

Theoretical Review for the Influencing Factors of Healthy Lifestyle on the Mental Health and well-being of Music College Students

TING WANG¹, JUNAINAH ABD HAMID^{2*}, JACQUILINE THAM³

^{1,2,3}Management and Science University, Postgraduate Center, Selangor Darul Ehsan, Shah Alam, 40100, Malaysia, ¹ Chengdu Vocational University of The Arts, Conservatory of music, Chengdu, Sichuan Province, 611433, China.

Corresponding Authors: Junainah Abd Hamid

Abstract

Physical and mental health are prerequisites for college students to finish their studies and achieve their personal ideals and values, as well as a fundamental condition for the judicious use of educational resources. Many governments and individuals throughout the world have begun to recognize the critical importance of human behavior and lifestyle in supporting personal and social health. The "overall health concept" of physical, psychological, and social health, as well as WHO's positive health concept, have also attracted an increasing number of countries and people. Previous research indicates that the health of Chinese college students is not promising. In terms of physical quality, obesity and overweight, as well as vital capacity, have dramatically deteriorated; in terms of mental health, numerous mental

diseases have emerged as major issues affecting the health of college students. Based on the overall state of mental health and demand characteristics of college students in music and art, and combined with the analysis of deep-seated reasons, for different gender, different family background, different grade, different professional music art stress According to the study, male students majoring in music had more conversation and heterosexual communication problems than female students, while students in rural areas had more problems than students in metropolitan areas. Subjective satisfaction is higher among music majors. When girls are not the sole child and come from students in rural areas, they have higher life satisfaction than boys.

Keywords: Mental Health, Well-Being, Healthy Lifestyle, Music College Students

1. INTRODUCTION

Physical and mental health is the foundation for college students to complete their studies and achieve their personal ideals and values, as well as a crucial guarantee for their study and life, as well as a required prerequisite for the logical use of educational resources (Wei, 2020). Many

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governments and individuals throughout the world have begun to recognize the critical importance of human behavior and lifestyle in supporting personal and social health. The "overall health concept" of physical, psychological, and social health, as advocated by WHO, has also attracted an increasing number of countries and people (Jia, 2020). The spirit of General Secretary Xi Jinping's speech at the National Education Conference and the Symposium of Ideological and Political Theory Teachers in Schools all emphasizes the importance and dialectical unity between the physical and mental health of college students and the ideological and political theory teachers in schools. There are numerous definitions, explanations, and models of mental health. The World Health Organization (WHO) (2013) provides a widely used definition of mental health: everyone is aware of their potential to cope with normal life pressures, able to work productively, and able to contribute to (their) community. (WHO, 2013, paragraph 1. Mental health and well-being: Mental health is a continuum that can change as a result of life and educational events (Atkinson et al., 2019). Weare (2015) defines mental health concerns as "a wide range of emotional and social challenges that can affect individuals and cause them to experience stress, anxiety, and depression." Promoting well-being can assist prevent the onset of mental health problems (Ministry of Health and Education, 2017; Public Health, UK, 2015) (Samantha Attwood, 2021).

College students are an immature special group, they are in the first period of student and social practice. When compared to other social groups, college students' social environment, family environment, and the growth process of problems are more complex, diverse, and concrete, and are more likely to lead to all types of health problems. Previous research indicates that the health of Chinese college students is not promising (Qian, 2020). In terms of physical quality, the physical quality of college students generally declines, such as obesity and overweight, and vital capacity decreased significantly (Xu, 2021); in terms of mental health, various mental diseases have become the main problems affecting the health of college students (Zhang, 2022), highlighted by depression, social avoidance, mobile phone dependence, and so on; the national reported suicide self-harm events further illustrate the seriousness of the mental health problem (Zhang, 2022). Furthermore, college students' negative behavior and lifestyle performance are exceptional. Data show that the smoking rate of Chinese college students is more than 10%, the drinking rate is more than 40%, and the incidence of unauthorized use of addictive drugs is more than 2% (gold, 2017), (Sung Reul Kim, 2020), (MiquelBennasar, 2020) put forward healthy life behavior influence: smoking, poor diet, lack of physical activity, and drinking factors affect the mental health of college students, evaluated the college students and health related main lifestyle smoki At the same time, the number of college students infected with AIDS, the pursuit of weight loss and the adoption of unsuitable diets, and other events is increasing year by year (Huang, He, Tian, et al., 2015; Mao, Yang, 2018).

