

# Music Appreciation Education Promotes Campus Sports and Improves the Physical and Mental Health of College Students

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## Abstract

This study aims to assess the viability of utilising music appreciation as a therapeutic intervention for addressing mental health issues among first-year students at local universities. Music appreciation education is significant for college students. The college administered a psychological assessment to the incoming freshman class of 2022. A total of 3975 freshmen participated in the SCL-90 symptom self-rating scale test. A total of 3964 out of the 3975 self-rating scales collected were deemed effective, representing a percentage of 99.72%. This article presents an experimental study that explores the relationship between music appreciation and mental health education among college freshmen, based on the findings of psychological tests. A model was developed to study the relationship between music appreciation and mental health education. The model included selected samples, SPSS 7.0 analysis tools, a repertoire of music appreciation, and a detailed experimental scheme. The test results were analysed both before and after conducting data analysis and scientific analysis. Following a music appreciation intervention, the subjects experienced significant improvements in various factors related to their mental well-being. Specifically, their depression factor ( $t = 4.386, P < 0.001$ ), paranoia factor ( $t = 2.723, P < 0.01$ ), and three factors related to somatization, interpersonal sensitivity, and psychosis ( $P < 0.05$ ) exhibited notable changes. Additionally, a substantial majority of the subjects (83%) reported a significant improvement in their negative emotions. A majority (55%) of the participants demonstrated active integration into the new living and learning environment. Music appreciation has the potential to enhance the mental well-being of college students. Research has shown that music appreciation therapy effectively enhances the mental health of college freshmen. By exposing college students to aesthetically pleasing, uplifting music, we can alleviate their physical and mental stress, enhance their emotional well-being, facilitate the expression of their inner emotions, and ultimately foster the development of a diverse emotional landscape, promoting psychological equilibrium, emotional coherence, and overall healthy growth.

**Keywords:** Music Appreciation; Local College Freshmen; Mental Health Problems

## Introduction

Music appreciation is an art education approach that utilises sound, listening, experience, and aesthetic elements to integrate various disciplines such as art, literature, history, psychology, and nature. This integration allows viewers to derive beauty from the experience. Music appreciation education aims to elicit emotional responses by exposing individuals to the intricate soundscapes of musical compositions. This interaction between music and emotions fosters resonance, emotional release, and ultimately contributes to the maintenance of mental well-being. During this transitional period, individuals may experience heightened confusion, disorientation, depression, and distress because of value conflicts and changes. Many individuals lack belief and support, leading to a state of "freedom" characterised by confusion, ignorance, and unrestrained behaviour. The prevalence of an imbalanced social mentality is also notable among present-day college students. The primary

manifestations include a deviation in self-cognition. The concept of an ideal self-versus the actual self, as well as the subjective self-versus the objective self, are important considerations in understanding human identity. Frequent conflicts can lead to significant mood fluctuations, impaired emotional regulation, heightened anxiety, anger, depressive symptoms, and rebellious behaviour.

However, there is a lack of enthusiasm for the investigation. The individual's learning objectives and motivation lack clarity. They tend to spend excessive time engaging in virtual activities or being preoccupied with romantic relationships. As a result, they experience emotional and energetic depletion, leading to impatience, emptiness, and a lack of confidence in their academic pursuits and career choices. However, individuals with fragile psychological abilities often exhibit emotional instability and struggle to cope with pressure and setbacks. This can lead to thoughts of suicide or self-destructive behaviour. Alternatively, they may become disheartened, complain, or seek revenge against the

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school or society. Prolonged periods of depression can also contribute to the development of mental illness (Hu, 2022). The increasing prevalence of psychological issues among college students necessitates the prompt implementation of appropriate psychological intervention measures in higher education institutions. In recent years, there has been a significant focus on the psychological education of college students in our country. This attention has been observed at both the national and local levels, with universities and relevant social institutions establishing mental health education centres to cater to the needs of college students. This development has led to a specialisation trend in the field of mental health counselling and treatment, with various approaches to psychological treatment being implemented. Music therapy has been widely recognised as an effective psychological intervention method, and its prevalence can be observed in numerous countries.

Music appreciation teaching is a method of music education that involves listening to specific musical compositions and utilising supplementary tools to enhance one's understanding and appreciation of the aesthetic qualities of music. Engaging in aesthetic activities fosters students' interest in music, broadens their musical perspective, enhances their capacity to perceive, engage with, appreciate, and evaluate music, and nurtures their imagination and emotional depth. As a result, individuals experience enriched spiritual well-being and fulfilment, while their physical and mental development is promoted in a balanced manner. Music appreciation has a distinct role in enhancing the mental well-being of students (Liu, 2022). This study examined the relationship between music appreciation and mental health education based on the findings of a psychological test.

