

Music Teaching Curriculum Integrates Physical Exercise to Regulate Students' Mental Health

Zhao Liu^{1*}

Abstract

Efficiently conducting scientifically-grounded sports activities and harnessing the full potential of physical education in enhancing students' physical and mental well-being represents an area of active inquiry among educators. Addressing the imperative of enhancing physical exercise to regulate students' mental health, an investigative initiative advocating for the integration of physical exercise within a music teaching curriculum was proposed. The study employed an experimental research design, involving a survey conducted among 580 first and second-grade students at an experimental middle school within an urban setting. Out of the distributed 580 questionnaires, 530 valid responses were collected, comprising 280 male and 250 female students, resulting in a recovery rate of 93%. Both questionnaire and interview surveys were utilized during data collection, with the questionnaire survey serving as the primary method. Among the 530 valid responses obtained, findings revealed that 70% of middle school students exhibited good mental health, while 40% reported experiencing mild mental issues, 10% had moderate mental challenges, 2.4% demonstrated severe mental problems, and 0.8% exhibited extremely severe mental issues. Employing music therapy within music classroom instruction holds potential to enhance the mental health education of adolescents and elevate their psychological well-being. This practice contributes to fostering a positive classroom culture for school principals, facilitates effective student management, and enhances students' psychological resilience. The integration of music therapy into music education significantly impacts the holistic development of junior high school students' mental health. Notably, music instruction in junior middle schools inherently encompasses a plethora of teaching elements conducive to mental health education. In accordance with the nuanced dynamics of students' physical and psychological maturation, educators must diligently explore teaching resources, employ effective pedagogical approaches, engage in meaningful student dialogue, and prioritize the holistic well-being of students. This entails guiding students to cultivate a healthy psychological disposition aligned with the developmental trajectories of their physical and mental states, thereby enhancing their overall psychological resilience and character development. Music assumes a pivotal and multifaceted role in fostering the mental health development of junior high school students. Through the process of musical appreciation and learning, students are continually inspired to persevere, engage in proactive self-development, and endeavour to realize their life aspirations, ideals, and values.

Keywords: Music Teaching, Physical Exercise, Mental Health, Teaching Course.

Introduction

With the progressive evolution of education in our nation, the realm of physical education has gradually expanded into prominence (Bailey et al., 2009). Addressing the efficient and scientific execution of physical education activities, and leveraging the full potential of physical education in fostering students' physical and mental well-being, remains a focal point of inquiry for educators (Opstoel et al., 2020). Within the context of junior high school physical education, teachers adeptly tailor physical exercises to suit the specific needs and capabilities of their students. They meticulously select appropriate sporting activities, design exercise regimens, and actively engage students in physical pursuits, aiming to immerse them in the sporting process, alleviate psychological stress, and

enhance their mental well-being through continual challenges and self-improvement (Chang et al., 2020). Consequently, this approach contributes to a positive trajectory in students' psychological development. The concept of the "new music system" delineates the integration of Chinese traditional music culture with music pedagogy, within the framework of introducing three major international music education systems. Given the current landscape of music education in China, it holds significant implications to align the new music system with the advancement of students' mental health (Chi et al., 2021). Educators must possess a comprehensive understanding of the attributes of the new music system, thereby enabling students to effectively alleviate stress within the music classroom, ultimately enhancing their mental well-being as shown in Figure 1 (Wolfe, Munroe, & Waters, 2021).

