



A Study of the Emotional Intelligence and Mental Health of Shandong University Students Studying Music Education

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Abstract

Background and Aim: With the development of society, modern education is also facing difficulties and challenges, college students' emotional intelligence and mental health problems are becoming more and more prominent, college life is a period of students facing various pressures, which may harm their mental health. As an art form, music brings people beautiful enjoyment and has a profound impact on the emotional and mental health of college students.

Materials and Methods: The 316 samples were random sampling from 1,500 vocational students from Shandong University of Foreign Languages who had previously studied music education in one or more courses of the University in 2023. The questionnaire was used to collect data and ask about overall information, emotional intelligence, and mental health.

Results: The results show that: 1) The average emotional intelligence score and mental health score of Shandong University students were at a high level and there were statistically significant differences in the average emotional intelligence and mental health score between different groups of ages and group of average grades. 2) the average of these two variables had a statistically significant positive correlation.

Conclusion: Based on the results, the average emotional intelligence and mental health scores of Shandong University students were at a high level, and there was a positive correlation between each other.

Keywords: Emotional Intelligence; Mental Health; Music Education

Introduction

In light of the increasing mental health problems and the influence of Psychosocial factors on college students, it has become increasingly important to understand the role of the emotional intelligence of college students as researchers and practitioners begin exploring opportunities for interventions. Emotional intelligence (EI) includes “the abilities to accurately perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions” (Griffin, 2012). The variability in EI suggests that some individuals are better able to perceive, correctly identify, and regulate emotions than others (Salovey, 2001). Various strands of research suggest that higher levels of emotional intelligence are associated with various aspects of psychological well-being, including greater levels of subjective well-being (Sánchez-Álvarez et al., 2015), life satisfaction (Extremera, et al., 2006), and better mental health (Ruiz-Aranda et al., 2012).

Emotional is a relatively recent term, being understood as the ability to perceive, value, and express emotions accurately; to access and/or generate feelings that facilitate thinking; to understand emotions and emotional knowledge; and to regulate emotions by promoting emotional and intellectual growth

On the other hand, emotional intelligence has been negatively linked to stress, depression, and negative emotions, elements that lead to the generation of maladaptive behaviors. Even when taking into account the previous studies, studies that relate emotional intelligence and resilience are still quite scarce although both factors are related to the successful adaptation of the individual to environmental circumstances. For this reason, negative mood, deregulation of emotions, alterations in routines, and lack of self-esteem are implicated in the multifactorial etiology of the abandonment of a healthy diet or even eating disorders.

There is a close relationship between music and emotions, and it can profoundly impact people's emotions and emotions. Therefore, for college students, the development of music education can also have





a certain positive impact on them, and it is very important to play the positive guiding role of music education for students' emotions and emotions.

Music is a kind of art about sound. For people, music can have a certain impact on emotions, and music has a very close relationship with emotions. When people hear music when they are happy or sad, they will feel something inside. Beautiful things can give people audio-visual enjoyment, and make people happy; Beautiful things can bring spiritual nourishment. Students who have been cultivated by beautiful things for a long time, their emotions infected and stimulated, and they will practice better future study and life imperceptions under the aesthetic ideal advocated by aesthetic education thought.

Contemporary college students have to face all kinds of contradictions from the outside and their own, bear all kinds of psychological pressure, and simply rely on the way to preach and explain to help them, the effect is often not ideal. With the help of music education, through music appreciation, music-related activities can make people's feelings expressed, emotions can be released, and a good psychological state can be restored. After college students have a good emotional state, the tension and pressure in interpersonal communication will be improved. Studies have shown that beautiful music can not only make students maintain a happy mood but also play a role in keeping students in a harmonious state of mind. Therefore, music education is one of the effective ways to cultivate the healthy mental quality of college students and improve their mental health effectively.

Objectives

The objectives of this research were

1. To study and compare the emotional intelligence and mental health of Shandong University students who have previously studied music education with different characteristics.
2. To study the relationship between emotional intelligence and mental health who have previously studied music education and opinions about controlling emotions after studying music education.