2. LITERATURE REVIEW

Existing studies on the health factors of college students from various perspectives (Feng, Ellen Chung, Ling Siew Eng, 2022) (Huijun Li, Wei Li, Qian Liu, et al, 2020) focus on socio-demographic characteristics, family environment, lifestyle, school health services, and social

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support factors. The study discovered that senior students, particularly graduates, are more prone to psychological difficulties; college students from low-income families have a higher risk of health problems (Li, 2021; Wan, 2022; Li, 2023). Bad living habits lead to decreased physical fitness, which leads to the occurrence of various diseases and a lower quality of life; the opening of school health care facilities and health care courses also has a significant impact on college students' health status (Keough L, Wright J, Watson B, et al, 2018).

Daniel Hernandez-Torrano (2020) proposed that university enrollment represents a transitory moment for young people. Students encounter additional obstacles as a result of this shift, such as making independent decisions about their life and studies, adapting to the academic needs of a poorly structured learning environment, and dealing with a diverse group of new friends. Furthermore, many students frequently leave their home for the first time, away from their support network (Cleary et al., 2011). These difficulties may have an impact on students' mental health and well-being in higher education. Indeed, there is evidence that mental health is stressful once students begin college, though this decreases throughout learning (Macaskill, 2013; Mei and Yin, 2015), and the likelihood of experiencing common psychological problems such as depression, anxiety, and stress increases throughout adolescence and peaks in early adulthood around the age of 25 (Kessler et al., 2007), making college students a particularly vulnerable group with exponential interest in mental health and wellness. This could be because of the three interconnected difficulties. First, while college students' mental health is similar to that of university students (Blanco et al., 2008), recent studies show that the severity of psychological problems and help-seeking behaviors among college students worldwide has increased over the last decade (Huang et al., 2006; Hunter and Eisenberg, 2010; Werger et al., 2010; Auerbach et al., 2018; Lipson et al., 2019). Second, psychological distress in early adulthood was associated with poor short-term outcomes such as poor college enrollment, performance, engagement, and completion attainment (e. g. Kim et al., 2006; antalamian, 2015) and other long-term factors such as relationship disorders (Kerr and Kapaldi, 2011), recurrent mental health problems (Kerr and Kapaldi, 2011), and recurrent mental health problems (Kerr and Kapaldi, 2011). Higher education institutions, it is widely accepted, provide unique opportunities to promote mental health and well-being among young people because they provide a single integrated setting that includes academic, professional, and social activities, as well as health and other support services (Eisenberg et al., 2009; Hunter and Eisenberg, 2010). However, the majority of college students who have mental health problems and are unhappy do not receive treatment (Blanco et al., 2008; Eisenberg et al., 2011; Lipson et al., 2019), and while universities are expanding, there are growing concerns that services to support students are not expanding at the same rate (Davy et al., 2012).

According to the influencing factors of college students, the importance of family factors, especially in the dimension of parenting style, which is positively associated with children's mental health and healthy lifestyle. Li Jinpeng (2023) analyzed the causes and current situation of the mental health problems of students in art universities, and put forward corresponding countermeasures according to the existing problems. Future studies could include demographic characteristics, particularly family parenting style. The parenting style of college students' parents of origin influences their mental health (Li, 2021). College students' mental health is

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concerning, and their parenting style is significantly related to their children's mental health. Parents' schooling techniques, family culture, and parental expectations all have an impact on college students' mental health. (Chrystyna D.Kouros, Megan M. Pruitt, Naomi V. Ekas, et al, 2016) Results in Spain suggest that helicopter parenting may be a risk factor for women, and that voluntary support may have a protective effect on the mental health outcomes of men. Nicholas, Kayla J.; Soptich, Kayla M.; Tyson, Amy; and others. (2018) conducted a study in the United States to determine college students' perceptions of family influences on their health and lifestyle (Abia, E. M., Hasbullah, M., & Daud, M. N. 2022). In Nigeria, the higher the connection of the parents, the less stress the adolescents face. Furthermore, the more attached teenagers are to their peers, the less affected they are by stressful events, because adolescents can reduce stress levels by exchanging viewpoints among their peers when they openly communicate their emotions, thoughts, and troubles in their group. College students' healthy living behavior and mental health are directly tied to their family's income level, family structure, whether they have an only child, and parenting style.

