

# Survey on the awareness of music therapy among college students majoring in music and dance

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**Abstract:** In order to promote the development of music therapy in our country, it is hoped that more music college students will join the team of music therapy. In this study, through the questionnaire and questionnaire analysis of music and dance college students, we can understand the evaluation of music and dance college students on music therapy and their interest in music therapy. This study takes music and dance undergraduates from X, Y, and Z universities in H province as the research object, and conducts frequency analysis, One-Way ANOVA, and independent sample T test on 993 valid questionnaires returned. The research results are as follows. First, in terms of whether they know the results of music therapy, most (75.2%) of music and dance college students know about music therapy, and the rate of students in schools offering courses related to music therapy is significantly higher than that in schools that do not; choosing "relatives, teachers, friends, etc." the most, accounting for 17.4%. Second, the evaluation of music therapy is relatively positive, the average score of music therapy knowledge is 3.57; the average score of music therapy effect is 6.79; Factors such as the degree of attention to therapy courses have significantly affected the evaluation of music therapy. Third, the respondents have a high degree of interest in music therapy and believe that the prospect of music therapy is very good. It is hoped that more schools will invite professional and clinically experienced music therapists to give lectures or provide opportunities for students to experience music therapy in the future, and look forward to more musicians joining the team of music therapy through systematic learning.

**Keywords:** college students; degree of awareness; degree of interest

## 1. Introduction

In 1989, the China Conservatory of Music established a music therapy college class, which opened the way for the professional development of modern Chinese music therapy. In 1996, the Central Conservatory of Music systematically introduced the subject of music therapy, established a music therapy research center, and began to recruit postgraduate students in 1999, and undergraduate students in 2003 <sup>[1]</sup>. In 2018, music therapy major(130210T) was listed as a third-level subject in the "Catalogue of Undergraduate Majors in General Universities" by the Ministry of Education of China <sup>[2]</sup>, and music therapy has gradually entered the public eye from a niche field. At present, more and more colleges and universities have opened courses related to music therapy for undergraduate and graduate students, and music therapists are increasingly considered as a career choice for music majors <sup>[3]</sup>.

To become a music therapist, the first thing you need to have is music ability and music literacy, so most of the music therapy personnel training institutions at home and abroad are set up in music colleges <sup>[4]</sup>. As the potential protagonists of music therapy in the future, college students majoring in music and dance are closely related to the development of music therapy. The development of music therapy can also provide more employment platforms for music and dance college students, such as: general hospitals, community hospitals, mental hospitals, psychological hospitals, psychological counseling centers, nursing homes, rehabilitation centers, children's special education centers or teaching in colleges and universities and other units <sup>[5]</sup>. However, there is almost no relevant research on how music and dance college students in my country are exposed to music therapy and how they view music therapy.

Foreign studies have shown that the evaluation of music therapy by nursing students shows that music therapy has the highest score of "reducing depression symptoms" and "reducing anxiety". Students who have experienced/observed music therapy think that music therapy is of value in mental health treatment significantly higher than students who have no experience/observation <sup>[6]</sup>. However, most nursing students have inaccurate understanding of music therapy knowledge, and they need to

think about how to provide reliable and accurate information to let them understand the role of music therapy in the medical environment [7-8]. In a survey of music education students, it was found that students in schools with music therapy courses have significantly higher knowledge of music therapy and willingness to choose music therapy as a career development than students in schools without music therapy courses. Teachers play an important role in students' exposure to music therapy knowledge and career choices [9]. It can be seen that how to get in touch with music therapy and the degree of understanding of music therapy knowledge are the key factors for the effective promotion and healthy development of music therapy. Therefore, it is necessary to investigate the cognition, evaluation and interest of music therapy among college students majoring in music and dance in China. This study poses the following research questions:

- (1) How do music and dance college students understand music therapy?
- (2) How do music and dance college students evaluate music therapy?
- (3) How interested are music and dance college students in music therapy?

## 2. Research method

### 2.1 Data Collection and Procedures

This research takes the music and dance undergraduates of X, Y and Z universities in H province as the research objects. Using paper questionnaires with a high recovery rate [10], a total of 1300 questionnaires were issued, and 1070 questionnaires were recovered. After removing the missing items and false questionnaires except for the seventh question, 993 effective questionnaires were obtained. The recovery rate and the valid questionnaire recovery rates were 82.3% and 76.4% respectively. Among them, University Z provides courses related to music therapy (n = 429, 43.2%), and universities X and Y do not have courses related to music therapy (n = 564, 56.8%); other indicators are in line with the general characteristics of music departments in China.