Literature Review

1. Literature related to emotional intelligence

Emotional intelligence is related to personality, motivation, and social and cognitive characteristics (Strelau & Zawadzki, 2008). The relationship between emotional intelligence and key aspects of mental health implies that the domain of emotional intelligence is important for success in life (Goleman, 1995). Musicians and music students with an appropriate, elevated level of emotional intelligence have an increased probability not only of functioning well at school or in the music profession but also of maintaining mental well-being and even better health. There is also evidence that the length of musical training increases the level of emotional intelligence Petrides et al., (2011).

Relatively few studies directly refer to the measurement of emotional intelligence as a separate factor in the psychosocial structure of people with musical abilities. Glenn (2011) On one hand, it may seem surprising to obtain such diverse results regarding the relationship between emotional intelligence and the different dimensions of the functioning of music professionals. On the other hand, such diverse results allow for the supposition that emotional intelligence is a feature that significantly codetermines achievements in the field of musical activities. Nogaj (2020).

Goleman suggests that measures of emotional intelligence may provide a better understanding of human intellectual processes than the previous example, Cardner (1983) divides personal intelligence into two categories, intrapersonal and interpersonal. Intrapersonal is defined by the core capacity to have access to one's feelings and life's range of effects or emotions: the capacity to instantly effect discriminations among these feelings and, eventually, to label them, to enmesh them in symbolic codes, to draw upon them as a means of understandingly favored intelligence quotients derived largely from verbal and mathematics-based testing procedures (Kaschub, 2002)

Specifically, Goleman's (1995) theory of emotional intelligence rests on the cornerstone supposition that self-awareness and the ability to control how one responds to one's moods or feelings is





the key to success. To develop this theory, Coleman drew upon a wide variety of sources including studies that detailed how different groups of people became successful or failed at their attempts at success.

The results of research in other subdisciplines of psychology indicate that elevated levels of emotional intelligence positively correlate with academic and professional achievements (Nogaj, 2020).

These findings indicate that music students are more aware of their emotions, both positive and negative, are better able to articulate their emotions, and can successfully apply their emotional knowledge. Daily practice on a musical instrument, where emotional expression is explored, may have helped the students to accept, express, and use their emotions. (Peistaraite & Clark (2020).

People believe that acknowledging and properly dealing with emotions adds to their well-being in everyday life. According to a recent meta-analysis, emotional intelligence is linked to better health. (Casino-García, 2019)

Emotional intelligence in this theory is not separate or unique, but simply a tool to achieve higher test scores (Kaschub, 2002).

2. Literature related-to Mental Health

In Western societies, evidence that university students are susceptible to mental health (MH) problems has sparked rising public concern (Campayo-Muñoz et al., 2017)

With the changing of time and age, people's understanding of health is more specific, the requirements of health also continue to improve, and the importance of mental health in people's overall health is also clearer.

The university period is a very important stage in life, which has a profound impact on the personal development of college students and has potential value for the development of the whole society in the future. Nowadays, due to various factors such as the rapid development of society and the integration of multi-cultures, some college students have psychological deviations. On the one hand, the opportunities and challenges brought by economic globalization and informatization make college students bear great psychological pressure in their studies and employment. On the other hand, the conflict between traditional values and modern culture, and the difference between personal development and social expectations have brought great impact on the mental health of college students. It leads to anxiety, depression, social distress, depression, self-denial, and other states and behaviors, that are inconsistent with the current requirements for college students.

Psychological problems restrict the healthy growth of college students, and not only have an important impact on college students but also bring many new problems, new opportunities, and new challenges to the ideological and political work of college students. (Qiang et al., 2008)

Jerald C Moneva argues that the importance of college students' mental health education has become increasingly prominent. Good mental health education can not only help college students understand themselves correctly, and cultivate a positive attitude towards life and the ability to cope with pressure but also promote their all-round development and improve their ability to adapt to society. (Moneva et al., 2020)

3. Music Education in Shandong University

Shandong University is A key comprehensive university with a long history, complete disciplines, strong strengths, and distinctive characteristics directly under the Ministry of Education, and is one of the key institutions of higher learning directly under the Ministry of Education, which has great influence at home and abroad. In 2017, Shandong University successfully entered the ranks of world-class universities (Class A) and is known as the origin university of modern higher education in China.