In a recent study (Xu, Li, & Ling Yang, 2018), social support was found to be negatively associated with anxiety among college students, which is similar with prior findings (Thompson et al., 2016; Q. Chen et al., 2020). Social support not only reduces psychological stress during an epidemic, but it also modifies attitudes about social support and help-seeking strategies. Zhao (2021) hypothesized the influence of social factors: social support affects college students' mental health. Social support for contemporary art college students' mental health and personality comprehensive development has a positive role, to carry out the intellectual support education for the new era of culture construction to cultivate more sound personality, healthy psychology, good learning ability and innovation ability, high art culture appreciation ability of art college students' innovative talents.(Wang , 2019) Good social support is helpful to relieve the psychological pressure of college students, buffer the psychological impact of negative life events on college students, enhance their psychological resilience, and improve their mental health level.(Wang, 2019) In China, good social support can help to relieve the psychological pressure of college students, buffer the psychological impact of negative life events on college students, enhance their psychological resilience, and improve their mental health level (M.Kelly, Kimberly J. Hills, E. et.al, 2015). In the United States, positive social support is particularly beneficial in improving the mental health of disadvantaged students.Xu, Li & Yang (2018) in China, helping students establish and maintain positive self-concepts may be an effective way to reduce the negative impact of low-level social support on mental health. Parents', teachers', and peers' perceptual social support is a key predictor of mental health.

Eun-Ji Seo (2018) stated that school characteristics such as whether students adapt to college life, academic success, and other stressors have an impact on college students' mental health. Experience of depressive symptoms exacerbated QOL influenced by perceived stress, whereas HPLP positively mediated QOL influenced by perceived stress (Bai, 2017). Analyze the psychological characteristics of students in order to further strengthen psychological education, clarify psychological education goals, highlight the focus of psychological education, build a psychological education network, and do a good job in college student

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employment guidance. Wang (2009) proposed the influence of school factors: professional study pressure and the impact of students' mental health. The examination of typical psychological disorders and pressures in art college students reveals that there are numerous elements influencing college students' mental health. Based on (Bai, 2017; Eun-Ji Seo, 2018), the consequences of school environment, aggression, and academic stress on the healthy lifestyle of music college students must be demonstrated. Gong (2019) put forward personal factors: emotional expression affect college students' mental health, shows that the arts students' psychological dynamic, understand the psychological condition of art students, analyze the specific causes of psychological problems, help better help art students solve psychological problems, help students grow up better. Jia (2017) put forward that the distinctive personality affects the mental health of college students, analyzed the characteristics and causes of the psychological problems of contemporary art students, and explored new ways to solve the psychological problems of art students combined with the traditional psychological counseling mode. Katherine Y. P. Sze (2021) put forward the influence of personal factors: distinct personality affects the mental health of college students, personal emotional expression, gender and other factors affect the mental health of college students, negative emotional expression is common among Chinese female college students, but is not rare among male students. bad emotional expression should be managed as part of university mental health promotion initiatives in the region, and bad emotional diet is an underappreciated risk behavior among Chinese urban college students. Given the link between EE and negative emotions and other aspects of well-being, screening and management may improve multiple domains of health and well-being. Jennifer Katz (2019) proposes that personal factors such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making affect college students' mental health, which has implications for teacher professional development research. It also gives training to instructors at the school, supporting curriculum planning and collaboration. The purpose of this study is to demonstrate the impact of personal characteristics, particularly emotion, personality, and vulnerability, on the mental health and well-being of music college students.

3. THEORETICAL REVIEWS

This research also investigates the relationship between state system theory, social resource theory, healthy lifestyle theory, and the mental health of college students. This study investigates the impact of school factors, social support factors, family parenting factors, and healthy life behavior factors on the mental health of Chinese college students, with the assumption that healthy life behavior serves as an intermediate.