An experimental model was developed to study the relationship between music appreciation and mental health education. The model included selected samples, SPSS 7.0 analysis tools, a music appreciation repertoire, and a detailed experimental protocol. We conduct data analysis and scientific analysis on the pre- and post-test results. Following the music appreciation intervention, participants exhibited significant improvements in depressive factors ( $t = 4.386, P < 0.001$ ), paranoid factors ( $t = 2.723, P < 0.01$ ), and somatization, interpersonal sensitivity, and psychosis ( $P < 0.05$ ). Notably, 83% of participants experienced a significant enhancement in their negative mood. Approximately 55% of the participants demonstrated active integration into the new living and learning environment. Music appreciation has the potential to enhance the mental well-being of college

students. Music appreciation therapy has been found to effectively enhance the mental health of college freshmen.

## Literature Review

Music appreciation education attempts to stimulate students' physical and mental responses through the artistic manipulation of sound in time and space. It encourages associative thinking, activates students' visual imagination, nurtures their creativity, and fosters self-expression and innovation. Music appreciation is characterised by a lack of utilitarian external goals, such as examinations. Instead, it focuses on the genuine experience and authentic expression of musical works. It encompasses both the external aspects of the performance and the inner spiritual essence of the music. Beautiful music can relax individuals by alleviating the tension they experience while pursuing their goals. Music can serve as a means for individuals to experience self-transcendence and innovation, thereby stimulating their creative potential. Li et al.

This study examines the impact of tennis on the physical and mental well-being of college students. It involves a literature review and the development of evaluation indexes for physical and mental health (Li, 2021). Li et al. This study aims to compare students enrolled in physical education colleges with those pursuing physical education majors. This study examines the connotation of emotional intelligence and its relevance to independent college students. It argues that physical education is the primary means of fostering emotional intelligence in students. Specifically, physical education should focus on developing college students' self-understanding, self-motivation, self-control, and resilience to setbacks. The researchers employed the comparative method and the non-intelligence scale in their study. The researchers administered a questionnaire survey to college students to assess their life experience, self-esteem, self-confidence, and hope (Li & Shi, 2021).

## Methodology

### A College Freshmen Psychology Comprehensive Test Report

The college administered a psychological test to the freshmen of the class of 2022 from November 3 to 7, 2022. A total of 3975 freshmen participated in the Self-rating Symptom Scale (SCL-90) test, with 3975 self-rating scales recovered. A total of 3964 self-rating scales, representing a percentage of 99.72%, were deemed effective. Table 1 displays the results of the statistical analysis:

**Table 1**

Statistical Table of the Number of Abnormal Persons in Psychological General Test (SCL-90).

Item (Factor)	Number of People	Ratio	Percentage (Percentage of Persons Tested)
Body localization	4	0.001	0.1%
Obsessive symptoms	78	0.0198	1.96%
Interpersonal sensitivity	60	0.0151	1.51%
Depression	34	0.0086	0.85%
Anxiety	32	0.0081	0.82%
Hostile	44	0.0112	1.11%
Terror	15	0.0038	0.38%
Paranoia	22	0.0056	0.56%
Psychosis	14	0.0036	0.35%
Others	12	0.003	0.3%

Table 1 displays the elevated scores of the 2022 freshman class in various factors, including "obsessive symptoms," "interpersonal sensitivity," "hostility," "depression," and "anxiety." These scores are as follows: 1.96% for obsessive symptoms, 1.51% for interpersonal sensitivity, 1.11% for hostility, 0.85% for depression, and 0.82% for anxiety. Subsequent assessments using the general psychological test have shown that students who score above 265 on the SCL-90, along with an average score of factors exceeding 2.5, tend to experience interpersonal challenges to varying degrees. There are people who exhibit introverted tendencies, displaying a reluctance to express themselves and an inclination to overanalyze trivial matters. Additionally, there are those who are disinclined to engage in social interactions, and some may even experience hostile emotions during interpersonal communication because of insufficient communication skills.

In addition, a disparity exists between aspirations and actuality among freshmen. This may stem from dissatisfaction with their educational institution or a lack of interest in their chosen field of study, leading to uncertainty regarding future career prospects. Consequently, these individuals often lack a well-defined plan for their freshman year and are susceptible to external influences, resulting in feelings of anxiety, depression, and other adverse emotions. Depression significantly affects the mental health of college students. Severe depression in patients can lead to suicidal tendencies, adversely affecting the lives of students and introducing instability into society, schools, and families. Therefore, it is imperative to employ diverse strategies to facilitate the swift adjustment of freshmen to college life. These approaches should aid in self-discovery, recognition of individual potential, identification of personal goals, and the formulation of academic and career plans. Moreover, they should aim to mitigate psychological distress and minimise the likelihood of encountering psychological crises.

