

Impact of Listening to Quranic Recitation of Surah Rahman on Mood Shifts and Burnout among School TeachersShanza Akbar^{a,*}, Maria Tanvir^a, Iman Khalil^a, Syeda Ayat e Zainab Ali^b^a Department of Applied Psychology, Riphah International University, Gulberg Greens Campus, Islamabad, Pakistan^b Department of Clinical Psychology, Shifa Tameer-e-Millat University, Islamabad, Pakistan**Abstract**

Nearly 80% of teachers in Pakistan endure extreme pressure at work, which often leads to burnout, consisting of emotional exhaustion and a decrease in effectiveness. This study examined the impact of listening to the Quranic recitation of Surah Rahman on mood shifts (emotional state fluctuations) and Burnout among school teachers. A single-group pre-test/post-test design with a quasi-experimental method recruited 50 teachers through convenience sampling; some were assigned to listen to Surah Rahman, while others served as a control group. The Brief Mood Introspection Scale (BMIS) and Burnout Assessment Tool (BAT-12) were used to assess outcomes. Statistical analysis using paired-sample t-tests revealed a significant reduction in mood fluctuation scores from pre- to post-intervention ($M = 43.64, SD = 3.4$ to $M = 35.5, SD = 8.3$; $t(49) = 6.72, p < .001$, Cohen's $d = 8.6$), and burnout levels ($M = 41.78, SD = 12.85$ to $M = 28.02, SD = 11.0$; $t(49) = 6.65, p < .001$, Cohen's $d = 14.6$) in the experimental group compared to the control group. These findings suggest that Quranic recitation, particularly Surah Rahman, may serve as an effective non-pharmacological intervention to enhance emotional regulation and reduce occupational stress among Teachers. The study highlights the value of integrating culturally rooted spiritual practices into mental health interventions for teacher well-being, with implications for broader educational policy and teacher support frameworks in Islamic contexts.

Keywords: Quranic Recitation, Surah Rahman, Mood Shifts, Burnout, School Teachers**Correspondence:** Ms Shanza Akbar

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1. Introduction

Teacher well-being is a crucial component of a thriving educational system, yet increasing evidence suggests that educators often operate under significant psychological strain. In Pakistan, the prevalence of occupational stress among teachers is alarmingly high, with more than 80% reporting moderate to severe stress levels and nearly one-third experiencing symptoms of extreme stress (Shaheen & Mahmood, 2020). Such chronic stress not only undermines teachers' mental and emotional health but also has far-reaching implications for the quality of education. Stressed teachers often lose motivation, are less satisfied with their work, and do not perform well in the classroom, which in turn affects student learning. Because teaching demands a lot of mental, social, and emotional effort, dealing with things that add stress to teachers is important for their well-being and the success of the schools. Burnout in teachers can also result in less effective teaching for students, as emotionally worn-out teachers struggle to remain dedicated and energetic. Considering the challenging situations teachers face, efforts to address burnout and enhance emotional resilience are worth exploring (Bottiani et al., 2019; Suleman, Khattak & Hussain, 2021).

One promising approach as a therapeutic tool for Quranic recitation, in particular, is Surah Rahman. Surah Rahman has a calming effect, creating an atmosphere that is spiritual and filled with peace, alleviating the heart's pain. Studies have shown that hearing the Quranic recitation effectively reduces stress, anxiety, and depression levels and strengthens overall mental health and emotional well-being. It is believed that Surah Rahman has rhythmic and melodious verses, inducing a distinct tranquillity in a person, and this tranquillity can be a valuable intervention in coping with mood shifts and burnout. This Surah is very helpful for mental health. Its verses are about the blessings of God, and they make us feel gratitude and hope, which will relieve negative emotions and create a positive disposition. Rhythmic recitation of it has been shown to induce relaxation, lower blood pressure, improve cardiovascular function as well as provide mental well-being (Majeed et al., 2022).