3.1 Granowtt and Linnan's Social Resource Theory

Granowit, Lin Nan, and colleagues introduced the theory of social resources initially (Liu, 2011). After the hypothesis was proposed, it quickly became the center of scholarly attention. Sociology, political science, economics, and other sciences have distinct interpretations and expansions of social resource concepts and theories from various perspectives (DFH, 1976) (Linnan, 1986). However, there is no single definition among China's academic community.

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LinNan defines social resources as "those social relations that are direct or indirect relationship with individuals and their wealth, status, and power"; however, LinNan believes that social resources include two components: social relationship (also known as family background) and natural relationship (primarily acquired relationship); the acquired social position, resources (e. g., wealth, status, and power) (Yu, Lin, 1991). As a result, some experts argue that a specific group of people can control societal resources. The more wealth, status, and power they have, the more riches, prestige, and power they may control and utilize in order to meet their wants. Peng Shanmin believes that, to some extent, social resources are primarily the process of developing or expanding social resources by individuals or organizations. These resources are classified into two types: tangible and intangible. Tangible resources include people, money, materials, and space site resources, whereas intangible resources include technology, knowledge, organization, and social relationships (Lu, 2016). This study proposes three of the most critical dimensions of social relations closely related to individual students, namely, school resources, family resources, and social support resources, based on the influencing factors mentioned in Chinese social structure and previous epidemiological studies, as well as the current situation and resource access sources of college students. The rise of social resource theory not only breaks through prior study's dispersed and broken thinking methodologies, but also introduces fresh research concepts and an entire analysis framework to the subject of health. However, research on the social resources and health status of college students in China is still in its early stages. As a result, under the theoretical framework of social resources, this study analyzes the relationship between college students' health status and establishes a theoretical foundation for the creation of suitable health management methods for college students (Yan, 2019).

3.2 Bronfenbrenner's Theory of Ecosystems

Based on an examination and reflection of the difficulties encountered by mental health education in Chinese colleges and universities (Xie, 2023), the ecosystem theory is introduced to construct the ecosystem model of mental health education in colleges and universities, which promotes mental health education work for college students. For both theoretical direction and practical utility of the action plan. To enhance mental health education at colleges and universities, we must begin with four systems: the microsystem, the middle system, the external system, and the macrosystem. The education implementation subject should define the boundaries of responsibilities, home, school, and society should work together to develop and educate, government functional departments should direct the work, and society should establish a healthy and upward cultural environment. School social work intervention in college students' mental health as a starting point, based on the theory of social ecosystem, through the construction of individual, family, school, and social resources, explored the effective path of school social work intervention in college students' mental health education (Fan, 2023).

Models of social ecology (Socio-ecological models) The social ecology model is a theoretical framework that highlights the dynamic interaction of human and environmental elements. The social ecological model is based on Bronfenbrenner's ecological theory, which he proposed in 1970. McLeroy integrated ecological theory into the subject of health promotion

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for the first time in 1988. He felt that the elements influencing health behavior could be classified into five levels: individual (Interpersonal), interpersonal (Interpersonal), organizational (Organizational), community (Community), and public policy (Public Policy). Following that, its connotation steadily improves as a result of the ongoing efforts of various scholars represented by Stokols, Sallis, and Glanz. It is now widely employed in domains such as public health, psychology, sociology, non-healthy behavior control, physical activity intervention, and others (Bronfenbrenner, 1970). Bronfenbrenner The various applications of ecological theories in public mental health research: What is their significance in terms of influencing public mental health policies and practices? The role of ecological theory in public mental health policy and practice is examined. According to the authors, understanding the intricate relationships between individuals and their environments can aid in the development of effective mental health therapies to address mental health issues. Bronfenbrenner's ecological theory is a widely accepted paradigm for explaining human development and behavior. Individuals are immersed in environmental systems at numerous levels, according to the idea, including microsystems, midsystems, outer systems, and macroscopic systems. Each of these systems influences human behavior and development in its own way, and understanding these influences can help researchers and practitioners build effective solutions. To advance mental wellness. The authors investigate alternative approaches to applying Bronfenbrenner's ecological theory to public mental health research. They emphasize the theory's four key applications: as a descriptive framework, conceptual model, theoretical framework, and evaluative tool. The idea is utilized as a descriptive framework to describe many environmental systems that affect mental health. As a conceptual model of the interaction between the environmental system and the results of mental health (Eriksson Ghazinour, Hammarstrom, 2018).