**The Reason of Psychological Problems of Freshmen in a University**

According to Cyril E. Black, a renowned American intellectual, modernization entails a dual process of creation and destruction. While it presents novel opportunities and prospects, it also incurs significant human dislocation and suffering. Conflicts and changes in values during the transition period can lead individuals to experience confusion, feelings of being lost, depression, and pain. Many individuals experience a state of "freedom" devoid of faith and support, resulting in manifestations of chaos, ignorance, and unrestrained behaviour.

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After reviewing relevant research literature on the mental health issues experienced by first-year students in higher education institutions, as well as conducting comprehensive interviews and field surveys specifically focused on the mental health problems of first-year students in our university, it can be inferred that the psychological challenges faced by first-year students in a particular college can be attributed to the following factors: (Figure 1):

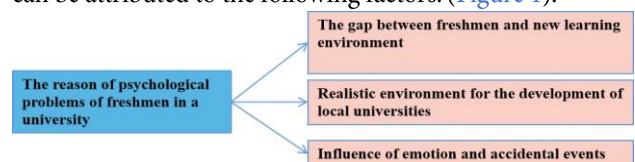


Figure 1. The Reason of Psychological Problems of Freshmen in a University.

### (1) Realistic environment for the development of local universities

The current education system categorises higher education institutions with notable strengths and distinct subject characteristics into two groups: universities directly under the administration of the Ministry of Education and state-key universities affiliated with provinces. Typically, these are "211" or "985" universities, which are highly sought-after by students preparing for college entrance examinations. The State Council delegated the responsibility of managing universities directly under the Ministry of Education to the Ministry of Education, with the state assuming the financial responsibility. The provincial national key university operates under the authority of the provincial education department and receives financial support from the financial departments of each province, which are under the jurisdiction of the provincial government. However, it is important to note that the majority of conventional colleges and universities are not included in the aforementioned list, as local administrative bodies primarily oversee the management of these institutions. Hence, the administrative and financial status of colleges and universities differs from those under the direct jurisdiction of the province and ministry, resulting in a relatively low level of acceptance and recognition in society (Pasinringi, Vanessa, & Sandy, 2022).

Universities under the Ministry of Education and provincial national key universities have significant advantages in terms of student enrollment. The presence of diverse social resources, abundant cultural heritage, and a high calibre of students contribute to its prestigious reputation and a feeling of superiority. However, the local educational institutions do not meet this criterion. These entities lack a long-standing establishment and typically experience growth and development through a process of trial and error. The general academic proficiency of students is subpar, and there is a comparatively lower allocation of social resources. Local college students experience greater social and employment pressure, resulting in more severe psychological problems compared to other groups. A local college located in Loudi, a city situated in central Hunan Province, serves as a prime example.

The institution, which has a history spanning over three decades, currently enrolls 16,000 students. The admission score for the annual college entrance examination is approximately ten points higher than the cutoff score for the second batch of applicants in Hunan Province. Most students who enrol here are only at the undergraduate level. Additionally, there is a significant disparity between

the college and provincial institutions in terms of infrastructure, faculty, academic resources, and research efforts. Compared to freshmen in prestigious universities and urban areas, college freshmen generally experience feelings of inferiority, a sense of gap, and limited vision. Consequently, when they face the same job market competition four years later, they will encounter increased pressure in various aspects of their lives. Freshmen in local colleges and universities should not disregard the significant factor of the discrepancy between ideal expectations and actual experiences, which contributes to mental health issues (Garcia & Cowan, 2022).

### (2) The gap between freshmen and new learning environment

First, there are significant differences between the teaching management approaches in high school and university. As a result, freshmen may encounter challenges related to adaptability and mindset adjustment. High school education typically employs a closed management approach, characterised by simplified roles and actions for students. Many high schools implement a disciplinary system that resembles military or quasi-military management, which establishes explicit guidelines for students' behaviour and speech. The university employs an open, diverse, and independent management approach, allowing students to extend their activities beyond the campus. Students are transitioning from passive recipients of knowledge to active participants and organisers of knowledge inquiry and activities. Colleges and universities often lack clear guidelines regarding student behaviour, as established by their management. In the current intricate campus setting, certain students face challenges in swiftly transforming their identity and mindset.

Secondly, The emergence of new competitive fields and the evolution of competition content. The competition in high school education primarily emphasises academic achievement. The competition in college has shifted towards individual comprehensive abilities, including activity organisation, individual talent, language expression, and independent learning. In this emerging competitive domain, the assessment criteria and methods have undergone significant transformations, leading to potential adverse emotional experiences among freshmen, including diminished self-esteem, difficulties in adjustment, and feelings of inferiority.

