PROMOTING EFFECT OF TRADITIONAL MUSIC EDUCATION ON THE PSYCHOLOGICAL CAPITAL OF COLLEGE STUDENTS

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Abstract

For college students, psychological capital (PsyCap) reflect their positive and developmental state. In this paper, the theories on traditional music education are combined with psychological theories to detail the promoting effect of traditional music education on the PsyCap of college students. The overall situation of PsyCap of college students was obtained through a questionnaire survey on the four dimensions of PsyCap, namely, hope, optimism, confidence and toughness. The survey shows that college students generally have a good PsyCap, with no significant difference between males and females; the PsyCap changes greatly from freshmen and sophomores, and tends to be stable for junior and senior students. On this basis, a group intervention program with traditional music was designed and applied for a contrastive experiment on college students. The experimental results show that the students intervened by traditional music had much better PsyCap than those not intervened. This research provides new empirical results on the role of traditional music education on PsyCap construction of college students.

Key words: Traditional Music Education, Psychological Capital (PsyCap), College Students, Questionnaire.

INTRODUCTION

In 1997, the famous American scholar and economist Goldsmith proposed the concept of psychological capital, and the personality characteristic that can affect individual production efficiency is called the psychological capital (Luthans, Avey, & Patera, 2008). After that, many scholars have given different definitions for psychological capital, wherein Luthans et al. define the psychological capital as the positive psychological state exhibited by the individual in the process of growth and development, it is a psychological state that can be managed, developed and measured, including four dimensions: hope, optimism, confidence and toughness (Nielsen, Newman, Smyth et al., 2016). Psychological capital has significant correlation with individual happiness, mental health, behavior, performance and positive attitude, etc. (Chen, Wen, Kong et al., 2017), so the research on college students’ psychological capital is of great significance.

Domestic researches on the psychological capital of student groups, especially the ones on the group of special students, have a history of more than ten years. Zhou Zongkui and Pan Qingquan found that non-impoverished college students and impoverished college students have significant differences in the psychological capital (Dello Russo and Stoykova, 2015); Chen Guilan believes that non-impoverished college students and impoverished college students have no significant difference in the dimension of hope (Luthans, Luthans, & Luthans, 2014). After research, Wang Jia concluded that the psychological capital of college students has significant differences in terms of gender, major, and grade, etc. (Avey, 2014). Cao Xingtian et al.
took college students from a college in Anhui Province as an example, and used the psychological capital scale compiled by Ke Jianglin to investigate the psychological capital of college students, and he believes that, except for some individual dimensions of the questionnaire, there is no significant difference in the total score of the psychological capital of college students in terms of demography (Culbertson, Fullagar, & Mills, 2010). In 2005, Luthans proposed the theory of psychological capital intervention (PCI), and took students and managers in each organization as examples to conduct a series of tests on the effectiveness of PCI. The results showed that the psychological capital level of the subjects in the experimental group was significantly improved, which had verified the effectiveness and rationality of PCI micro intervention (Miles, 1911). Chinese scholars Sun Xiaolong, Xu Wei and others have also proposed a series of psychological capital intervention theories, but lacked empirical researches (Hargreaves, 1986). Music is the art work created by people based on their emotional and life experience. It can also inspire people's will while expressing their thoughts and feelings. Chinese traditional music is an important embodiment of Chinese national spirit and humanistic spirit, and it has a positive role in promoting people's mental health (Krumhansl, 1995). A study by the former Soviet music therapist Bruscia showed that different musical tunes can regulate people's emotions and make people's personality and spirit more mature (Trehub, 2003). Moreover, the researches of some scholars have shown that music group therapy has a promoting effect on college students' emotions and mental health. Foreign universities have set up music therapy projects since the 1940s. Different schools have also proposed different theories. China introduced music therapy since the 1980s and it developed rapidly over the next 20 years (Schulkind & Hennis, 1999).

Based on the above analysis, this paper combines traditional music education theories with the psychological theories to explore the positive role of traditional music education on the construction of college students' psychological capital; with Luthans' psychological capital classification as the theoretical basis, it designed a survey questionnaire of college students' psychological capital from the four aspects of hope, optimism, confidence and toughness, and investigates and analyzes the overall situation of college students' psychological capital and the differences in gender and grade; then the paper summarizes the current situation of college students' psychological capital level, and designs a music group counseling program with traditional music as the carrier based on the survey results; the subjects are divided into an experiment group and a control group, and the comparative analysis is adopted to verify the positive effect of traditional music education on the construction of college students' psychological capital.