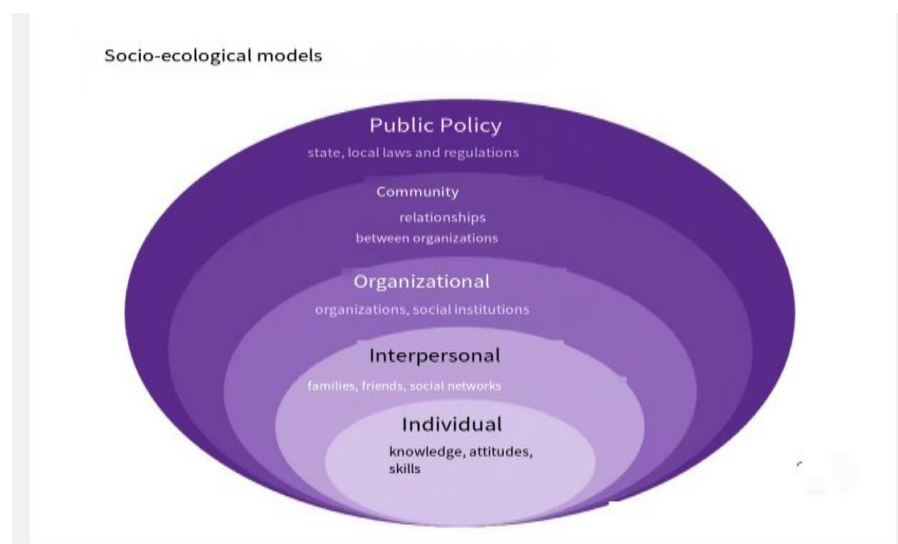


Figure 2.1 depicts a social ecosystem theoretical model.

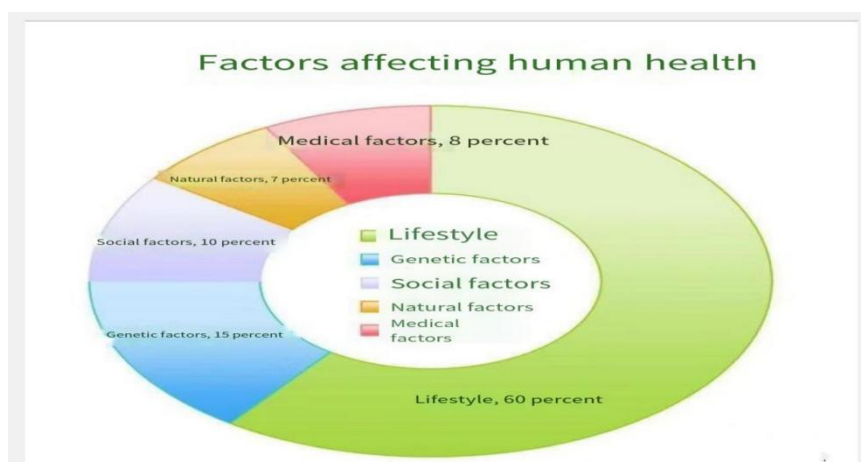


Figure 2.2 A healthy lifestyle theoretical model diagram

3.3 The Healthy Lifestyle Theory of Max Weber and William C. Cockerham

Sociology of health (Sociology of Health) is a branch discipline in the field of sociology that is the result of the big social health concept under the social coordinated health model, which primarily investigates the relationship between health and social change, social system, social stratification, and social adaptation. Many governments and individuals throughout the world have begun to recognize the critical importance of human behavior and lifestyle in supporting personal and social health. The "overall health concept" encompassing physical, psychological, and social health, as promoted by WHO, has also gained traction among a growing number of countries and people (Jia, 2020; Wei, 2015; Li, Wang, 2018; Jia, Tang, 2020). According to health sociology, many physical and psychological problems are caused by bad lifestyle choices such as drinking, smoking, lack of physical activity, mood, and so on.