Thirdly, Mental health issues arising from unfamiliar environments and diverse interpersonal communication. In general, high school students have limited mobility, a narrow range of sources for student enrollment, and engage in relatively simplistic forms of interpersonal communication. The university attracts students from

both northern and southern China, who exhibit significant differences in diet, language, living habits, local customs, and climate preferences. Certain students may possess a psychological inclination towards resistance or non-adaptation when confronted with unfamiliar environments. In contrast, college interpersonal communication has expanded beyond a few classes. The previously established and consistent communication groups have dissolved, requiring freshmen to form new social circles based on their individual interests. Consequently, numerous introverted first-year students may experience a feeling of deprivation, potentially leading to mental health issues like feelings of isolation and depression (Yi, 2022).

Finally, regarding the phenomenon of self-cognition loss, the high school self-evaluation mechanism is simple, allowing students to position themselves based on their performance ranking and develop relevant planning accordingly. The evaluation process of universities has become more diverse and less authoritative, requiring freshmen to invest more effort in reevaluating their values and developing individualised academic and career plans. The presence of the reality factor can hinder the attainment of one's ideal self to varying extents, leading to feelings of doubt, depression, or uncertainty about oneself and the future. In contrast, high school students typically receive care from their families and develop a self-perception that is primarily self-oriented. However, entering college significantly challenges this self-centered cognitive perspective. Reconstructing the relationship between oneself and others poses a significant challenge for incoming college students (Grinde, 2022).

Regardless of whether they are local or provincial, colleges offer a novel educational and social setting that presents both hidden opportunities and challenges. The course on seizing opportunities and overcoming challenges has become mandatory for all incoming students. Consider a college as an illustrative example. Each year, a small percentage of freshmen, out of a total of over 4,000, discontinue their college education due to difficulties in adjusting to the new environment. Additionally, a significant number of freshmen experience confusion and depression during their first year. Hence, it is crucial to assist incoming students in cultivating constructive and well-being-oriented psychological mechanisms.

### (3) Influence of emotion and accidental events

First, in the context of emotional difficulties, freshmen typically experience physical and mental development, leading to a natural inclination towards romantic relationships. Freshmen who have recently graduated from high school may still exhibit childlike behaviour, making it

challenging for them to navigate communication with the opposite sex and manage relationships involving friendship, love, and academic pursuits. Consequently, they are more susceptible to experiencing emotional difficulties. Emotional difficulties contribute significantly to the emergence of mental health issues. Secondly, the contradiction between interpersonal communication and interpersonal communication refers to the inherent conflict or inconsistency that exists within the realm of interpersonal interactions. The social dynamics within a high school friend group are generally straightforward, as conflicts among students can serve as a form of mutual constraint. Universities are microcosms of society, encompassing individuals with diverse personalities and temperaments. Addressing interpersonal communication and contradictions has become a significant concern for freshmen, necessitating thoughtful consideration and appropriate handling.

Third, disruption caused by unforeseen incidents. Examples of life changes include sudden shifts in family dynamics, alterations in personal health, and disruptions resulting from criminal activities such as robbery, theft, or engagement with illicit organisations. While the occurrence of these accidental events is relatively rare, they can have a significant impact on freshmen when they do happen. To address the mental health issues that arise, it is necessary to employ external interventions. These interventions aim to assist students in overcoming psychological challenges, thereby restoring the proper functioning of their psychological mechanisms.

The psychological well-being of freshmen has a significant impact on their academic performance, professional development, and overall quality of life throughout their university experience. In addition, the psychological well-being of freshmen is closely tied to the stable and harmonious growth of colleges and universities. Hence, it is crucial for college administrators to monitor the mental well-being of incoming freshmen and implement effective coping strategies (D'Alessandro et al., 2022).

### **Selection of Students with Psychological Abnormal Factors**

36 non-music majors were selected from a group of 2022 freshmen based on abnormal psychological factors identified in a general psychological test administered by a college. These individuals willingly volunteered to take part in the investigation. Out of the total number of freshmen, 12 individuals experienced common symptoms of interpersonal sensitivity, depression, and anxiety, resulting in a cumulative count of 36 affected freshmen.