Table 1: Basic distribution of research samples

	Options	N	percentage (%)
School Name	X	337	33.9
	Y	227	22.9
	Z	429	43.2
Gender	male	258	26
	female	735	74
Grade	Freshman	261	26.3
	sophomore	307	30.9
	Junior	230	23.2
	Senior	195	19.6
Professional direction	instrumental music	283	28.5
	vocal music	421	42.4
	dance	196	19.7
	theory	61	6.1
	other	32	3.2
Total		993	100

### 2.3 Questionnaire

The questionnaire for this study consists of five parts. In the first part, the general characteristics of the subjects were counted, including school, gender, grade, and major; in the second part, the subjects answered questions such as "whether they know music therapy" and "the way to know it"; in the third part, they used a scale of 1-5 The Likert scale measured the scores of the subjects on the six questions of music therapy knowledge; the fourth part used a scale of 1-10 points to measure the scores of the subjects on the ten questions of the effect of music therapy; at the end of the questionnaire In the section, the subjects answered questions about their interest in music therapy.

**2.3.1 Cronbach's  $\alpha$  reliability analysis and EFA validity analysis**

<Table 2> indicating that the measurement scale has good reliability, good internal stability and consistency. In terms of EFA validity, the KMO value is greater than 0.75,  $p < 0.001$ , and the factor loadings of each item are greater than 0.5, indicating that EFA has good validity.

*Table 2: Cronbach's  $\alpha$  reliability analysis and EFA validity analysis*

scale	Cronbach's alpha	item	factor loading	KMO	Bartlett's	p
Music Therapy Knowledge	0.832	A1	0.776	0.934	12037.23	0.000
		A2	0.696			
		A3	0.804			
		A4	0.541			
		A5	0.711			
		A6	0.682			
music therapy effect	0.949	B1	0.783			
		B2	0.829			
		B3	0.830			
		B4	0.847			
		B5	0.831			
		B6	0.782			
		B7	0.758			
		B8	0.753			
		B9	0.783			
		B10	0.700			

**2.3.2 CFA validity analysis**

*Table 3: CFA Validity Analysis — Construct Validity*

$\chi^2/df$	RMSEA	NFI	RFI	IFI	TLI	CFI
4.42	0.059	0.968	0.956	0.975	0.966	0.975

<Table 3> combined with In view of the sample size of this study, the overall model of music therapy knowledge and music therapy effect fit well.

*Table 4: CFA Validity Analysis — Combined Reliability and Convergent Validity*

Path			Estimate	AVE	CR
A1	<---	Music Therapy Knowledge	0.735	0.452	0.83
A2	<---	Music Therapy Knowledge	0.664		
A3	<---	Music Therapy Knowledge	0.808		
A4	<---	Music Therapy Knowledge	0.504		
A5	<---	Music Therapy Knowledge	0.647		
A6	<---	Music Therapy Knowledge	0.637		
B1	<---	music therapy effect	0.777	0.64	0.95
B2	<---	music therapy effect	0.83		
B3	<---	music therapy effect	0.812		
B4	<---	music therapy effect	0.907		
B5	<---	music therapy effect	0.898		
B6	<---	music therapy effect	0.832		
B7	<---	music therapy effect	0.795		
B8	<---	music therapy effect	0.662		
B9	<---	music therapy effect	0.705		
B10	<---	music therapy effect	0.745		

<Table 4> Combined with the sample size of this study, it shows that the combination reliability and convergent validity are good.

<Table 5>The results show that there is a significant correlation between music therapy knowledge and music therapy effect ( $p < 0.001$ ), and the absolute value of the correlation coefficient is less than the square root of AVE, that is, each quantity There is a certain correlation between the tables, and there is a certain degree of discrimination, which shows that the discriminant validity is good.

In summary, the reliability and validity of the music therapy knowledge and music therapy effect

scale used in this study are good.