### RESEARCH ON THE CURRENT SITUATION OF COLLEGE STUDENTS' PSYCHOLOGICAL CAPITAL

Based on Luthans' psychological capital classification, this paper designs the psychological capital questionnaire of college students from the perspective of hope, optimism, confidence and toughness. Using random and stratified sampling methods, 350 students from several colleges and universities in Guangzhou were selected for the questionnaire survey. A total of 326 valid questionnaires were returned with an effective rate of 93.14%. Table 1 shows the basic situation of the subjects.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of people</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>102</td>
<td>31.29%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>72</td>
<td>22.09%</td>
</tr>
<tr>
<td>Junior</td>
<td>78</td>
<td>23.93%</td>
</tr>
<tr>
<td>Senior</td>
<td>74</td>
<td>22.70%</td>
</tr>
<tr>
<td>Male</td>
<td>128</td>
<td>39.26%</td>
</tr>
<tr>
<td>Female</td>
<td>198</td>
<td>60.74%</td>
</tr>
</tbody>
</table>

By referring to domestic and foreign literatures (Joseph, 1988) we found that, currently, the researches on the influence of psychological capital construction and music education on mental health have achieved rich results, but there are few relevant theoretical and practical research results on Chinese traditional music and the construction of college students' psychological capital and these researches are not mature enough.
The overall situation of college students' psychological capital

Figure 1. Survey results of college students' psychological capital

Figure 1 shows the survey results of the overall situation of college students' psychological capital. From the figure, it can be seen that in the survey results, the highest score of the college students' psychological capital is 133, the lowest score is 23, the total average score is 91.3, which is larger than 77, the average score of the questionnaire, indicating that the overall situation of college students' psychological capital is good.

Analysis of the differences in college students' psychological capital

Differences in gender

Figure 2. Gender differences in college students' psychological capital

It can be seen from Figure 2 that the scores of male and female students are very close in the two dimensions of hope and gender, the t-test result shows that there is no significant difference between male and female students in these two aspects; while male students' scores are significantly higher in the two dimensions of confidence and toughness, and the t-test result shows that there are significant differences between male and female students in these two dimensions. In addition, the scores of the psychological capital of male and female students are 91.84 and 90.60 respectively, and there's no significant difference between the two.

Differences in grade

It can be seen from Figure 3 that the hope factor of college students' psychological capital level is the highest in the freshman year, the lowest in the sophomore year, and it tends to be stable in the junior and senior years. The optimism factor declines from the freshman year to the senior year. The confidence factor is the highest in the freshman year, then it shows a downward trend in the sophomore year and the junior year, and rebounds in the senior year. The change of the toughness factor is basically the same with the hope factor.

Figure 3. Grade differences in college students' psychological capital

From the change of the total score of college students' psychological capital in Figure 4, it can be seen that the psychological capital of college...
students in the freshman year is in the best condition, the sophomore year is in the worst condition, and it tends to be stable after the junior year.

Figure 4. Changes in the total score of college students' psychological capital

According to the above survey results, it can be seen that the overall psychological capital level of college students is in a good condition, there are significant differences in the gender sub-scale, the difference in the total scale is not significant, and there are significant differences in the grade.

EMPIRICAL STUDY ON THE POSITIVE ROLE OF TRADITIONAL MUSIC ON THE CONSTRUCTION OF COLLEGE STUDENTS’ PSYCHOLOGICAL CAPITAL

Research purpose and method
Research purpose and subject selection
In order to verify whether traditional music has a positive effect on the construction of college students’ psychological capital, this paper adopts online recruitment and posters to recruit subjects from a university in Guangdong Province for the group activities. After screening, 46 qualified subjects were selected from the applicants and subject to the traditional music group activities, they were divided into an experimental group and a control group, the specific conditions are shown in Table 2.