Emotion, which encompasses a range of moods, including joy, sadness, anger, and excitement, influences behaviour and mental health. There are different types of stimuli, such as auditory experiences like Quranic recitation, which can significantly impact their emotional state. It has been shown that listening to Quranic verses leads to the enhancement of emotional and psychological well-being with calmness and spiritual connection. Several studies have affirmed Quranic recitation's therapeutic effects on mood, demonstrating that an act of Quranic recitation lowers stress, anxiety, and sadness, thereby enhancing emotional stability and cognitive functions (Zaidah & Imaduddin, 2018; Zulkifli et al., 2022).

Teachers in Pakistan face special problems that aggravate the risk of irrecoverable Burnout by having overcrowded classrooms, low resources, and high expectations of their society. They explain the emotional fatigue of the teachers and diminish the opportunity for effective teachers' contact with their students. To increase teachers' mental health, it is important to address Burnout. Surah Rahman's recitation provided a holistic way of dealing with Burnout to promote mental and emotional well-being.

It has been shown in research that listening to Quranic recitation reduces symptoms of Burnout by relieving emotional exhaustion and promoting spiritual fulfilment. The recitation has

calming effects, which can assist the teachers to psychologically manage the emotions of their work and be able to keep their enthusiasm and positivity towards teaching (Rafique et al., 2019).

Several studies have been conducted in different cultural contexts of recitation of the Quran and found that recitation of the Quran helps in reducing stress and Burnout. For Pakistani school teachers, the integration of Quranic recitation into their everyday routines could be a simple yet compelling strategy in order to mitigate Burnout. However, Surah Rahman offers teachers a moment to reflect and spiritually connect, helping them to recharge emotionally and prepare to work for a sense of purpose, broadening teachers' resilience and professionalism (Shaheen & Mahmood, 2020).

Surah Rahman is known to be a source of healing, protection, and emotional and spiritual solace to the listeners. The essence of its verses brings us to the contemplation, balance, and harmony in the creation and induces feelings of gratitude. A spiritual connection can help with coping with stress and Burnout by allowing individuals to cultivate inner peace and resilience. The therapeutic efficacy of Surah Rahman is supported by the unique acoustics of its recitation, which have been shown to stimulate the parasympathetic nervous system, inducing relaxation as well as reducing the physiological markers of this stress, such as the heart rate and blood pressure (Saleem, & Saleem, 2023). That is accompanied by psychological benefits such as reduced anxiety and improved mood.

Quranic recitation, deeply rooted in Islamic tradition, is widely recognized for its spiritual and psychological benefits. This is a practice of interpreting the Quran with rhythm and melody, leaving the listener with a profound sense of peace and focus. As well as its spiritual significance, Quranic recitation serves as a solace and means of emotional regulation in times of challenging situations. Although meaning is lost for the verses, the melodic recitation can provide relaxation and emotional stability, the same effect as music in influencing mood. Rhythm and melody work in tandem to create such a combination that makes it capable of positively influencing emotional well-being (Nadimah, 2018).

Teachers in Pakistan encounter enormous professional challenges, such as long working hours, lack of resources, and administrative pressures, which in many cases make them emotionally exhausted and burnt out. These stressors do not only affect their mental health but also decrease their occupational efficacy and general betterment as staff members. As such, Quranic recitation has become a potential coping mechanism for Teachers who can resort to reciting the Quran to reduce stress, increase resilience, and assist in coping with whatever stressors might be encountered at school. It has been proven that regular participation in Quranic Recitation acts as a beneficial therapy to reduce anxiety, depression, and stress and enhance mental clarity and emotional stability. They allow teachers to deal more admirably with their professional challenges through the development of inner peace and stability (Tamin, 2016).

Studies have well documented the psychological benefits of the Quranic recitation. For example, research among Pakistani university students reported that reciting the Quran with consistency could help reduce anxiety, depression, and stress. In the same vein, many other studies have proven its healing ability in various cultural settings as it contributes to alleviating mental depression and better emotional control.

It is reported that its capacity to stimulate relaxation responses, for instance, reduced heart rate and pressure of blood, has calm effects, producing a profound sense of calmness and emotional balance. Its impact on mood and psychological well-being is made up of these physiological effects. Reciting the Quran is a valuable method of restoring teachers who are burnt out and are building abstinence and resilience (Abu Raiya et al., 2008).