¹ The Department of Physical Education and Arts Education, Beijing Technology and Business University, Beijing, 100048, China

*Corresponding Author's Email: liuzhao@th.btbu.edu.cn

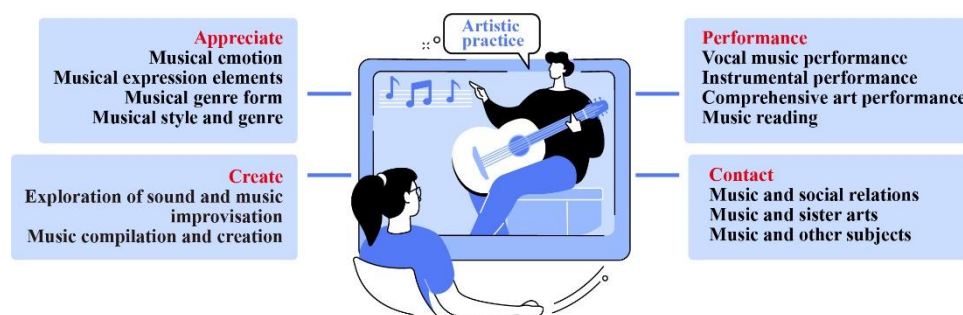


Figure 1. Music Teaching Curriculum Integrated Physical Exercise.

Given the paramount importance of physical education, educators are actively engaged in exploring methods to execute efficient and scientifically grounded sports activities, thereby leveraging the full potential of physical education in fostering students' physical and mental well-being (Zhang et al., 2020). To address the imperative of enhancing physical exercise to regulate students' mental health, an innovative approach entailing the integration of physical exercise within a music teaching curriculum. The utilization of music therapy within music classroom instruction is posited to augment the mental health education of adolescents and elevate their psychological well-being, thereby contributing to the cultivation of a conducive class culture, effective student management, and the enhancement of students' psychological resilience. The integration of music therapy into music education is perceived to exert a positive and comprehensive impact on the mental health development of junior high school students, given the inherent richness of mental health teaching factors within junior middle school music education.

Aligned with the developmental characteristics of students' physical and mental growth, educators are urged to deeply delve into teaching resources, employ effective pedagogical strategies, foster meaningful student communication, and prioritize students' holistic physical and mental growth. This entails guiding students in cultivating a healthy psychological disposition commensurate with the principles of students' physical and mental development, thereby enhancing their psychological resilience and character development, ultimately contributing to the enhancement of students' overall quality. Music assumes a pivotal and multifaceted role in fostering the mental health development of junior high school students, as students engage in musical appreciation and learning, thereby continually motivating themselves to strive diligently, pursue proactive development, and realize their life aspirations, ideals, and values.

Furthermore, the aforementioned investigation embarked on a survey conducted among 580 first and second-grade students in an experimental middle school, revealing

insights into students' mental health statuses and providing valuable implications for policymakers and educational institutions to broaden the research scope. The research was structured into five distinct chapters encompassing the introduction, literature review, research methodology, data analysis and findings, as well as discussion and future recommendations, delineating a comprehensive framework for inquiry.

Literature Review

The physiological well-being of individuals is profoundly influenced by their emotional and psychological states (Fredrickson, 2003; Owens & Waters, 2020). Drawing from personal teaching experiences and observations of students, it is evident that contemporary junior high school students commonly exhibit mental health issues characterized by timidity, inferiority, sensitivity, loneliness, anxiety, and psychological withdrawal (Fredrickson, 2001). These challenges have become focal points in the pursuit of balanced development within compulsory education systems (Cosmides & Tooby, 2000). Music, being a cornerstone of human spiritual and emotional expression, possesses a unique ability to regulate emotions. Throughout history, the intrinsic connection between music and psychology has been acknowledged, as music originates from the depths of the human heart and exerts a profound impact on individuals (Sammler et al., 2007; Wesseldijk, Ullén, & Mosing, 2019).