**Table 2***Basic Information of Subjects.*

Background Information		Interpersonal Sensitivity	Depression	Anxiety
Gender	male	6	6	6
	Female	6	6	6
area	Cities	7	4	5
	Rural	5	8	7
Art and science major	Art	5	6	7
	science	7	6	5
Music preference	Like very much	6	5	7
	prefer	4	3	3
	general	2	4	2
Experience in music learning		3	5	4
Have a family hobby music tradition		4	4	3
Self-evaluation of musical ability		5	4	3
Others-evaluation of musical ability		6	5	4
Favourite type of music	Chinese Folk Music	5	4	6
	Western Classical	3	2	3
	Pop music	11	9	10
	Modern light music	7	6	8
	self-play	3	2	2
most access to music	Television media	5	3	4
	Public place	4	5	5
	Play by others	3	4	4

Table 2 demonstrates a balanced distribution of male to female ratios, family region ratios, and liberal arts and science major ratios among the subjects. Most individuals have an interest in various music genres, particularly Chinese folk music, modern light music, and popular music, which they enjoy listening to and appreciating. However, individuals rarely engage in solitary music listening and primarily consume music through external media sources.

#### **Symptom Self-Rating Scale Survey Tool and SPSS7.0 Analysis Tool**

This study utilised the Symptom Checklist 90 (SCL-90) to assess the psychological well-being and attributes of the participants, encompassing somatization, obsessive-compulsive symptoms, interpersonal sensitivity, depression, anxiety, hostility, phobia, paranoia, and psychosis. SPSS 7.0 will be used as statistical analysis software to perform the necessary tests and analyses of variance.

## **Results and Discussion**

### **Data Analysis of Test Results Before and After Each Factor**

The experimental feedback results indicate that factors such as gender, region, arts and science background, and music learning experience did not have a significant impact on the investigation of college students' music mental health. Therefore, it is not necessary to prioritise these aspects in future research. The mental health issues among freshmen at local universities share common underlying causes. Therefore, when examining the impact of music aesthetic appreciation on college students' mental health problems, it is unnecessary to differentiate between factors such as arts, science, and regions. This broadens the applicability of the study.

The SCL-90 Symptom Self-Rating Scale consists of 90 items that assess ten factors, namely somatization, obsessive symptoms, interpersonal sensitivity, depression,

anxiety, hostility, terror, paranoia, psychosis, and other factors. During the past two months, six experimental

studies have been conducted, and their results, along with relevant data, are presented in Table 3:

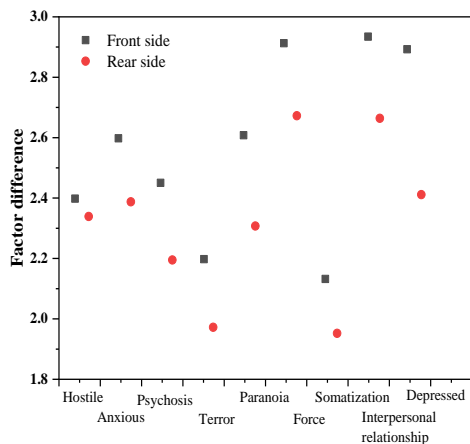
**Table 3**

*Comparison of Factor Differences of the Experimental Group.*

Factor	Front Side	Back Side	T Value	P Value
	(M ± SD)	(M ± SD)		
somatization	2.040±.612	1.838±.546	2.251*	0.031
Obsessive symptom	2.817±.811	2.598±.297	1.918	0.06
Interpersonal sensitivity	2.832±.579	2.589±.713	2.407*	0.021
Depression	2.768±.636	2.322±.637	4.325***	0
Anxiety	2.526±.523	2.325±.434	1.327	0.182
Hostile	2.354±.648	2.253±.798	1.007	0.332
Terror	2.123±.220	1.894±.674	1.252	0.181
Paranoia	2.537±.547	2.203±.597	2.677**	0.01
Psychiatric diseases	2.397±.487	2.135±.703	2.628*	0.012
Total score	225.149±38.579	197.710±42.375	4.013***	0

Note \* P<0.05; \*\* indicates P<0.01 \*\*\* indicates P<0.001.

The experimental results indicate a significant difference (4.028, P<0.001) between the pre- and post-experiment test scores. This supports the previous assumption that the aesthetic appreciation of music can have a notable positive impact on the mental well-being of college students. The experimental group's test results showed significant differences in certain factors after the intervention of music appreciation. Specifically, there were significant changes in the scores of the depression factor (t = 4.325, P<0.001) and the paranoia factor (t = 2.677, P<0.01). The third factor showed significant associations with somatization, interpersonal sensitivity, and psychosis (P<0.05). There was no statistically significant difference in the scores of other factors measured before and after (P > 0.05). However, Figure 2 illustrates that the scores measured after were consistently lower than those measured before, indicating a positive impact of music appreciation activities on the mental health of the subjects.