It was found that teachers in Pakistan face overwhelming demands in their profession, which often leads to Burnout characterized by emotional exhaustion, depersonalization, and personal accomplishment. These symptoms can be alleviated through regular engagement with Quranic recitation by teachers, and this makes it easier for them to cope with the challenges. In sum, taking place in nature through the practice has grounding and soothing effects that help reduce feelings of stress, anxiety, and depression and have positive effects on overall life satisfaction and mental health. Quranic recitation is such an aspect that gives hope, strength, and guidance to Teachers and provides them a purpose and resilience (Husain & Hasan, 2021).

A further important element of Quranic recitation is its fostering of spiritual connection and a sense of belonging to the social community. The rhythmic and melodic aspects of recitation of the Quran also contribute to its calming effects. These elements trigger a state of relaxation responses, which in turn lowers physiological markers of stress and relieves feelings of uneasiness. This practice enables individuals to use this spiritual dimension to connect more spiritually to their faith while they develop the emotional strength to overcome the challenges of life (Aldbyani, 2023).

On the other hand, incorporating Quranic recitation into daily routines provides an all-enveloping approach for teachers to handle stress and maintain their mental well-being. This practice not only contributes to general effectiveness in the role but also protects the emotional and psychological health of the faculty member. While the ability of Quranic recitation to be therapeutic is substantial, much more research is required to ascertain the long-term efficacy and applications of Quranic recitation in other professional settings (Kasim & Majid, 2020).

Mood shifts refer to noticeable fluctuations in an individual's emotional state, such as transitions from calm to irritated, happy to sad, or energetic to fatigued, often triggered by internal or external factors. Teachers, integral to the intellectual and ethical development of future generations, learn to manage these emotional fluctuations. Teaching is stressful. Teachers have to navigate the excessive emotional demands of the classroom daily.

Teachers need to possess high emotional resilience and the ability to regulate their emotional responses while also being able to empathize with their students' emotional responses. It enables Teachers to stay emotionally grounded in a way that helps them respond constructively to the fluctuating and, at times, unpredictable needs of their pupils. Maintaining emotional stability safeguards teachers' mental health and fosters a positive and constructive learning climate, ultimately improving educational outcomes (Ahmad et al., 2023).

Quranic recitation, specifically the rhythmic and melodic reading of selected Surahs, is believed to have a significant influence on emotional states. Emotional experiences, including mood variations, may be positively or negatively affected by Quranic recitation, depending on spiritual, psychological, and cultural contexts. According to Ridzuan et al. (2020), regular practice of melodious recitation can help decrease stress levels and strengthen emotional resilience.

It has been showed that Quranic recitation functions similarly to meditative practices, offering a sense of inner peace and mental clarity. In therapeutic settings, the reciting of such could help teachers to attain a sense of calm from occupational stress, thereby regulating emotions and facilitating self-discipline. Considering the demanding emotional landscape that Teachers must navigate, the soothing and reflective qualities of the Quran can be a helpful tool to manage mood fluctuation. Thus, further exploration into how Quranic recitation supports emotional self-regulation and stress reduction in teachers is warranted to fully understand its potential benefits (Hasan et al., 2021).

Burnout is a cumulative psychological state characterized by feeling drained of emotions, emotionally distancing oneself from people, and having low self-esteem. Teacher job satisfaction, lesson delivery, and the possibility of teacher retention may have a significant impact. Therefore, the sources of this complex issue may be internal and environmental factors or a blend of the two (Carroll et al., 2022).

Special needs students can create significant classroom management issues for teachers, as can ensuring that all students have access to the proper teaching materials and supporting equipment, grading student work, and performing other administrative tasks that can be incredibly worn on a teacher. The following factors may be affected: The psychological stress or burden of handling student discipline may affect. Furthermore, many schools face bureaucratic responsibilities, such as preparing and administering tests and documentation, which take time and can often detract from instruction. Several issues and challenges came as misleading conclusions to the implementation of educational resources, classroom facilities, and teachers' performance; arising from inadequate educational resources and constrained class facilities add to the challenges that instructors may face (Penuel et al., 2021).

