfound perspective

during music listening experiences. P9 attributed the appreciation for musical harmony to the recognition of each instrument's unique contribution, acknowledging the value in diversity rather than striving for unattainable perfection. This realization prompted P9 to embrace a more compassionate stance towards their own perceived limitations, expressing a desire to gradually accept their authentic self.

Themes 3: Seeking stability

Discussions pertaining to “seeking stability” arose nine times during meetings and participant interviews, constituting 17.8% of the total conversations. Stability was identified as a pivotal strategy for stress relief, characterized by a sense of physical and emotional equilibrium that soothes autonomic nerves, relaxes muscles, and promotes smoother breathing and heartbeat rhythms. Numerous studies have underscored the therapeutic efficacy of music in inducing physical relaxation, with research spanning diverse domains such as alleviating depression in older adults, managing postoperative pain, and facilitating physical remission in cancer patients. Physical relaxation serves as a protective mechanism against the deleterious effects of chronic stress, mitigating the risk of physical ailments and hormonal imbalances, particularly in women.

Participant 3 (P3) articulated the tangible benefits of physical relaxation experienced during music interventions. P3 acknowledged a conscious effort to regulate breathing patterns during music listening sessions, recognizing the therapeutic potential of rhythmic breathing in releasing accumulated stress. In dialogue with the music therapist (MT), P3 reflected on additional gains derived from the music therapy experience, highlighting a notable reduction in bodily tension and stiffness. The sensation of whole-body relaxation prompted a desire for prolonged duration of this state, indicating a profound appreciation for the restorative effects of music-induced relaxation.

Themes 4: Recalling meaningful memory

Conversations surrounding “recalling meaningful memory” occurred nine times during meetings and participant interviews, representing 12.32% of the total discussions. Recalling meaningful memories emerge as a notable strategy for stress relief, tapping into the profound emotional resonance of past experiences. Memory recall serves as the third stage of the memory process, following encoding and retention, and plays a pivotal role in retrieving stored information when needed. Reminiscing involves mentally revisiting past events or experiences,

imbuing them with renewed significance and emotional impact. Depending on the context, recall can be intentional or unconscious, offering individuals the opportunity to draw upon cherished memories as a source of comfort and strength during times of stress.

Participant 7 (P7) recounted a poignant memory related to the article “The Sea of Stars” highlighting the enduring emotional impact of the experience. In dialogue with the music therapist (MT), P7 reflected on the profound sense of warmth and empowerment evoked by reminiscing about this memory. The recollection of the past imbued P7 with a renewed sense of vigor and resilience, contrasting with feelings of isolation and detachment experienced in daily life. By reconnecting with cherished memories, P7 experienced a profound shift in perspective, transcending feelings of loneliness and reclaiming a sense of presence and agency in their life.

Themes 5: New perspective on positive side of job, emotional future

Conversations pertaining to “new perspective on positive side of job, emotional future” emerged eight times during sessions and participant interviews, comprising 10.95% of the total discussions. This theme was identified as a significant strategy for stress relief, emphasizing the transformative power of adopting a forward-looking and optimistic outlook on life. New perspective encompasses one’s subjective aspirations, hopes for the future, and conscious or subconscious expectations. In the context of psychology, expectations often operate on a subconscious level, influencing perceptions and behaviors. Music, with its inherent structure and melodic progression, has the capacity to evoke expectations and anticipation in listeners, aligning with principles of expectation in music therapy.

Participant 3 (P3) reflected on their previous apprehension and dread towards the upcoming day, characterized by sleepless nights and anxiety about facing new challenges. However, through the transformative experience of music intervention, P3 underwent a profound shift in perspective, transitioning from a mindset of dread to one of anticipation and excitement for the future. P3 articulated newfound optimism and curiosity about what each new day may bring, drawing parallels between the unpredictability of music selection in therapy sessions and the dynamic nature of life itself. By embracing uncertainty and welcoming the unknown, P3 discovered a sense of empowerment and resilience, recognizing the potential for growth and enrichment in every new experience.

IV. Discussion

The purpose of this study is to explore the use of RO-ML 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 demonstrates 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.