In this context, this research delves into the influence of music therapy on the mental health of junior high school students, with the aim of identifying music conducive to the physical and mental development of middle school students. By integrating music into education as a means of fostering development, this study seeks to offer an effective approach for addressing mental health issues among junior high school students (Ørjasæter et al., 2017). The inception of adolescent mental health counseling services in the United States has sparked global interest, leading to the establishment of comprehensive mental health consultation systems in many Western developed

nations (Saraceno et al., 2007). The discipline of music therapy, originating in the United States in 1944, has since proliferated worldwide, influencing professional practices in various countries (Gold et al., 2013). Notably, the parallels between music therapy and psychological therapy are acknowledged, with many Western developed countries integrating music therapy into healthcare, educational institutions, and psychological clinics. In China, traditional medicine principles such as the "Huangdi Neijing" have advocated for music-based therapies, aligning musical tones with physiological and psychological states. Despite its infancy in China, music therapy shows promise in both psychological and physiological realms, serving as an avenue for entertainment, promotion of well-being, and health communication (Huang & Li, 2022).

Nevertheless, the study of adolescent mental health in China remains nascent, with Blanco-Novoa, Domínguez-Lloria and Pino-Juste (2021) emphasizing the exploration of academic motivation and motivational environments among music college students. Their research, conducted at the Professional Music Conservatory in Galicia, Spain, underscores the significance of social and familial contexts in shaping academic motivation. Through descriptive and quasi-experimental methods, the study reveals variations in academic motivation across different social and family backgrounds, highlighting the need for further investigation into the interplay between social environments and student motivation.

Mental Health Teaching Strategies of Music Teaching

Facilitating effective communication between teachers and students while prioritizing mental health education is imperative (Wang & Park, 2021). Music instruction, inherently reliant on teacher-student interaction, necessitates communication to engender psychological identification and resonance, thereby optimizing teaching outcomes (Bonneville-Roussy, Hruska, & Trower, 2020). In this vein, teachers should eschew unilateral communication and self-absorption during instruction, instead prioritizing student feedback, demonstrating care, and offering encouragement (Bonneville-Roussy et al., 2020). Engaging in interactive communication allows teachers to gauge students' mental states, comprehend their thoughts and needs, and provide timely, comprehensive guidance to foster healthy psychological development (Shelemy, Harvey, & Waite, 2019).

Moreover, vigilant attention should be paid to students' growth trajectories and the mitigation of psychological risks inherent in music instruction, given its emotive nature (Cheek et al., 2003). Through teaching activities, educators can discern students' inner fluctuations and

emotions, such as joy, sorrow, and happiness (Xie et al., 2020). When encountering psychological challenges, teachers should identify root causes, guide students appropriately, and address underlying issues to ensure their healthy growth and continuous progress (Kosholap et al., 2021). Additionally, recognizing the intrinsic psychological education value embedded within music teaching materials is crucial (Domitrovich & Greenberg, 2000). Music texts harbour rich teaching resources beyond musical knowledge, containing elements conducive to psychological education. Hence, educators must diligently integrate and develop unique psychological education courses to facilitate students' mental health education (Domitrovich & Greenberg, 2000).

Junior high school music instruction encompasses a wealth of mental health teaching factors, necessitating educators to explore teaching resources, employ effective teaching strategies, and engage in deep communication with students in alignment with their physical and mental developmental characteristics (Wang, 2022). Music appreciation serves as a potent tool for mental health education, resonating with Confucius's aphorism "To rise in poetry, to stand in ceremony, to become in music," underscoring music's significance in self-cultivation (Lv & Luo, 2021). For instance, dissecting Beethoven's Fifth Symphony allows students to glean insights into the composer's life philosophy and resilience in the face of adversity, fostering resilience and determination among learners (Lang et al., 2010).

Furthermore, singing healthy songs in music instruction cultivates students' aesthetic sensibilities and promotes holistic development (Noakes, 2011). By encouraging the appreciation and rendition of uplifting songs, educators instil in students a yearning for a fulfilling life and inspire them to pursue noble ideals (Noakes, 2011). Extracurricular music activities complement classroom instruction, enriching campus culture and fostering collectivism (Noakes, 2011). Ultimately, by leveraging music's emotional power and tailoring instruction to students' needs, educators can propel students toward psychological well-being and self-realization, thereby nurturing well-rounded individuals equipped to thrive in the challenges of the new century (Ma, 2022).