Furthermore, it can cause challenges in responding to students' needs while enhancing teachers' motivation and performance to teach learners, reducing their competence effectively. Teacher burnout significantly contributes to an increased teacher attrition rate, given that many perceive occupational Burnout, which explains why many teachers quit their profession in search of less demanding and more fulfilling careers. Negative emotional states include feelings of Burnout that may entail anxiety and depression, which are bad for the health, both mental and physical. It can also affect a person's sleep ability and increase the possibility of developing heart issues (Peltokorpi & Luoma, 2022).

Teacher burnout has detrimental consequences beyond the person, affecting the quality of education delivered to children. Teacher burnout can diminish a teacher's capacity to provide an optimal learning environment, impacting student motivation and academic performance. Teacher exhaustion can inadvertently cause stress among students, leading to a less cohesive and efficient learning environment. Moreover, Burnout leads to the departure of experienced teachers, resulting in a decline in the quality of instruction (Kyriakides & Creemers, 2022).

The Quran is the sacred text of Islam, offering adherents a complete way of life and the flexibility to incorporate newly developed forms of technology. The ethical principles of the Quran and the Prophet Muhammad (peace be upon him) form the basis for the biomedical ethics standards followed in Islam. The Quran's language is unique, with each verse (Ayah), chapter (Surah), and section (Sarah) containing a literary pearl. Its style, layout, characteristics, and powerful message encourage followers to change their entire way of life and guide them completely (Nakhavali & Seyedi, 2013).

The recitation of the Quran is a common practice in Muslim communities, with verses being spoken at the opening of practically every occasion, including weddings, funerals, and the commencement of festivals or celebrations. This recitation is governed by the regulations of Tajweed, the proper way to recite the verses of the Quran. Reciting the Quran is an important practice that should be included in communal and personal life, as it is believed to have profound psychological and spiritual benefits (Jahangir & Hamid, 2022).

Studies have demonstrated that Quranic recitation has a positive impact on mental health and well-being. Studies indicate that reciting the Quran helps reduce stress. Reciting and considering the Qur'an can make people more aware and mindful, allowing them to focus and contemplate their thoughts (Shekha & Othman, 2013).

The benefits of Quranic recitation are particularly suited for those seeking to enhance their mental health and overall well-being. Studies have revealed that reciting the Quran may decrease stress, anxiety, and depression while increasing people's satisfaction with life and stability of mood, among other benefits (Hamza et al., 2022).

Reciting the Quran can enhance mental health and well-being, as it is both meditative and spiritual, affecting both the body and mind. Listening to the Quran may calm the heart and reduce blood pressure, which could make a person feel calm and relaxed. When people recite the Quran together, they can experience a form of group support and unity from the crowd (Jahromi et al., 2020).

Studies so far show that reciting the Quran may assist in calming stress, anxiety, and depression. Other spiritual and psychological strategies, such as practicing mindfulness, are also known to enhance mental health and help regulate emotions (Akbar et al., 2021).

Numerous studies have studied the impact of Quranic recitation on Burnout and have found positive results. Reciting the Quran may help people feel more motivated, aware of their lives, and in control of their emotions, possibly reducing the negative effects of Burnout (Aldbyani & Al-Abyadh, 2023).