Over the past 120 years, Shandong University has been adhering to the educational purpose of "storing talents for the world and making the country rich and strong", and deeply practicing the school motto of "endless learning and magnificent atmosphere". forge ahead with enterprise and fortitude, the school spirit of "respecting reality and seeking new" has been accumulated, and a large number of outstanding talents with both virtue and talent have been trained, making important contributions to the economic and social development of the country and the region.





The main campus of the university is located in Jinan, Shandong Province, and there are branch campuses in Qingdao, Weihai, and other places, forming a multi-campus layout. Shandong University has a wide range of disciplines, including engineering, science, economics, law, literature, history, management, and art. The school has a high level of teaching staff, including many prestigious scholars and experts in various fields. Focusing on cultivating outstanding talents with innovative ability and international competitiveness, graduates have achieved outstanding performance in all walks of life. In general, Shandong University, as a famous university with a history of more than 100 years in China, enjoys a high reputation at home and abroad for its outstanding academic strength, rich experience in personnel training, and active social services

University music courses include:

1. Music Appreciation Course:

Music appreciation course is a wonderful course aimed at cultivating students' aesthetic ability in music. Through the in-depth study of music history, music style, music performance skills, and other aspects of knowledge, this course not only helps students to open the mystery of music but also focuses on cultivating their deep understanding of music works, as well as improving their perception and judgment of music. In music appreciation classes, students can learn about different types of music, such as classical music, jazz music, folk music, and other diverse musical forms. By learning and appreciating different musical styles, students can broaden their musical horizons and enhance their understanding and appreciation of diverse musical expressions.

2. Art Practice Courses:

The Art Practice program aims to develop students' creative expression skills in visual arts, music, dance, and other fields through practical creation and performance. Through practical art projects, students are encouraged to deepen their understanding and application of artistic skills, thereby improving their artistic creations.

3. Piano Playing and Singing lessons:

The University's Piano Performance and Singing program aims to develop students' professional skills and artistic expressiveness in piano playing and singing. By focusing on music theory, technical training, and performance practice, this course aims to help students build a solid musical foundation and improve their skills in piano playing and singing. Through systematic training and practical playing experience, students will develop independent and expressive piano playing and singing skills.

4. Orff Music Education Practice Course:

Orff Music Education Practice Course is a training course based on the Orff music education method, which aims to train music educators to use the Orff method in teaching practice. The Orff method of music education, founded by German music educator Carl Orff, emphasizes the development of students' musical ability through experiential, interactive, and creative musical activities.

Conceptual Framework

The conceptual framework of this research is illustrated in Figure 1.