Table 5: CFA Validity Analysis — Discriminant Validity

	Awareness	understanding
Music Therapy Knowledge	0.452	
music therapy effect	0.615 ***	0.64
AVE square root	0.672	0.8

\* \*\* represents  $p < 0.001$

### 3. Research results

#### *Do you know music therapy and how to obtain it?*

Table 6: Do you know music therapy and how to obtain it

		N	percentage (%)
Do you know music therapy	Know	747	75.2
	have no idea	246	24.8
How to know the pathway of music therapy	television or radio	121	12.2
	newspapers, books or papers	113	11.4
	network report	111	11.2
	Educational courses or lectures etc.	148	14.9
	directly experience or participate in	33	3.3
	Inform relatives, teachers, friends, etc.	173	17.4
	Other	36	3.6
Missing	258	26	

Table 7: The difference analysis of offering related courses to knowing music therapy

		Know	have no idea	$\chi^2$	p
Do you know music therapy	Schools that do not offer courses related to music therapy	381 (67.6%)	183 (32.4%)	41.25	0.000
	Schools offering courses related to music therapy	366 (85.3%)	63 (14.7%)		

#### 3.1 Music Therapy Knowledge

Table 8: Knowledge of music therapy

	M	
Music Therapy Knowledge	Music therapy belongs to the medical field	3.21
	Music therapy is effective in treating physical ailments	3.38
	Music therapy is effective in treating mental illness	3.76
	Music therapy is as important as drug therapy	3.51
	Music therapy requires a professional music therapist	3.76
	Music therapy is more effective if it is performed simultaneously with medical staff	3.81
	Music Therapy Knowledge Average Score	3.57

The difference analysis of music therapy knowledge showed that the scores of subjects in schools with relevant courses were significantly higher than those in schools without relevant courses; The score of the subjects on music therapy knowledge was significantly higher than that of the subjects who did not know about music therapy; was significantly higher than that of the subjects who answered that they did not offer or did not know, and the scores of subjects who answered that their school did not offer music therapy-related courses on music therapy knowledge were significantly higher than those who answered don't know.

Table 9: Difference analysis of music therapy knowledge

		N	M (SD)	t/F	p
Music Therapy Knowledge	Schools that do not offer relevant courses	564	3.42 (0.76)	-8.02	0.000
	Schools offering relevant courses	429	3.77 (0.63)		
	Know	747	3.67 (0.73)	7.65	0.000
	have no idea	246	3.27 (0.62)		
	Open	429	3.73 (0.64)	25.40 #%&	0.000
	not opened	225	3.58 (0.60)		
	have no idea	339	3.37 (0.84)		

# stands for open or not; % stands for open or unknown; & stands for not open or unknown;

### 3.2 Music Therapy Effect

The difference analysis of the effect of music therapy showed that the scores of subjects in schools offering relevant courses were significantly higher than those in schools without relevant courses; knowing music therapy The score of the subjects on the effect of music therapy was significantly higher than that of the subjects who did not know about music therapy; was significantly higher than that of the subjects who answered that they did not know, and the subjects who answered that the school did not offer music therapy-related courses had a significantly higher score on the effect of music therapy than those who answered Unknown subjects.

Table 10: Effect of music therapy

	M
music therapy effect	6.13
Improve self-esteem	6.56
Improve social communication skills and interpersonal relationships	6.5
Provide opportunities for success and generate a sense of accomplishment	6.85
Improves concentration and attention span	7.04
Improve self-expression skills	7.27
Provides happiness and reduces feelings of depression	7.33
Improved ability to regulate stress	6.38
Helps restore body functions weakened by large and small muscles	6.46
Improve problem-solving skills	7.41
Relieve tension	6.793
Music Therapy Effect Mean Score	

Table 11: Difference Analysis of Music Therapy Effect

		N	M (SD)	t/F	p
Music Therapy Effect	Schools that do not offer relevant courses	564	6.68 (1.77)	-2.46	0.014
	Schools offering relevant courses	429	6.94 (1.54)		
	Know	747	6.87 (1.67)	2.55	0.011
	Have no idea	246	6.56 (1.69)		
	Open	429	6.96(1.54)	7.50 %&	0.001
	Not opened	225	6.90(1.42)		
	Have no idea	339	6.51(1.95)		

# stands for open or not; % stands for open or unknown; & stands for not open or unknown;

### 3.3 Music therapy interest

The results of the survey on the interest in music therapy among music and dance college students show, "If given the opportunity, would you go to a course or lecture on music therapy?", 84% answered "yes"; "If given the opportunity, would you like to experience Would you like music therapy activities?", 86.4% answered "yes "; "Do you think music therapists will be a promising career? ", 84.3% answered "Yes"; "Do you think the demand for music therapists in the future Will there be more and more?", 82.7% answered "yes"; "Are you interested in applying for music therapy graduate students?",

60.3% answered "yes".