Several studies on reciting the Quran and Burnout have been conducted in specific cultural and religious settings. However, the results suggest that this practice may be beneficial in preventing Burnout in jobs such as healthcare, education, and social services. Reciting the Quran can help people ease stress, relax, strengthen their faith, and manage their emotions, which could prevent or address Burnout. Many studies emphasize that Quranic recitation benefits mental health and well-being; however, further research is needed to determine what motivates different groups to engage in it. Since most of the research was conducted in the Middle East and countries where Muslims are the majority, the results may not easily apply to other contexts (Ghorbani et al., 2020). According to the literature review, most studies on how reciting the Quran supports mental health and well-being have been conducted in colleges and among healthcare professionals; despite this, general populations remain unexplored. (Marzban et al., 2022)

This study explores the therapeutic potential of Quranic recitation, specifically Surah Rahman, in managing Burnout and mood changes in Pakistani teachers. Surah Rahman was selected as the focus of the present study due to its well-documented psychological and emotional benefits, as highlighted in the existing literature. Surah Rahman, often referred to as the "Surah of Mercy," holds particular significance in the context of psychological and emotional well-being due to its soothing rhythm and repetition of the verse *"Which of the favors of your Lord will you deny?"* and spiritually uplifting themes.

A number of studies have shown that listening to Surah Rahman can reduce stress and anxiety, decrease depressive symptoms, and boost mood (Rafique et al., 2019; Majeed et al., 2022). According to Saleem & Saleem (2023), the rhythmic and melodious content of the Surah can relax the body by reducing heart rate and blood pressure. Moreover, stressing divine mercy and blessings helps people feel gratitude and grow spiritually, which supports a healthy state of mind and helps protect them from suffering. These characteristics make Surah Rahman a compelling choice for spiritual-therapeutic interventions aimed at managing mood disturbances and occupational Burnout, particularly among populations such as Teachers, who experience high levels of emotional stress. Hence, given their stressful work conditions, the study examines whether Surah Rahman promotes relaxation, emotional regulation, and well-being, potentially informing interventions to enhance teacher satisfaction and educational outcomes.

2. Method

2.1 Study Design

A quasi-experimental design with a single group was implemented using a pre-test and post-test format.

2.2 Sample

The experimental group consisted of 50 teachers drawn from both public and private schools.

The inclusion criteria focused on adults aged 18–55 years employed full-time as school teachers who consented to participate in all study activities. Exclusion criteria included individuals with significant mental illness, hearing impairments, or major life stressors during the study period. Each participant took part in listening to a 30-minute recitation of Surah Rahman from the Quran twice a week for 12 weeks.

2.3 Instruments.

A demographic sheet, a Brief Mood Introspection Scale (BMIS), and the Burnout Assessment Tool (BAT-12, Shortened Version) were used to collect data. The tools were chosen because they are known to be reliable and valid. The BMIS uses a 4-point Likert scale to check mood, while the BAT-12 examines the emotional and cognitive effects of Burnout. With SPSS, paired samples t-tests were used to check for changes between the pre-intervention and post-intervention scores in the experimental group. In order to confirm the reliability of the tests, Cronbach's alpha was calculated.

2.4 Procedure

The study used a structured approach to research. Before the study started, participants were briefed about the study and were asked to give informed consent. Pre-testing was achieved by using questionnaires to gather the initial information. In the intervention stage, those in the experimental group were given headphones to listen to Quranic recitation in a peaceful environment so they could pay attention. After the intervention, the instruments were used again to assess changes in mood and Burnout levels.

Ethics were constantly taken into account over the duration of the study. The Institutional Review Board (IRB) approved the research, and participants provided written informed consent. Confidentiality and anonymity were ensured by de-identifying data and using password-protected servers for data storage. Participants were informed of their right to withdraw at any time without consequences. This methodology is robust, combining rigorous experimental design with validated instruments and ethical safeguards. It provides a comprehensive

framework to assess the therapeutic potential of Quranic recitation in improving teachers' mental health and well-being.