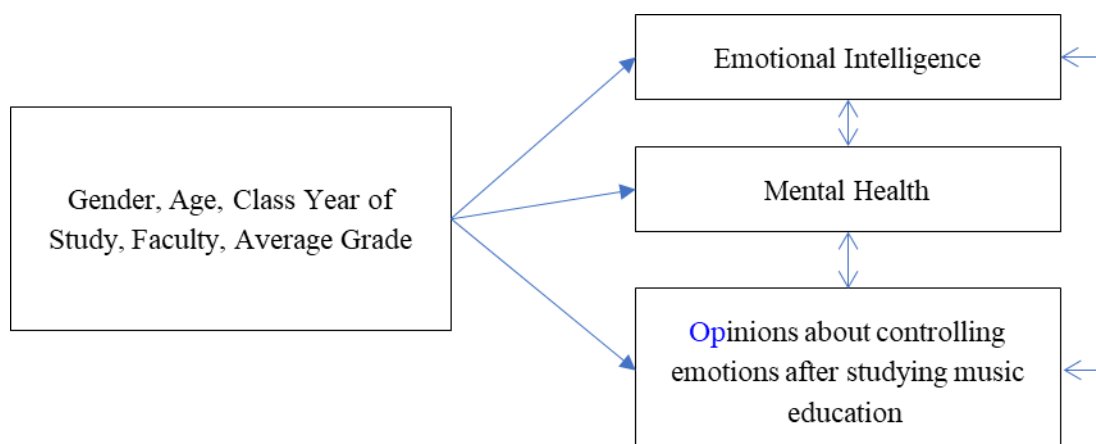


Figure 1 Conceptual framework of this research

Methodology

1. Type of research

This research is quantitative research using a questionnaire survey. The researcher used a deductive approach in writing this article through a questionnaire survey. This is largely supported by existing empirical research evidence. A literature review was, therefore a literature review was conducted from documents and articles in various journals, on music education related to the emotional intelligence and mental health of students.

2. Population, Sample Group, and Sample Randomization Methods

The population of this study was approximately 1,500 vocational students from Shandong University of Foreign Languages who had previously studied music education in one or more courses at the university in 2023. Simple random sampling was performed using Yamane's table. To obtain the sample used in this study. A total of 316 students from all faculties and years were selected as the sample to answer the questionnaire.

To obtain a sample that can be representative of the entire population studied and has qualifications covering the characteristics of Shandong University students, including age, gender, faculty, and class year of study. The researcher then used Taro Yamane's (Yamane, 1973) formula to calculate the sample size with a confidence level of 95% and a margin of error of $\pm 5\%$, calculated as follows:

$$n = N / (1 + N * e^2)$$

Where n was the sample size, N = population size 1,500 students, e = 5 percentage point error

According to the formula above, the calculated sample size was:

$$n = 1.500 / (1 + (1,500 * 0.05^2)) = 315.79$$

Therefore, we randomly selected 316 students from Shandong University who had previously studied music education in 2023 as the sample for this survey. Such a sample size can represent the population

3. Research instrument

The instrument used is a questionnaire created based on principles regarding emotional intelligence and Mental Health. The structure is divided into 3 sections: The first section was general information about students' information and music education and opinions about controlling emotions after studying music education. The second and third sections were about emotional intelligence, and Mental Health, with 10 questions each. They were 5-choice Likert-scale questions.

4. Instrument testing

4.1 Reliability Test



The reliability test questionnaire consists of two areas: emotional intelligence, and mental health. Reliability testing was conducted using a sample of 35 people who had the same characteristics as the sample but were not part of the sample. Test results: The coefficient α in the emotional intelligence scale had a value of $\alpha=0.933$, Mental Health had a value of $\alpha=0.935$, and the entire version $\alpha=0.966$. The obtained alpha value indicates that this questionnaire is reliable.

4.2 Validity Test

A validity test was conducted by having 3 experts examine the questions in the questionnaire. If any questions Experts are certain that the questions measured following the theoretical content give a score of +1, if unsure, give a score of 0, and if not sure, give a -1. Then take the IOC (Index of item objective congruence) value, which is the average score of each question from Each of the 3 experts by averaging the scores from all 3 experts. The test results found that the IOC value from the 30 questions was between 0.5 and 1.00 and the entire IOC value was equal to 0.8. It can be considered that This **questionnaire is valid**.

5. Data Collection.

A total of 316 questionnaires were distributed online using the “WeChat” application and respondents returned them online as well. It was able to collect 316 questionnaires, of which 316 were collected, with a total rate of 100%.

6. Statistical Analysis.

This study will use statistics to analyze the data obtained. Selecting statistics that are appropriate to the study objectives as follows:

6.1 Descriptive statistics such as frequencies and percentages were used for general information and music education information of the sample, and the average and standard deviation for analyzing emotional intelligence and Mental Health score data.

6.2 A t-test and One-way analysis of variance were used to analyze differences between emotional intelligence and mental health average scores classified by sample characteristics and music education.

6.3 Pearson correlation statistics analysis was used to analyze the relation between emotional intelligence and mental health average scores.

The researcher used a statistical package SPSS to analyze the data with the above statistics.