Design and implementation of group activity program for the construction of college students' psychological capital using traditional music
In order to infiltrate students into the artistic conception and spirit expressed by traditional Chinese music culture and improve college students’ psychological capital conditions through the education of traditional music, this paper designed several traditional music activity programs with Children’s Interest(童趣), Love for the Motherland(爱祖国), Love for Peace(爱和平), Beauty of the Hometown(家乡美), On-campus(校园里), and ideality(理想) as the themes. Each week, a theme was played, the duration of each theme was 1.5 hours, and the program lasted for 6 weeks. The group activities of each time can be divided into four links: traditional music appreciation, traditional music learning, traditional music singing and traditional music performance. Taking the “ideality” activity program as an example, the group activities mainly include appreciation of the Cantonese song "Step by Step(步 步 高)", the teacher explains the mood and rhythm of the song to the students, and teaches them the singing skills of the song "When I grow up, I will become you(长大后我就成了你)" which is sung by students, other students use dance to perform the music work "The dream of a little paper boat(小纸船的梦).

According to the group activity program, the subjects in the experimental group were subject to the group experiment, while the subjects in the control group conduct their normal living and learning according to their habits, and no intervention was applied. Before and after the experiment, the psychological capital self-rating scale was used to evaluate the subjects in the two groups.

Table 2. The situation of college students’ psychological capital group activities

<table>
<thead>
<tr>
<th>Classification</th>
<th>Gender</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
<td>Male</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Experimental group</td>
<td>Male</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>11</td>
</tr>
</tbody>
</table>
Research results

Analysis of the differences between the control group and the experimental group

Figure 5 shows the differences in the pre-test average scores of each dimension in the psychological capital self-rating scale between the control group and the experimental group, the scores of the two groups are 80.23 and 80.71, respectively. The result of t-test shows that there is no significant difference in the psychological capital before the experiment.

Figure 6. Comparison of pre-test and post-test differences in the control group

It can be seen from Figure 6 that there is no significant difference in the scores of each dimension and total scores of the psychological capital level of the control group before and after the experiment, it indicates that in the natural growth state, the change in the psychological capital level of the students is not obvious.

Comparison of pre-test and post-test differences in the experimental group

It can be seen from Figure 7 that after the subjects in the experimental group were subject to the traditional music group intervention, the scores of each dimension of the psychological capital were significantly improved, and the total average score of psychological capital increased from 80.71 to 91.36 after the experiment. The t-test results show that there are significant differences between the pre-test scores and the post-test scores of the experimental group, indicating that traditional music can play a positive role in improving the psychological capital level of college students.

Figure 7. Comparison of pre-test and post-test differences in the experimental group

Analysis of post-test differences between control group and experimental group

Figure 8 shows the post-test scores of the psychological capital of the control group and the experimental group. It can be seen from the figure that the post-test scores of the experimental group were significantly higher than those of the control group, the post-test scores of the psychological capital scale of the
control group and the experimental group are 80.32 and 91.36, respectively. The t-test results show that there are significant differences between the two groups, which again indicates that traditional music group intervention can improve the psychological capital of college students.

**Figure 8. Differences between the control group and the experimental group**

![Graph showing differences between control and experimental groups](image)

Experimental group subjects’ evaluation on the group activity

**Figure 9. Experimental group’s satisfaction with group activities**

![Bar chart showing satisfaction levels](image)

Figure 9 shows the evaluation results of subjects in the experimental group on the group activity. It can be seen from the figure that 65.21% of the subjects expressed satisfaction with the activities of the traditional music group and believed that they could integrate into the traditional music group activities, and the group activities improved their positive attitude and self-confidence in life.

**CONCLUSIONS**

Music can express people's thoughts and emotions and inspire their will. Traditional music is an important manifestation of Chinese national spirit and humanistic spirit. It can regulate people's emotions and promote their mental health. This paper took the positive role of traditional music on the construction of college students' psychological capital as the research purpose and carried out corresponding research, the specific conclusions are as follows:

1. The survey results of the current situation of college students' psychological capital level showed that, the overall psychological capital level of college students is in a good condition, there are significant differences in the gender sub-scale, the difference in the total scale is not significant, and there are significant differences in the grade.

2. In order to verify whether traditional music education has a positive effect on the construction of college students' psychological capital, this paper designed and implemented a traditional music group activity program with Children's Interest, Love for the Motherland, Love for Peace, Beauty of the Hometown, On-campus, and ideality as the themes.

3. This paper adopted the comparative analysis method and verified that the traditional music group activity program can play a positive role in improving the psychological capital level of college students.

**REFERENCES**


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