

# *Research on the Mental Health of College Art Students*

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**Abstract:** There are many reasons affect the mental health of art students in universities, including the influence of an inadequate social atmosphere, the cognitive prejudice of social people toward art and sports students, and the influence of school management and classroom teaching methods. Given this, this paper takes the mental health of college art students as the mainline. It investigates the mental health status of art students at the Shandong University of Art through a questionnaire survey. Finally, the subjective factors affecting their mental health were explored through questionnaire analysis, and targeted improvement measures were put forward.

## **1. Introduction**

Contemporary art college students are more emotional, active in thinking, and innovative in spirit, but they have emotional instability, strong self-consciousness, and their self-discipline consciousness is relatively weak. In addition, their political pursuit is not high, which is negative and even resistant to ideological and political education and administrative work. Due to the particularity of professional learning, professional training is carried out in other places before the college entrance examination, and most students live independently, which enhances these art students' independent consciousness and social practice ability. However, because they are not fully mature, they are vulnerable to the bad social atmosphere, which undoubtedly negatively impacts the administrative work of colleges and universities.

At present, many scholars have conducted in-depth research on the mental health problems of art students. Fang et al.<sup>[1]</sup> used the SCL-90 symptom self-evaluation scale to investigate the mental health status of 218 higher vocational art students and found that the mental health problems of art students were generally bigger than those of ordinary students. Li Jing et al.<sup>[2-6]</sup> explored the status and influencing factors of the mental health of art students and put forward corresponding preventive countermeasures according to each influencing factor. Some scholars have innovatively put forward strategies for mental health education for art students, such as Gao Yang Xiaohui's painting therapy<sup>[7]</sup> and the positive psychological assistance method proposed by Cao Haibo et al.<sup>[8]</sup>.

The mental health problems of art students should not be underestimated and need to be widely concerned from all walks of life. Based on analyzing the current situation of the mental health of art students, this paper deeply analyzes the influencing factors of art students. Finally, it puts forward the solutions to the mental health problems of art students.

## 2. Study on the Mental Health Status of art students based on questionnaire survey

### 2.1 The design of the questionnaire

The mental health questionnaire consists of 12 questions that mainly involve the sensitivity to stress. Each question set five options, according to the stress sensitivity from large to small is A-E. This paper set an A-E score of 5, 4, 3, 2, 1. The higher the total score indicates, the greater the psychological pressure, and the specific questionnaire content, as shown in Table 1.

Table 1: The Art Student Mental Health Questionnaire

Number	Mental health-related issues	Pressure sensitivity					
		A	B	C	D	E	
1	Parents always compare themselves with others.	evaluation	huge	big	commonly	small	minuteness
	Parents feel that it is expensive to study art and always complain.	evaluation	huge	big	commonly	small	minuteness
3	Learning art outside all the year-round cannot get parents' care.	evaluation	huge	big	commonly	small	minuteness
	Parents felt that studying art had wasted their studies.	evaluation	huge	big	commonly	small	minuteness
5	Lack of self-awareness, think that parents can arrange everything.	evaluation	huge	big	commonly	small	minuteness
	Due to their poor performance have to go to the art road, so their psychological adjustment ability is poor.	evaluation	huge	big	commonly	small	minuteness
7	Compared with each other, feel pressure.	evaluation	huge	big	commonly	small	minuteness
	Many students around them with bad habits are easily affected by them.	evaluation	huge	big	commonly	small	minuteness
9	The school's education method is mostly professional course training, and every day is boring training.	evaluation	huge	big	commonly	small	minuteness
	When psychologically frustrated, there is no relevant teacher for consultation.	evaluation	huge	big	commonly	small	minuteness
11	Teachers only pay attention to the level of professional courses and do not consider the overall development of students.	evaluation	huge	big	commonly	small	minuteness
	The teacher's teaching method is too traditional.	evaluation	huge	big	commonly	small	minuteness

### 2.2 Distribution and recovery of the questionnaires

The main object of the questionnaire survey was 500 art students from Shandong University of the Arts. With the assistance of counselors and student cadres, the questionnaire was distributed

uniformly. Finally, 481 questionnaires were collected, and the sample recovery rate was 96.2%. According to the standard of invalid questionnaires, 17 were removed (too strong answer regularity, wrong options, or missing selection), and 464 valid questionnaires were taken for research and analysis. The overall recovery rate of effective questionnaires was 92.8%.