Results

1. Overall information of the sample

Overall information on the sample of Shiengdong University students is shown in Table 1

Table 1 The proportion of sample

Variable	Frequency	Percentage
Gender	316	100.00
Male	156	49.37
Female	160	50.63
Age	316	100.00
17-18 years	67	21.20
19-20 years	102	32.28
21-22 years	86	27.22
More than 22 years	61	19.30
Class Year of Study	316	100.00
Freshmen	43	13.61
Sophomore	143	45.25
Last year	130	41.14
Faculty	316	100.00
International Education College	106	33.54
Business Management College	98	31.01



Variable	Frequency	Percentage
International Language College	112	35.44
Average Grade	316	100.00
Below average	26	8.23
Medium	169	53.48
Good	121	38.29

The overall information of the sample from Table 1, there was approximately the same ratio of male and female students at 49.37% and 50.63%, with an age group of 19-20 years old at 32.28%, 21-22 years old, 17-18 years old, and more than 22 years old were at 27.22%, 21.20%, and 19.30% respectively. They were sophomore student at 45.25%, last year students at 41.14%, and freshman students at 13.61%. The faculty in which they studied were international language college 35.44%, international education college 33.54%, and business management college 31.01%. The last was average grade, the group of the medium grade was 53.48%, the good grade was 38.29%, and below average was 8.23%

2. Compare emotional intelligence and mental health average scores by general information variables of the sample

2.1 Compare the average score of emotional intelligence classified by gender, age, class year of study, faculty, and average grade with a t-test and one-way analysis of variance (ANOVA) as shown in Table 2.

Table 2 Compare average score of emotional intelligence score classified by gender, age, class year of study, faculty, and average grade

Variables	N	Average	SD	t	F	df
Gender	316			0.359		313.856
Male	156	3.565	0.843			
Female	160	3.531	0.846			
Age	316	3.547	0.844		4.158**	3, 312
17-18 years	67	3.457	0.930			
19-20 years	102	3.366	0.926			
21-22 years	86	3.767	0.695			
More than 22 years	61	3.641	0.716			
Class Year of Study	316	3.547	0.844		.086	2, 313
Freshmen	43	3.512	0.906			
Sophomore	130	3.567	0.857			
Last year	143	3.538	0.813			
Faculty	316	3.547	0.844		.031	2, 313
International Education College	106	3.563	0.853			
Business Management College	98	3.535	0.843			
International Language College	112	3.544	0.843			
Average Grade	316	3.547	0.844		88.054***	2, 313
Below average	26	2.046	0.273			
Medium	169	3.478	0.885			
Good	121	3.967	0.287			

*p<.05, **p<.01, ***p<.001

From Table 2, the emotional intelligence average score of male students was 3.565 and female students was 3.531, that was no statistically significant difference between genders when a t-test was used (t=0.359, df=313.856).



There was a significant difference in emotional intelligence average scores between age of students ($F_{3,312}=4.158$, $p<.01$) with students aged 21-22 years having the highest average (3.641), followed by groups of students over 22 years old, 17-18 years old, and 19-20 years old (3.641, 3.457, and 3.366 respectively). And from testing pairwise differences using the Scheffe method, it was found that among students aged 21-22 years, there was a higher mean than the 19-20-year-old group with statistical significance ($d=.408$, $p<.05$)

There was no significant difference in emotional intelligence average score between the class year of study of students ($F_{3,312}=0.086$) although last year's students had the highest average at 3.538, followed by groups of sophomores, and freshmen (3.567, and 3.512 respectively).

There was no significant difference in emotional intelligence average scores between faculty ($F_{2,313}=0.31$). Where students of international education college had an average score of 3.563, international language college had an average score of 3.544, and business management college had an average score of 3.535

Average grade, there was a significant difference in emotional intelligence average score between the average grades of students ($F_{2,313}=4.158$, $p<.001$) with students with good average grades having the highest average score at 3.967, students with medium average grade had at 3.478, and students of below average had at 2.046. From testing pairwise differences using the Scheffe method, it was found that students of good grades had a statistically significant higher mean than both of the medium-grade students ($d=0.489$, $p<.001$) and the below-average grade students ($d=1.921$, $p<.001$). Also, students of medium grade had a statistically different higher mean than the below-average grade students ($d=1.432$, $p<.001$).