Methodology

Investigation Object

This study surveyed 580 students from Grade one and two in an experimental urban middle school. A total of 580 questionnaires were distributed, resulting in the retrieval of 530 valid responses, comprising 280 boys and 250 girls,

yielding a recovery rate of 93%. The questionnaire utilized was the Chinese Middle School Students Mental Health Scale (MSSMHS), developed by Wang Baosheng from the Institute of Psychology, Chinese Academy of Sciences, comprising 60 items. This scale assessed various factors including depression, paranoia, obsessive symptoms, hostility, sensitivity, learning pressure, emotional instability, psychological imbalance, maladjustment, anxiety, and interpersonal tension, utilizing a five-point rating system denoting levels of severity: none, mild, moderate, severe, and very heavy.

Evaluation of the questionnaire responses enabled preliminary identification of factors exhibiting symptoms of mental health issues. Scores falling between 2 and 2.99 indicated mild symptoms, while scores between 3 and 3.99 signified moderate symptoms. Scores ranging from 4 to 4.99 indicated more serious symptoms, with a score of 5 indicating relatively severe symptoms for the corresponding factor (Gün, 2021).

Survey Method

The research methodology employed a combination of questionnaire and interview surveys, with the questionnaire survey serving as the primary modality. The adequacy of sample size and the reliability of individual questionnaires underpinned the validity of the survey instrument. Effective collection of data was facilitated by the designer's ability to empathize with respondents and tailor questionnaire design accordingly, while also accounting for individual differences, educational background, and lifestyle variations across different strata. Evaluation of project results was predicated on average scores, enabling a preliminary assessment of factors indicative of mental health issues. Scores falling between 2 and 2.99 signalled mild symptoms, while those between 3 and 3.99 suggested moderate symptoms. Scores ranging from 4 to 4.99 indicated severe symptoms, with a score of 5 denoting the most severe manifestation of symptoms for the corresponding factor.

Interview Survey of Teachers' Teaching and Students' Psychological Problems

Apart from the questionnaire inquiry, an additional interview survey was conducted concerning both teachers' pedagogical practices and students' academic endeavours. Regarding teachers' instructional methodologies, the investigation encompassed their pedagogical psychology, teaching techniques, and curriculum content. Meanwhile, the examination of students' learning endeavours primarily centred on their individual interests, academic enthusiasms, and aptitude in music education. These interview encounters and insights afforded a deeper

comprehension of students' psychological dispositions, thereby establishing a robust foundation for subsequent pedagogical endeavours.

Main Investigation Contents

Based on the findings of the investigation, I have synthesized the 10 factors into 6 distinct dimensions: mood and emotion, interpersonal communication, learning pressure, behaviour, family influence, and psychological state. The specific classification is as follows:

1. Mood and emotion comprise three factors: anxiety, depression, and emotional instability, which primarily delineate the prevalent emotional fluctuations experienced by students in their academic and personal lives. This dimension is assessed through questions 5, 6, 13, 14, 15, 16, 27, 32, 35, 34, 43, 44, 46, 53, 56, and 57.

2. Interpersonal communication entails two factors: interpersonal relationships and paranoia. This dimension explores the emotional responses of junior high school students during social interactions and communication with peers, evaluated through questions 19, 21, 24, 26, 47, 49, 52, and 58.

3. Learning pressure examines the students' academic circumstances, sources of pressure, and resilience to stress. This dimension encompasses questions 31, 33, 36, 38, 40, and 55.

4. Behavioural aspects comprise two factors: maladjustment and obsessive-compulsive symptoms, primarily assessing the environmental adaptability of junior high school students and their behavioural patterns across different contexts. This dimension is evaluated through questions 1, 3, 8, 9, 10, 12, 22, 29, 39, and 41.

5. Family influence encompasses sensitivity and hostility, focusing on the psychological dynamics of junior high school students within the familial context. This dimension is gauged through questions 11, 20, 25, 23, 48, and 50.