First, both the quantitative and qualitative results of the study demonstrate that RO-ML has a significant impact on the stress levels of overseas dispatched employees. The results indicated a significant decrease in the stress levels experienced by participants. After engaging in resource-centered music appreciation, participants experienced a notable reduction in work stress. Despite the brief implementation, the process of exploring their own resources with the help of music proved effective in relieving stress for workers who may lack other stress management methods. Additionally, given the unique challenges faced by overseas employees, music listening serves as a readily available medium that transcends environmental limitations and offers strong evidence for addressing emotional issues, making it an potential choice for this specific population.

Second, the participants for the resource-centered music appreciation had the experience of awareness of own's life situation and self-acceptance on here and now emotional challenge during the process of music appreciation. The content analysis results showed that awareness and self-acceptance were important core themes. 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. In addition, listening to music related to internal resources enabled genuine connection and conversation with oneself, encouraging psychological strength (Kim & Chong, 2020). Listeners experience the music and reflect on their own roles in life and work. These music listening experiences provide opportunities for further self-exploration and a deeper sense of self-awareness (Hesser, 2001; Levitan, 2020). Self-acceptance validates one's worth and fully accepts one's here and now situation and challenges (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 (Tang et al., 2022). Self-acceptance in listening to music is accepting oneself as who is in the present moment.

Third, music was found to remind and connect the listener to their positive past life events and memories. When participants chose their resource-oriented music with therapist, they could easily recall meaningful memories that gave them the great power to face difficulties in new environments. In other words, 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 through recalling positive memories from the past (Wood & Conway, 2006). 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 (Bronk, Hill, Lapsley, Talib, & Finch, 2009; Gallagher & Lopez, 2018). In the results of this study, participants evoke positive emotions and mobilize positive inner resources through meaningful memory recall. In most cases, the participants' music was related to meaningful memories from their past. People often experience stress when facing new working environments. With resourceful music, participant were able to stay in a positive perspective rather than a negative situation. Ultimately, the results of this study's quantitative and qualitative mixed methods not only demonstrate the positive effects of music listening on stress management, but also provide a good explanation of the phenomenon of how active music listening can help people become aware of their own situation, use music for emotional stability from stress, and focus their vision on a positive future.

In conclusion, this study holds significance for overseas dispatched employees who spend long periods in non-native environments and experience adjustment stress caused by work pressures, living conditions, interpersonal relationships and other issues. Participating in this 5-week resource-oriented music listening session had been a uniquely enriching experience for the participants. The sessions focus on utilizing music as a resource for stress relief and provide a valuable avenue for exploring new coping mechanisms and enhancing overall well-being. The structured sessions foster a sense of consistency and progression, allowing the participants to have 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. Considering the inclusion of online intervention and limited number of sessions, future studies could incorporate participant-centered progression, such as expanding the music experience after listening. Additionally, long-term goals, such as building positive life strategies adapting to a sustained work-related environment could also be explored.

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해외 파견 근로자의 스트레스 관리를 위한 자원중심 음악감상 중재 연구

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해외 파견 근로자들이 경험하는 스트레스는 신체적, 정신적 건강과 업무 성과에 심각한 영향을 미친다. 본 연구는 자원중심 음악감상이 해외파견 근로자의 업무 스트레스에 미치는 영향을 규명하는 것에 목적이 있다. 이를 위해 해외에서 최소 3년 이상 근무한 다양한 연령과 직업의 10명의 참가자를 모집하였으며, 5회기의 개인 세션에서 자원중심 음악감상 중재를 제공하였다. 자원중심 음악감상의 효과를 규명하기 위해 혼합연구의 방법을 사용하였다. 중재 전후에 전반적 스트레스 진단 척도(GARS, Global Assessment of Recent Stress Scale)와 업무스트레스 척도(JSS, Job Stress Scale)를 시행하였으며, 세션 후 참여자들에게 자원중심 음악감상의 경험에 대해 심층인터뷰를 실시하였다. 본 연구의 결과는 자원중심의 음악감상 중재 후 참여자들의 전반적 스트레스와 업무 스트레스 점수가 통계적으로 유의하게 감소하였고, 현 상태에 대한 알아차림과 자기 수용, 정서적 안정화의 시도, 미래에 대한 긍정적 관점의 획득 등의 경험을 제공한 것으로 나타났다. 본 연구는 자원중심 음악감상이 해외 파견 근로자들의 스트레스 완화와 심리적 웰빙을 증진하기 위한 유용한 도구가 됨을 시사한다.

핵심어: 스트레스, 업무 스트레스, 자원중심 음악감상, 해외파견 직원

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