**Figure 2.** Bar Chart of Test Results Before and After Each Factor of the Experimental Group.

Music appreciation significantly impacts individuals with mental health issues. Depression emerged as the primary factor, accompanied by somatization, interpersonal sensitivity, psychosis, and paranoia. This result demonstrates that music appreciation can enhance the mental health and facilitate the mental health development of college freshmen.

**Theoretical Analysis of Music Appreciation Test Results**

Music appreciation serves to coordinate the functioning of the left and right brain hemispheres, enhance cognitive abilities, and elicit emotional responses in individuals. This experiment primarily focuses on addressing mental health issues among college students, specifically in the field of music-induced emotion mechanisms. Through the appreciation of "Erquan" and "homeless song" can cultivate students' strong will and firm enterprising spirit; through the appreciation of "Four Seasons", "we can stimulate the morale and self-confidence; through the appreciation of modern disco and rock music, including the latest online song" uneasy ", can let the students' psychological pressure and bad emotions in the body movement, release, so as to achieve the purpose of eliminating psychological impetuous.

(1) Introduction stage and brain reflex mechanism

Six mechanisms are employed to elucidate and explicate the way music intervenes in the realm of emotions, namely "brainstem reflex, evaluative conditioning, emotional contagion, visual imagery, episodic memory, and musical expectation". In my perspective, the initial three responses can be attributed to brain reflexes. This stage seeks to convert the external auditory stimuli into an internally validated emotional encounter. During the brain stem

reflex stage, musical elements stimulate the brain stem, which promptly initiates a "emergency signal." This signal triggers the corresponding emotional response and processing. This process involves the formation of an initial emotional evaluation, specifically the judgement of "pleasure and non-pleasure" in response to the music received; Research has demonstrated that music can influence heart rate through physiological mechanisms. Therefore, music can provide both auditory enjoyment and physical solace. For this phase of the experiment, we chose musical selections like "On the Wings of Song," "Cambanai," and "Joy of Love" for their lively rhythm. The participants readily embraced the rhythmic ambiance, with some displaying involuntary bodily movements synchronised to the music. In essence, the participants showed a preference for songs that elicited their "optimal physiological arousal level", leading to a decrease in both physical and psychological tension (Hu & Yang, 2022).

Evaluative conditioning refers to the process by which individuals form associations between a given musical stimulus and other emotional stimuli, resulting in the activation of the subject's emotional experience. Through the establishment of connections with seemingly unrelated objects, such as receiving complimentary meals and engaging in rhythm training, the researchers enhanced participants' emotional attitudes towards various objects, including music, painting, and others, in a series of experiments. External cues, whether explicit or implied, can influence the relationship between musical stimuli and emotional experiences. Appropriate additional stimuli must complement musical stimuli alone to achieve the desired purpose. During this stage, the subjects actively engaged in verbal and physical activities, including reading the group Pact, dancing hand in hand, and introducing themselves, while listening to the music of "On the Wings of Song" and "Cambanai Dance". However, this verbal and physical activity aligns with the concept of "emotional contagion," where the muscles and brains of listeners imitate the emotions of a musical stimulus, leading to the experience of similar emotions or emotional responses. The background music evokes the subjects' physical and psychological resonance through brain activity, external activities, and other mechanisms, ultimately resulting in joy.

(2) Implementation stage and emotional reflex mechanism  
 Researchers have discovered that aligning music with the emotional state of individuals, synchronising the rhythm of the heart, and ensuring that the music is readily accessible to them can lead to a significant therapeutic impact. The homogeneity principle refers to this phenomenon. The homogeneity principle is a significant

theoretical foundation in the field of clinical music therapy. Sad music is associated with a depressed mood, while radical music is associated with positive spirits. Music is a direct means of expressing and evoking emotions, with various musical elements reflecting distinct emotional experiences. The "heterogeneity principle" of music selection involves using contrasting musical emotional experiences to achieve effective emotional and psychological intervention in therapy. In the context of depression, psychotherapists may employ a sequential approach to music selection. Initially, they may choose melancholic music to establish empathy with the listeners' negative emotional state. Subsequently, they may transition to lyrical and tranquil music to encourage the expression of inner distress. Finally, therapists may select uplifting and lively music to promote excitement and uplift the listeners' mood, thereby ameliorating their negative affect. The introduction stage successfully accomplished this objective, while the implementation stage, which holds the utmost significance in music therapy, aims to foster inner tranquility in the individuals involved.