6. Psychological state predominantly reflects the factor of psychological imbalance, investigating the causative factors and symptoms of psychological instability among junior high school students. This dimension is assessed through questions 28, 30, 37, 42, 54, and 60 (Jorritsma, 2022).

The six domains are scored by calculating the average score for each sub-question, obtained by dividing the total score of each domain by the number of questions within that domain. The standard score is set at 2 points, with the average score categorized into five grades: excellent, mild, moderate, severe, and extremely severe. An average score below 2 points indicates a good level of mental health. Scores between 2 and 2.9 signify mild mental health issues, while scores between 3 and 3.9 indicate moderate problems. Scores ranging from 4 to 4.9 denote a significant burden on mental health, whereas a score of 5 indicates

severe mental health issues. Detailed survey data are presented in Table 1.

Table 1

Mental Health of Junior Middle School Students (N=530)

Factor	Good	Lighter	Moderate	Heavier	Serious
	N %	N %	N %	N %	N %
Mood and Emotion	340 63	223 41	50 9.6	20 4	4 0.4
Interpersonal Communication	360 70	240 46	48 9.2	25 4.6	5 0.8
Study Stress	352 65	210 40	60 12	30 6.1	5 0.8
Behaviour	370 70	280 52	76 15	31 5.8	7 1.2
Family Impact	390 72	200 39	50 9.8	54 10	8 0.7
Mental State	380 73	326 64	48 8.6	20 3.2	4 0.6

Results and Discussion

The Positive Promoting Effect of Music Teaching Courses on Mental Health

Many students, exhibiting varying degrees of psychological distress, struggle to cope with academic and examination pressures, often experiencing difficulty in regulating their emotions and maintaining mental well-being. Despite these challenges, students consistently exhibit eagerness and anticipation for their music classes. Prior to each music session, students demonstrate heightened excitement, with this positive mood state persisting throughout the duration of the class. This enthusiastic response underscores the profound affinity junior high school students possess for music education, as it brings them joy and contentment.

Given the evident therapeutic potential of music, integrating music therapy techniques into classroom instruction presents an opportunity for teachers to address students' psychological needs while imparting musical knowledge. By infusing music therapy principles into the curriculum, educators can simultaneously foster students' musical understanding and provide therapeutic benefits, thereby potentially ameliorating psychological issues. This holistic approach to music education holds promise for positively influencing students' psychological well-being, with its impact manifesting across various domains.

(1) Improve thinking, promote communication and promote self-expression of consultants.

Music serves as a form of nonverbal communication, possessing significant potential in addressing the psychological health issues prevalent among junior high school students. Within the realm of education, music emerges as a particularly efficacious tool for therapeutic intervention. Its inherent capacity to articulate and convey

emotions renders it an unparalleled medium for self-expression, endowed with distinct effects and values. Engaging with music, whether through listening or active participation, holds the potential to bolster individuals' confidence levels, offering therapeutic benefits to individuals across varying degrees of mental disorders.

(2) Psychological adjustment, relieve pressure, release emotional space.

Marx's assertion underscores the unique ability of music to alleviate physical fatigue and pain, a sentiment echoed by historical figures like Boya, Confucius, Beethoven, and Haydn, who extolled its role in nurturing the human psyche. Music class aims to cultivate emotional resilience and foster holistic student development. By immersing themselves in music appreciation, students can find solace from academic pressures and anxiety. Freed from the constraints of traditional academic settings, students are empowered to express themselves freely, fostering a sense of equality and respect within the classroom. Active participation in music activities enables students to rebuild confidence eroded by academic stress, providing a pathway towards emotional well-being and psychological resilience. Indeed, the transformative power of music lies in its ability to transmit positive emotions, enabling students to navigate learning challenges and pre-empt psychological distress (Gibson, 2021).

(3) Develop innovative thinking and cultivate students' cooperation ability.