3. Results

Table 1

Psychometric Properties of Study Scales at Pre-Testing (N = 50)

Variables	k	α	M	SD	Range Actual	Potential
Brief Mood Introspection Scale	16	0.675	41.76	3.207	37-51	16-64
Burnout Assessment Tool	12	0.885	42.03	9.684	16-55	12 - 60

Note: k= no of items; α = Cronbach reliability; M= mean; SD= Standard deviation

The pre-intervention mood shifts (k = 16) showed acceptable reliability (α = 0.675) with a mean score of 41.76 (SD = 3.207) on a possible range

Table 3

Paired Sample T-test for Intervention Testing (N = 50)

Variable	Pre M(SD)	Post M(SD)	t (49)	95 % CI		Cohen's d
				LL	UL	
Mood Shifts	43.64 (3.4)	35.5 (8.3)	6.72**	5.7	10.57	8.6
Burnout	41.78 (12.85)	28.02 (11.0)	6.65**	9.6	17.91	14.6

Note. ** p < .001, *p<0.05, M= Mean; SD= Standard Deviation; LL= lower limit; UL= upper limit; CI = confidence interval

4. Discussion

This study evaluated the effects of Quranic recitation on mood shifts and Burnout among 50 school teachers using a quasi-experimental pre-test/post-test design. Following the intervention, the participants experienced a considerable decrease in mood shifts and feelings of Burnout. Based on these results, Quranic recitation can help reduce the unpleasantness and the signs of burnout teachers may experience. These results highlight the role of emotional regulation in helping with work-related stress and Burnout. The intervention may have helped participants cope better with the pressures at work. Furthermore, adding culture-sensitive religious practices increases how well the intervention is received and how useful it is for the people affected.

The current findings agree with earlier studies on the role of mindfulness and spiritual activities in controlling stress and emotional difficulties. Reciting the Quran is spiritually important and supports relaxation, concentration and emotional stability (Al-Ghamdi, 2018). According to research, engaging in these practices triggers the parasympathetic nervous system, making a person feel less tense and promoting a sense of calmness (Hanafi et al., 2024).

Furthermore, psychological interventions are more successful when cultural values align (Khan et al., 2024). Practices that are important to the culture tend to be more accepted which helps sustain the benefits. Since religion is central to daily life in Pakistan, reciting the Quran is a common and valued way for people to feel comforted and relaxed (Bilal, 2024). Consequently, participants became more motivated and receptive, increasing the positive results of the intervention.

In addition, prior research has suggested that developing emotional regulation can decrease Burnout by helping people manage the stresses at work. Beames et al. (2023) conducted a meta-analysis that revealed that emotion regulation training programs help lower Burnout and psychological distress. People who understand their emotions well and

of 16-64. The distribution was slightly positively skewed (Skewness = 0.856) with negligible kurtosis (-0.007). Pre-intervention burnout (k = 12) exhibited high reliability (α = 0.885), with a mean of 42.03 (SD = 9.684) on a range of 12-60.

Table 2 presents the paired samples t-tests for the experimental group's pre- and post-tests. The results of the paired-sample t-tests revealed statistically significant differences between pre- and post-intervention scores for mood shifts and Burnout. Specifically, there was a significant decrease in mood shift scores from pre-intervention (M = 41.76, SD = 3.21) to post-intervention (M = 37.68, SD = 6.38), $t(99) = 5.56$, $p < .001$, 95% CI [2.63, 5.53], with a large effect size (Cohen's d = 7.33). Similarly, there was a significant decrease in burnout scores from pre-intervention (M = 42.03, SD = 9.68) to post-intervention (M = 35.15, SD = 11.10), $t(99) = 5.52$, $p < .001$, 95% CI [4.42, 9.34], with a large effect size (Cohen's d = 12.39).

have healthy coping strategies often grow more resistant to stress at work.

Limitations & Suggestions and Conclusion

In conclusion, using Quranic recitation as a cultural, spiritual practice offers an effective and accessible way for teachers to deal with mood shifts and Burnout. The findings are confirmed by several studies that highlight emotional regulation in relation to Burnout and the positive impact of spiritually based, culture-specific interventions in the workplace.

Yet, there are some limitations to the study. While subjective inventories (e.g., BMIS & BAT) are good for assessing emotions or coping, including bodily measurements like heart rate and cortisol could give a clearer picture. Further research needs to assess how effective Quranic recitation is in various circumstances, especially taking into account diversity in culture and religion. Integrating spirituality into well-being strategies may enhance workplace interventions. Addressing both individual and organizational factors can lead to a healthier, more committed workforce, ultimately improving job satisfaction and productivity.

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