*Table 12: Music Therapy*

		N	percentage (%)
Do you attend classes or lectures on music therapy?	Meeting	834	84
	Won't	159	16
Would you like to experience a music therapy activity?	Want	858	86.4
	Don't want	135	13.6
Will music therapist be a promising career?	Yes	837	84.3
	No	156	15.7
Will the demand for music therapists increase in the future?	Meeting	821	82.7
	Won't	172	17.3
Are you interested in studying music therapy as a graduate student?	have	599	60.3
	No	394	39.7

## 4. Conclusion

### 4.1 How to understand music therapy

With the improvement of the socio-economic level and the promotion of medical humanistic concepts in the medical field, the public's acceptance and demand for music therapy is developing rapidly, but there are still deficiencies in the promotion and popularization of music therapy. Music and dance college students are potential subjects of music therapy. Most (75.2%) of the students knew music therapy before the survey, but 24.8% of the participants had never heard of the word music therapy; "relatives, teachers, friends, etc.", "educational courses or lectures, etc.", "television or radio", "newspapers, books or papers", and "network reports" are the main ways for music and dance college students to understand music therapy. Previously, in Lee's<sup>[11]</sup> survey, participants' information about music therapy mainly came from "friends, family members, the Internet, TV, and books about college majors"; platforms such as social media broadened the Ways for people to obtain music therapy information<sup>[12]</sup> Many students learn about music therapy information through active search, but some studies have shown that the accuracy and timeliness of music therapy information on social media and other platforms need to be strengthened<sup>[13-14]</sup>; while music teachers play an important role in students' access to music therapy, 53.6% of students have been exposed to music therapy before entering university, mainly through their own music teachers; music students will also be exposed to music therapy during their college years According to the information<sup>[15]</sup>, music classes in universities are more likely to discuss music therapy than other classes<sup>[16]</sup>, so students majoring in music in universities have a higher awareness of music therapy than students in other majors<sup>[17]</sup>. In this study, it was found that students in schools with music therapy courses had more exposure to music therapy than students in schools without music therapy courses ( $p < 0.001$ ).

### 4.2 How to Evaluate Music Therapy

In recent years, music therapy has been accepted by people because of its unique functional role, and more and more clinical experts have added music therapy as a supplementary alternative medicine treatment on the basis of conventional treatment. The field of application is not only in special populations such as mental disorders, developmental delays, and functional decline, but also in marginalized populations, neurological rehabilitation patients, hospital therapists, and ordinary people who want to achieve physical and mental health. The survey showed that the subjects' evaluation of music therapy was more positive, and the scores of music therapy knowledge and music therapy effect were higher than the average score of the scale.

In the survey of music therapy knowledge, the participants believed that "music therapy and medical staff are treated at the same time, and the effect is better", "music therapy needs professional music therapists", and "music therapy is effective in treating mental illness" Higher, similar to Rivera's (2016) survey results on nursing college students; the scores of "music therapy is effective in treating physical diseases" and "music therapy belongs to the medical field" are low, but the average score is higher than 3 points, It shows that most participants believe that music therapy has a positive effect on physical diseases, and they tend to believe that music therapy belongs to the medical field. In the

investigation of the effect of music therapy, the average score of music therapy effect is 6.79 points, which is higher than the average score of the scale; the evaluations with more than 7 points are "relieving tension", "improving the ability to regulate stress", "providing Happiness, reduce depression", "improve the ability to express self-emotion", it can be seen that the participants very much recognized the role of music therapy in improving mood; they also gave positive comments on the role of music therapy in cognition, society and body. Difference analysis showed that factors such as knowing about music therapy, offering relevant courses, and paying attention to music therapy courses all significantly affected the evaluation of music therapy.

### 4.3 Interest in Music Therapy

60.3% of the respondents had the intention to apply for music therapy research, and the other percentages reached more than 80%. It shows that the participants have a high interest in music therapy and think that the future development prospect of music therapy is very good.

Due to the limitation of the research objects, although the results of this study cannot directly infer the awareness of music therapy for music and dance majors in my country, it can be used as a reference for related research on the awareness of music and dance majors for music therapy. With the rapid development of China's economy and people's more comprehensive understanding of health, the development of music therapy in China has great potential, and its economic value and medical value have become increasingly prominent. We hope that more musicians will join the team of music therapy through systematic learning, and we also hope that all walks of life will provide more platforms to promote the diversity and effects of music therapy and raise people's awareness of music therapy. Looking forward to more research on music therapy in the future.

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