### 2.3 Effectiveness test of the questionnaire

Before the questionnaire analysis, this paper first uses the Cronbach's Alpha coefficient and the Bartlett + KMO test to test the reliability and validity of the questionnaire separately, and finally confirms the validity of the questionnaire. They are shown in Table 2 and Table 3, respectively.

After the comparative analysis in Table 2, the Cronbach's Alpha coefficient of each dimension is higher than 0.7, so the results of this questionnaire show a good reliability level, which can be used for subsequent research and analysis.

Table 2: Reliability analysis results

Variable	$\alpha$ reliability	Number of questions
Family factor	0.762	4
Personal reasons	0.728	4
School reason	0.885	2
Teacher reason	0.820	2
Totality	0.844	12

In the KMO and Bartlett's test of Table 3, the KMO value was 0.849, above 0.7, and the significance level of Bartlett's sphericity test was 0.000, below 0.05, so the questionnaire quantity Table has sufficient validity for subsequent cause discussion and protocol formulation.

Table 3: KMO and the Bartlett's test

KMO		0.849
Test of Bartlett	Approximate chi square	3451.137
	Df	528
	Sig.	0.000

### 2.4 Questionnaire results analysis

Further statistics and analysis of the questionnaire were calculated with the help of Likert Level V Table, as shown in Table 4.

Table 4: Likert level V Table

Variable	Average(M)	Standard deviation(SD)
Family factor	3.46	0.60
Personal reasons	3.66	0.70
School reason	4.30	1.01
Teacher reason	4.29	0.94
Totality	3.38	0.57

It can be seen from the detailed questionnaire survey data that the average stress sensitivity of art students at the Shandong University of Arts is 3.38 points. It was 0.38 points higher than the critical value of 3 points, proving that Art students at Shandong Academy of Arts generally have mental health problems. From the comparative analysis, it can be seen that their mental health problems mainly come from the school and teachers. Therefore, this paper will focus on analyzing the solution to the mental health problems of college art students from the two aspects of schools and teachers.

### 3. Solution to the mental health problems of art students

Through the questionnaire analysis in the previous section, we can see that the school and teacher factors occupy the absolute position of the factors affecting the mental health of art students. Therefore, to improve the psychological problems of art students, it should be conducted from two aspects: school environment and teacher quality, which are as follows.

#### 3.1 School level

Given the mental health problems of art students, schools should actively perform their duties.

First of all, schools should strengthen mental health education leadership for art and physical health students. The purpose of mental health education is to promote the development of a healthy personality, which is conducive to improving individual character. It is an inevitable link in the process of individual socialization and also the practical demand for quality education and all-around development. School leaders should attach great importance to it and realize that mental health education and art and sports courses have an extremely important and far-reaching impact on art and sports students' healthy growth and development. At the same time, the school should set up a working group composed of a special person to provide a solid guarantee for the development of mental health education work so that the school's mental health education will develop vigorously.

Secondly, there should be a targeted psychological special lecture.

In the daily teaching process, it will be found that students will have different but common problems, so that we can give special lectures on the psychological problems shown by students. In addition, the survey found that students in art and broadcast maladaptability and emotional volatility were significantly higher than those of music students. Therefore, the school can combine the characteristics of art students and broadcast students, such as "emotional self-regulation" and "adaptability problems" and other lectures. To play the best effect of psychological lectures, we should pay attention to the lecture time, times, and so on so that students resonate.

Finally, the school should create a harmonious campus psychological and cultural atmosphere.

#### 3.2 Teacher level

In addition to the routine mental health education courses and psychological lectures, it is also very important to permeate a strong psychological atmosphere on the whole campus, gradually affecting and infecting all the teachers and students. Therefore, the school can use the campus radio station, school newspaper, newspaper column, blackboard newspaper, Monday flag-raising ceremony under the national flag speech, and other ways to popularize mental health knowledge. At the same time, the school can also carry out the thematic mental health activity month so that all the teachers and students can participate in the mental health initiative activities and expansion activities, regularly for art and physical students to appreciate psychological movies, carry out psychological hand copy newspaper competition, psychological knowledge competition and so on. Let psychological activities everywhere, create a campus culture with psychological characteristics, infiltrate every student, help students with white help.

### 4. Conclusion

As a special group of students, the mental health problems of art students cannot be underestimated. Therefore, according to the personality characteristics of students majoring in art majors, students should be given some time and space to display their talent and creation, give students more respect and acceptance, more appreciation and care, and effectively enhance their

psychological flexibility.

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