At the core of music education lies aesthetic cultivation, as Marx posited that art embodies the practical spiritual essence of mastering the world through artistic means. Music, devoid of utilitarian purposes, holds a unique and vital role in the realm of spirituality.

For junior high school students, music education transcends mere preparation for entrance exams or pursuit of academic ranking. Rather, it offers a gateway to the realm of beauty through dynamic teaching methods, the refined demeanour of instructors, and an atmosphere of relaxation and freedom. Immersed in the captivating melodies of music, students are transported to a realm of aesthetic inspiration, fostering fresh perspectives and expanding mental horizons. This serves to alleviate classroom pressures and gradually restore students' mental equilibrium, facilitating the holistic development of their intellect and emotional resilience.

Recognizing that middle school students require not only intellectual growth but also psychological fortitude and ideological acumen, music education serves as a conduit for nurturing innovative thinking. Through the aesthetic appreciation of music, students' sensory perceptions and psychological faculties are refined and shaped, fostering a

harmonious balance between rational and emotional cognition. This prompts swift and accurate psychological responses to the allure of beauty, indirectly influencing intellectual growth and behaviour, fostering creativity, and alleviating psychological burdens associated with academic pursuits. Consequently, this cultivates a unified and harmonious classroom culture, fostering solidarity and cooperation among students.

Survey Results and Analysis

Analysis of the Overall Survey Results

Of the 530 valid questionnaires gathered, the distribution of mental health status among junior high school students is as follows: 70% exhibit good mental health, 40% manifest mild mental issues, 10% display moderate mental problems, 2.4% present serious mental concerns, and 0.8% indicate severe mental distress. Detailed findings are delineated in [Table 2](#).

Table 2

Total Detection of Mental Health Problems in Junior Middle School Students (N=530)

Factor	Good LighterModerateHeavierSerious				
	N %	N %	N %	N %	N %
Anxiety	340 64	226 42	50 9.6	20 3.8	3 0.6
Interpersonal Relations	360 65	245 45	48 9.2	25 4.6	6 0.8
Depression	350 68	280 50	60 11	30 6.4	4 0.7
Psychological imbalance	370 69	287 69	76 14	31 6	5 0.6
Sensitive	380 71	210 40	51 9	52 9	3 0.7
Hostile	310 45	266 49	46 8	20 4	8 0.94
Obsessional symptoms	320 70	241 46	48 13	25 6	7 1.2
Learning Stress	375 70	280 54	70 6	30 4.2	2 1.4
Learning Stress	380 72	250 50	45 9	18 3.6	1 0.6
Paranoid	352 66	210 40	60 12	36 6.5	5 0.8
General Situation	365 69	227 42	50 12.3	30 5.8	6 0.5

Based on the comprehensive analysis of the survey outcomes, it is evident that the majority of junior high school students exhibit favourable mental health status; however, a considerable portion encounters various challenge. Notably, a significant proportion of students grapple with mild psychological issues, while a minority face severe conditions. Urgent intervention is imperative to prevent potential repercussions, as the prevailing psychological concerns primarily revolve around academic pressure, depression, sensitivity, and interpersonal dynamics.

Part of the Main Characteristics of Junior High School Students' Psychological Problems

Following a statistical examination of the outcomes, the mental well-being of junior high school students is predominantly within the normative range, yet there is a noticeable uptrend in the prevalence of psychological challenges (Nihui, 2022). Notably during the secondary developmental phase, an array of psychological issues becomes markedly pronounced, thereby constituting a pivotal concern for each junior high school student. Upon comprehensive scrutiny, the primary features characterizing these psychological dilemmas are as follows:

(1) Study Pressure

Learning stress refers to the cognitive load individuals endure during educational pursuits, encompassing various stressors from the learning environment, alongside quantifiable deviations in physiological, psychological, and social conduct. Among the 580 students surveyed, 50% reported mild learning stress, 15% experienced moderate stress, and 2.3% encountered severe stress. Predominant stressors include an excessive workload, heightened academic expectations, competition among peers, parental and teacher expectations, and looming high-stakes examinations. Symptoms typically entail insomnia, reduced appetite, physical discomfort, susceptibility to illness, and occasionally, physiological reactions such as nausea or vomiting. Emotionally, individuals may exhibit signs of depression, apathy, negativity, anxiety, and interpersonal conflicts, often accompanied by academic disengagement and self-doubt during study or examination periods. Consequently, educators must vigilantly monitor students' emotional fluctuations, provide timely support to mitigate psychological burdens, and facilitate strategies for effective time management and stress alleviation.

(2) Depression

Depression stands as one of the prevailing psychological afflictions worldwide, impacting approximately 176 million individuals annually. Among the cohort of 530 students surveyed, 40 percent displayed mild depression, 12 percent exhibited moderate depression, and 1 percent demonstrated severe depression. Typically, students grappling with depression manifest tendencies towards introversion, self-deprecation, isolation, distrust, and a proclivity for dwelling on negativity. Depression commonly arises from various psychological or spiritual stimuli. When confronted with academic pressures, examination rankings, and the scrutiny of authority figures such as teachers and parents, these stressors covertly metamorphose into feelings of despondency. Some

students succumb to the grip of these adverse emotions, plunging into prolonged states of melancholy, sorrow, anguish, and despair. Such individuals often exhibit heightened sensitivity and a robust sense of self-worth. Faced with academic tasks, they are inclined towards prevarication, fear, and a propensity to magnify obstacles in the learning process, ultimately culminating in avoidance behaviours and a spiral into self-reproach, despondency, and anguish. Hence, educators must remain vigilant in discerning and comprehending students' emotional fluctuations. For those predisposed to depression, it is imperative to offer enlightenment and instil confidence through encouragement and commendation (Long & Wang, 2021).

The Promoting Effect of Music Therapy on The Mental Health of Junior Middle School Students

Middle school students' mental health is crucial in compulsory education, directly impacting future societal progress. Bullying violence incidents from 2020 to 2022 have profoundly disrupted students' lives and studies, posing serious threats to their well-being. Music therapy, drawing from diverse disciplines, offers unique efficacy in addressing mental health challenges. Integrating music therapy into education maximizes its benefits, enhancing the mental health of junior high school students and fostering holistic development.

Use The Cultural Penetration of Music to Improve the Psychological Quality of Junior High School Students

During junior high school, students undergo significant psychological development and begin to form their core beliefs. Incorporating music-related cultural elements into classroom instruction can yield unexpected outcomes for middle school music teachers. By integrating cultural

background knowledge into music lessons, students gain a deeper appreciation of music's unique allure. For instance, studying the cultural context of "red songs" in music class reveals their historical significance as hymns developed during the Chinese people's struggle for independence and the Communist Party's efforts for national prosperity. Red songs transcend mere political slogans, embodying a multifaceted art form that evokes emotions and solidarity. Through exploring the background and culture of music, students develop a psychological understanding of red songs, fostering a sense of national pride and responsibility. This integration positively impacts the mental health quality of junior high school students by influencing their values and psychological development. Hence, infusing students' musical cultural background into music classes significantly shapes adolescents' values and psychological resilience.

Changes in the Influence of Music Teaching Method on Middle School Students' Mental Health

Based on the inquiry into the mental health issues among junior high school students within the experimental music teaching method at the middle school, we have consistently monitored students' psychological fluctuations at each phase throughout nearly a year of practical investigation. A comprehensive review and questionnaire assessment were conducted for each practice session based on student feedback. By synthesizing the outcomes of student responses, valuable insights were derived to enhance our comprehension of students' psychological trajectories, thereby refining our approach to future practical inquiries. Consequently, a satisfaction survey was administered to 530 students regarding their experiences with practical courses. The detailed survey findings are delineated in Table 3.