2.2 Compare the average score of mental health classified by gender, age, class year of study, faculty, and average grade with t-test and one-way analysis of variance (ANOVA) as shown in Table 3.

Table 3 Compare average score of mental health scores classified by gender, age, class year of study, faculty, and average grade

Variables	N	Average	SD	t	F	df
Gender	316			.200		313.944
Male	156	3.534	0.837			
Female	160	3.515	0.847			
Age	316	3.524	0.841		4.139**	3, 312
17-18 years	67	3.415	0.905			
19-20 years	102	3.353	0.933			
21-22 years	86	3.744	0.674			
More than 22 years	61	3.621	0.750			
Class Year of Study	316	3.524	0.841		0.024	2, 313
Freshmen	43	3.502	0.895			
Sophomore	143	3.534	0.854			
Last year	130	3.522	0.814			
Faculty	316	3.524	0.841		0.252	2, 313
International Education College	106	3.524	0.838			
Business Management College	98	3.481	0.847			
International Language College	112	3.563	0.844			
Average Score	316	3.524	0.841		89.412***	2, 313
Below average	26	2.046	0.277			
Medium	169	3.440	0.889			
Good	121	3.960	0.242			

* $p<.05$, ** $p<.01$, *** $p<.001$

From Table 3 the average mental health score, for male students was 3.534, and for female students was 3.515, that was no statistically significant difference between genders ($t=0.200$, $df=313.944$).

There was a significant difference in mental health average scores between the ages of students ($F_{3, 312}=4.139$, $p<.01$) with students aged 21- 22 years having the highest average (3.744), followed by groups of students over 22 years old, 17-18 years old, and 19-20 years old (3.621, 3.415, and 3.353 respectively), And from testing pairwise differences using the Scheffe method, it was found that among students aged 21-22 years, there was a high mean. than the 19-20-year-old group with statistical significance ($d=.391$, $p<.05$)

There was no significant difference in mental health average scores between class years of study of students ($F_{2, 313}=0.024$) with sophomore students having the highest average at 3.534 followed by last year's students and freshmen students (3.522, and 3.502 respectively).

There was no significant difference in mental health average score between faculty ($F_{2,313}=0.252$) Where students of international language college had an average score of 3.544, international education college had an average score of 3.563, and business management college had an average score of 3.535

Average score, there was a significant difference in mental health average score between the average score of students ($F_{2,313}=89.412$, $p<.001$) with students with good average grades having the highest average score at 3.960, students with median average grade had at 3.440, and students of below average had at 2.046. From testing pairwise differences using the Scheffe method, it was found that students with good grades had a statistically significantly higher mean than both of the medium-grade students ($d=0.521$, $p<.001$) and the below-average grade students ($d=1.914$, $p<.001$). Also, students of the medium grade were statistically different higher mean than the below average grade students ($d=1.393$, $p<.001$).

3. Emotional Intelligence and Mental Health Average Score and Correlation

The researchers determined the relationship between emotional intelligence and mental health average score by using the Pearson correlation coefficient. The researcher asked about opinions about controlling emotions after studying music education from the sample group, so the average score from this section was brought into the relationship as well. As shown in Table 4

Table 4 Pearson's coefficient correlation of emotional intelligence, mental health, and opinions about controlling emotions after studying music education average score.

Variables	Average	S.D.	Pearson's Coefficient Correlation		
			(r _{xy})		
			EI	MH	Op.
Emotional Intelligence (EI)	3.55	0.84	1.000	0.908**	0.857**
Mental Health (MH)	3.52	0.84		1.000	0.882**
Opinions about controlling emotions after studying music education (Op.)	3.49	0.83			1.000

**p<.01

From Table 4, the average emotional intelligence score was 3.55, which was at a high level. The mean mental health average score was 3.52, also at a high level. while the opinions about controlling emotions after studying music education average score. The average value was 3.49, which was at a moderate level.