The experiment in this phase focused on four main themes: "Memories of the past," "Self-reflection and relaxation," "Self-perception," and "Gratitude and happiness." One aspect of the emotional reflex mechanism is the "episodic memory" mechanism. This mechanism involves the listener recalling specific events when listening to music, which in turn evokes genuine emotions that were previously concealed. During the "Memories of the past" activity, participants were exposed to two soothing melodies, namely "Mountain Stream" and "Always with You." In this serene musical environment, individuals shared their authentic memories and emotions, allowing for a natural and relaxed atmosphere conducive to self-expression. The participants initially recounted a range of negative experiences they encountered during their personal development, educational pursuits, and overall life journey. Under the leader's guidance, the subjects gradually recalled pleasant memories, resulting in a positive overall team mood and the successful implementation of music therapy.

The three themed activities in this stage of the experiment have surpassed the six emotional mechanisms to some extent and have raised the issue of emotional reconstruction. The first chapter highlights that the psychological process of music appreciation consists of three stages: music intuition, music appreciation, and aesthetic sublimation. The stage of musical intuition involves perceiving sound through various psychological factors, such as attention, expectation, and synesthesia. On the other hand, the stage of music appreciation



encompasses the imaginative, associative, and emotional experiences that arise from engaging with music; The stage of aesthetic sublimation involves the generation of understanding, insight, and resonance through the interaction of the preceding stages. The experimental intervention of engaging in relaxation and self-disclosure facilitated emotional regulation among the participants. The "I see Myself" activity encouraged participants to perceive their own worth in a positive and optimistic way. Similarly, the "Be Happy, Be Thankful for Everything" activity aids in the development of confidence, self-esteem, self-love, and self-empowerment among its members. These three themed activities serve as a tangible manifestation of the "aesthetic sublimation stage," facilitating the restructuring of the subjects' emotional habits. The following section will address the scenario.

(3) End stage and emotional reconstruction

The experiment concluded by utilising the theme of "A Better Tomorrow" to encourage subjects to envision their future lives. This was done with a compelling and stimulating musical melody, which aimed to inspire subjects to boldly imagine their future and actively pursue their dreams to achieve their desired selves. This stage represents the culmination of emotional reconstruction from previous themed activities, leading to a significant advancement for the individuals involved. Please refer to Figure 3 for further information:

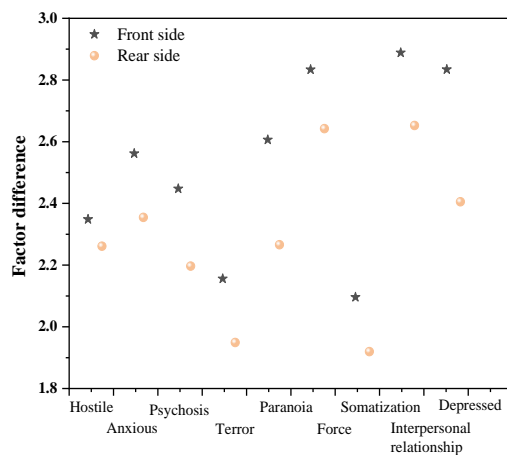


Figure 3. T-value Table of Test Group Before and After Measurement of Each Factor.

The table indicates that the experiment has achieved a certain level of emotional reconstruction among the subjects. Participants experienced a reduction in symptoms of depression, paranoia, and psychiatric disorders, along with improvements in other relevant areas. Music therapy has a visual impact. In the subsequent interview, most of the participants (83%) reported experiencing increased confidence in their future college lives following music therapy. Additionally, they noted a

significant reduction in negative emotions such as loneliness and feelings of inferiority. Approximately 55% of the participants actively engaged in college and class activities, demonstrating a genuine integration into university life.

Upon conducting a subsequent investigation and analysis, the author discovered several deficiencies in the test's specific aspects. The primary issue is the lengthy duration of each music therapy session, which hinders the subjects' ability to fully utilise the treatment outcomes. Additionally, the subjects need to allocate more time to engage in the new music appreciation activity to assess their psychological state from the previous activity. Music therapy is a gradual process that involves designing treatment links from the surface to the inside and from the shallow to the deep. It is important to consider the effectiveness of music therapy over time. Furthermore, the experiment primarily took place in a laboratory setting and did not adequately consider other influential factors that contribute to the development of mental health issues.