Table 3

Satisfaction Survey

Questions	Satisfied	Unsatisfied	Satisfaction%
1. Are you satisfied with the music lessons this semester	530	9	98%
2. Whether music education has a positive effect on your mental health	520	4	99%
3. Whether you like music therapy or not	510	10	97%
4. Whether you are satisfied with the music featured course content	500	20	95%

The survey findings indicate that over 90% of the students exhibit high satisfaction levels with the practical course. However, due to the limited availability of time and space for the specialized course, not all participants of the questionnaire survey were able to engage in the practical sessions. Consequently, there remains room for enhancing satisfaction levels regarding the music characteristic course.

Assessing the actual improvement in students' mental health issues solely through student surveys may be inadequate. Hence, we conducted interview surveys with the school's head teachers to gauge changes in class management practices compared to before. A set of targeted questions was formulated and administered via questionnaire to 26 head teachers. The specific outcomes of this survey are outlined in Table 4.

Table 4

Interview Survey

Questions	Yes	No
1. Is there a significant improvement in class discipline	28	0
2. Whether the phenomenon of problem students is reduced	27	0
3. Whether the music class has a positive effect on the improvement of students' psychological quality	26	0

The aforementioned survey outcomes demonstrate that integrating music therapy into music classroom instruction, alongside music appreciation and learning, can fortify the education on adolescent mental health. This integration leads to an enhancement in the level of adolescent mental well-being, facilitating the cultivation of class culture and effective student management practices. Moreover, it contributes to the amelioration of students' psychological attributes. The incorporation of music therapy within music teaching manifests a positive and holistic impact on the advancement of junior high school students' mental health (Yokuş, 2021).

Implications and Future Directions

The integration of physical exercise into music teaching curriculum holds both theoretical and practical significance. Theoretically, there is a strong correlation between physical activity and mental health, as evidenced by studies. Incorporating physical exercise into the curriculum can effectively alleviate symptoms of stress, anxiety, and depression by promoting the release of endorphins, thus enhancing overall well-being. This approach offers a holistic approach to students' mental and emotional development by combining the benefits of music instruction and physical activity.

Practically, this study advocates for a healthy lifestyle among students, fostering energy and vitality. Moreover, physical exercise can sharpen students' focus and concentration, crucial for effective music learning. By infusing movement and physical activity into music lessons, students can sustain their energy levels, bolster concentration, and elevate musical performance. Additionally, integrating physical exercise enlivens the learning environment, making lessons more engaging and dynamic. This research also underscores the importance of physical exercise for mental health to policymakers and the physical education sector.

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However, the study has limitations, notably its focus solely on direct influences without considering other moderating or mediating variables. Future research should explore these factors to gain a deeper understanding of the relationship. Moreover, employing advanced statistical techniques like PLS-SEM could enhance the analysis of complex models. Additionally, since the research was conducted in China, a developing nation, future studies should explore other developed nations to ascertain variations in the results.

Conclusion

The endeavour to enhance the mental health education of junior high school students poses a multifaceted and demanding undertaking due to its distinct intricacies. To effectively elevate adolescents' mental health and bolster their overall well-being, it becomes imperative to transcend conventional mental health education paradigms. This necessitates the integration of music education alongside the fusion of music therapy and a social music education framework. Such an approach holds the potential to significantly expedite the progression of mental health development among junior high school students.

Music assumes a pivotal and multifaceted role in advancing the mental health development of junior high school students. Through the appreciation and study of music, students are continually spurred to strive diligently and foster positive personal growth, thereby realizing their life aspirations, ideals, and values. As education progresses, it is incumbent upon specialized educational institutions to recognize their duty and accountability in this realm. They must diligently instil the principles of life-oriented music education within their pedagogical endeavours, aiding students in the continual enhancement of their psychological resilience and academic pursuits. This concerted effort lays a robust groundwork for students' seamless integration into society in the future.

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