When considering the Pearson correlation coefficient, the emotional intelligence score, and the mean mental health average score, there is a statistically significant positive relationship ($r_{xy}=0.908$, $p<.01$), and when these two variables are taken to find a relationship with the opinions about controlling emotions after studying music education average score, it was found that the opinions about controlling emotions after studying music education average score was a significant positive relationship statistically with the average



score of emotional intelligence ($r_{xy}=0.857$, $p<.01$) and was a statistically significant positive relationship with the average mental health score ($r_{xy}=0.882$, $p<.01$).

Discussion

The results show that the emotional intelligence and mental health average scores of Shengdong University students were significant statistical differences between groups of age.

The results show that younger students experience many psychological problems, and for freshmen, their anxiety may be partly caused by adjustment disorders, especially when they are separated from their parents and friends when they have to adapt to the new environment, there is also a certain amount of study pressure. Consistent with the conclusion of Lee, et.al (2009) and others, anxiety, depression, and pressure are closely related to freshmen's adaptation to college life. The psychological quality of college students gradually improves with the growth of age. Compared with lower-age students, senior students have more perfect individual cognition, richer social experience, and more mature psychological development. Consistent with the results of Chen, et.al (2002), and Cuttilan et. al (2016), There were significant differences in the psychological health states of students of different ages.

The research results show that Shandong University students with excellent performance often show a high level of emotional intelligence and good mental health, which reflects that students have a strong ability in self-cognition and sensitive perception and understanding of others' emotions. Students with high performance often know how to deal with emotions effectively and regulate their emotions to maintain focus. This contributes to improved academic achievement, which has a mutually reinforcing relationship with good mental health. Consistent with the conclusion of Johnson (2016) they understand psychological problems and are good at regulating emotions, they are balanced, empathetic, self-aware, and sociable.

The research results found that the average emotional intelligence score of Shandong University students was positively related to the average mental health score. Emotional intelligence is closely related to mental health and is closely related to an individual's emotional state and social ability. Emotional intelligence is the self-recognition of an individual's inner emotions, the perception and deep understanding of the emotions of others in the surrounding environment, and the ability to skillfully use this emotional information in daily thinking and behavior. Mental health is an individual's balance of cognition, emotion, and behavior. Mentally healthy students tend to have higher emotional intelligence because they can better manage their emotions, better face pressure and challenges, recover from difficulties quickly, and maintain mental health. This mutually promoting relationship enables students to establish a good self-cognition and understand their emotional needs, to effectively communicate with others. Consistent with research by Faghripour, et al. (2011) high levels of emotional intelligence are significantly associated with good mental health, while low levels of emotional intelligence are associated with certain mental disorders and, found that emotional intelligence higher levels are positively associated with better mental and physical health. This indicates that the relationship between the trait of emotional intelligence and mental health is important.

Conclusion

From the research, the main conclusions are as follows.

The average emotional intelligence score and mental health score of Shandong University students were at a high level. When comparing the averages of these two average scores with the overall information of the students, it was found that

There were statistically significant differences in the average emotional intelligence and mental health scores between different groups of ages and groups of average grades. However, there were no significant differences between gender, class year of study, and faculty they studied.

When the average score of emotional intelligence and mental health were taken to find a correlation, it was found that the average of these two variables had a statistically significant positive relationship. It was also found that these two variables had a significantly positive relationship with average about controlling emotions after studying music education score.





Recommendation

Suggestions for future research

1. Deepen the research content: Further explore the influence mechanism of music education on college students' emotions and emotions, and further study the influence of different types of music, music activities, and music teaching methods on college students' emotions and emotions, as well as the mechanism of such influence at the individual and social levels.

2. Expand the research scope: The research scope can be expanded to include different regions and different types of colleges and universities to have a more comprehensive understanding of the influence of music education on college students' emotions and emotions. At the same time, we can further explore the emotional changes of different groups of college students (such as different majors, different genders, different grades, etc.) in music education.

3. Combine with other disciplines: the research methods and techniques of psychology, pedagogy, and other disciplines can be combined to further explore the connection between music education and college students' emotions.

4. Strengthen teacher training: It can strengthen teacher training, improve teachers' awareness of the importance of music education in the emotional development of college students, and improve teachers' ability and quality to carry out effective music education.

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