Music is an art form that evokes emotions. Music appreciation allows for the convergence of emotions and rhythms conveyed by composers, performers, and singers with the inner emotions of listeners. This interaction enhances individuals' perception of beauty, leading to the purification of the mind and the promotion of psychological well-being and personal growth. This article utilises empirical investigation to draw the following conclusions based on the function of music:

First, Music appreciation has the potential to alleviate negative emotions and regulate one's psychological well-being. Fresh and bright music can alter the mood of melancholy and boredom. Lyrical, slow, and gentle melodies can alleviate high tension that arises from investigations, environmental factors, or other circumstances. They can assist students in managing feelings of anxiety. Anxiety can be defined as a form of apprehension and fear regarding potential future events that may pose a threat to one's well-being. Prolonged states of this nature significantly impact an individual's quality of life and work productivity. To regulate emotions, leaders can select music that exhibits clear contrasts in strength and speed, prominent timbre characteristics, and variations in light and shade. This can assist patients in developing a sense of hierarchy and contrast in their emotional perception, ultimately aiding in the alleviation of anxiety. Providers often select inspirational and impactful military music, symphonies, or march music for students who have low self-esteem and a low mood. The use of an engaging melody aims to boost audience morale, inspiring them to emulate the admirable qualities of the

role model, gain self-assurance, and foster a positive outlook over time. Playing calming music such as light music, folk music, and other soothing genres can assist individuals with mental health issues in alleviating psychological pressure, unburdening themselves from mental strain, and effectively confronting stressors related to academics, society, and daily life.

Secondly, Music appreciation has been found to enhance aesthetic consciousness, perception, and appreciation among college freshmen. Currently, there is a growing trend towards the adoption of education that prioritises quality. College students must possess all-round development to meet the demands of both social development and the job market. He Dongchang argued that "education without aesthetic education is incomplete education.". Music is an art form that freshmen readily embrace as a significant component of aesthetic education. It can be cultivated to a high degree at the university, enhancing aesthetic awareness and enabling students to discover, appreciate, and create beauty. This fosters spiritual satisfaction, harmonious development, and a deeper love and appreciation for life.

Thirdly, music appreciation has the potential to foster the development of noble sentiments and enhance the overall personality of college freshmen. Music art encompasses profound philosophical and existential perspectives on life. Qian Xuesen, a renowned Chinese scientist, credited his appreciation of music for fostering his lifelong flexibility and open-mindedness, preventing him from being confined to a purely mechanistic and materialistic mindset. This stage represents the pinnacle of music appreciation, achievable only through a sequence of psychological processes including sound perception, emotional embodiment, and imaginative association. It necessitates a comprehensive understanding of music and its historical context. To delve into the core of human nature and experience the profound aspects of truth, goodness, and beauty in the world, with unwavering determination to actualize an ideal and flawless character (Fu et al., 2021).

Fourthly, this article examines the concepts of music appreciation and music therapy in relation to the mental health of college freshmen in 2022. It investigates the current state of their mental health and the underlying causes of their problems. Additionally, it conducts a case study that utilises music therapy and group psychological counselling techniques. The findings indicate that music appreciation has a notable impact on the mental well-being of first-year college students. Specifically, it has a significant influence on reducing depression, somatization, interpersonal sensitivity, psychosis, and paranoia. Consequently, music appreciation can effectively address mental health issues among college

students. In college and university music appreciation activities, therapy-guiding teachers should aim to stimulate participants' enthusiasm and interest through music appreciation. Teachers can achieve this by cultivating participants' ability to perceive and appreciate music, calming their mental agitation, and enhancing their emotional connection and understanding of beauty. By implementing appropriate treatment measures, teachers can effectively address the mental health issues of freshmen and facilitate the development of healthy and well-rounded personality traits.

## Conclusion

A group of 36 college students with mental health issues received a two-month intervention in music appreciation. The integration of music therapy techniques and group psychological counselling techniques has yielded favourable outcomes. The investigation data revealed significant changes in the subjects' depression factor ( $t = 4.386$ ,  $P < 0.001$ ), paranoia factor ( $t = 2.723$ ,  $P < 0.01$ ), and three factors of somatization, interpersonal sensitivity, and psychosis ( $P < 0.05$ ) following the music appreciation intervention. Furthermore, 83% of the participants reported a significant improvement in negative emotions. Additionally, 55% of the participants demonstrated active integration into their new living and learning environment. This indicates that music appreciation is feasible to improve the mental health of college students, and music appreciation therapy can effectively improve the mental health level of college freshmen.

In addition, for students with low self-esteem and low mood, the providers generally choose inspirational and shocking military music, symphonies, or march music. The utilisation of an engaging melody aims to uplift the audience's morale, enabling them to draw inspiration from the prominent figure's exemplary image. This process fosters confidence and facilitates the development of a positive mindset. Playing calming music such as light music, folk music, and other soothing genres can assist patients with mental health issues in alleviating psychological pressure, unburdening themselves from mental distress, and effectively confronting the pressures arising from academic pursuits, societal expectations, and daily life. To effectively teach music appreciation, it is essential to establish clear teaching objectives as the fundamental basis for accomplishing the task. There are two main objectives: firstly, to facilitate students' comprehension of music works, the acquisition of music information, and the mastery of relevant knowledge; secondly, to cultivate students' interest in music.

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