The theoretical framework of health sociology, as an advanced stage in the evolution of medical sociology, also incorporates certain basic theories of medical sociology, such as Talkot Parsons's theory of health and disease, Fredson's label theory, and Foucault and Elias theories. This research focuses on the investigation and interpretation of several new theoretical paradigms in the development of health sociology, such as the theory of health pattern transformation, the theory of healthy lifestyle, the theory of healthy social class difference, the theory of social determinants of health, and the theory of health right and government responsibility. These are some healthy living theories: A healthy lifestyle, according to Max Weber (Max Weber) and WmiamC (Cockerham), is a collection of health-related behaviors that people choose based on their life opportunities. In German society, the problem of a healthy lifestyle begins with Max Weber's thesis. Weber introduced the concept of lifestyle when analyzing "the distribution of power within the community: class, hierarchy, and political party" in this book (Economy and Society). His lifestyle perspectives aided our knowledge of what constitutes a healthy lifestyle.

As we all know, a way of life is a collection of living habits, living systems, and life

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consciousness established over time by people who have been influenced by various social cultures, economies, conventions, and families. It is the pattern of behavior of various classes in their social and cultural circles. Weber's analysis will primarily focus on the differences between class and status, stating that "class is based on the principle of the consumption of goods, performance for the special form of life," and "any level of society is by the rules of life to maintain its system, so in the economy makes unreasonable consumption conditions." According to Weber, class is an objective component of social life that represents how much money and possessions a person possesses, whereas status is a subjective dimension that includes respect from others. In general, others appreciate a person based on his employment and education. The distinction between status groups is the healthy lifestyle theory gradually developed by Ber and Cockerham, and its essential conceptual framework can be further stated in the six points below.

Weber pioneered the notion of "socioeconomic status" in sociology, which is the most basic expression of a person's social class standing. Weber argues that a person's position in the social hierarchy is determined by a mix of income level, education level, and professional rank. A person's lifestyle reflects their social position. According to Weber, lifestyle is determined by what people consume rather than what they produce. People's activity objective is ultimately a consumer activity when the chosen lifestyle is to get health, that is, people try to achieve health to lengthen life, enjoy life, and continue to work. Lifestyle is based on choices, yet these choices are dependent on the individual's ability to reach a given lifestyle, which is dependent on the person's social-economic context. A particular way of life is distinctive of certain socioeconomic groupings. Healthy living appears to be a hallmark of the upper and middle classes, yet it has the capacity to transcend social class barriers and influence the entire population. Although socioeconomic position is an essential component in lifestyle selection, it is not the only factor. Other characteristics, such as age and gender, are considered in addition to social class. The clear indicator of a modern civilized society is that everybody, regardless of social and economic class, will accept a healthy lifestyle when the environment and opportunities allow (Tang, 2022).

4. DISCUSSION

On the current state of mental health of college students in music, (Wen, 2021) proposes a mode of mental health education for college students in music and art based on the overall state of mental health and demand characteristics of college students in music and art, and combined with the analysis of deep-seated reasons. (Li, li, 2020) for different gender, different family background, different grade, different professional music art stress Male students majoring in music had more discussion and heterosexual communication problems than female students, and students in rural areas had more problems than students in urban areas, according to the study (Li, 2011). Music majors report higher levels of subjective satisfaction. Girls will have better life satisfaction than males when they are not the only kid and come from students in rural areas.

Fan (2013) It is extremely important to consider the physical development of music major

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college students in preparation for future work and focused mental health education. In this study, 935 college students from five universities completed the physical self-esteem measure and general self-efficacy scale.) The physical image self-evaluation of music majors is lower than that of non-music majors. College students in music and non-music majors have differences in grades and gender, and boys are more positive and positive than girls; the lower grade group has significant or extremely significant differences in all other body subscales. The average score of self-efficacy of music major students is not significant in grade, but on average, the self-efficacy level of boys is higher than that of girls. Music performance majors in college are prone to high levels of anxiety. Music performance students in college generally lack adequate coping mechanisms. A strong positive association existed between self-efficacy and trait anxiety, whereas a significant negative correlation existed between self-efficacy and coping methods.

College students majoring in music performance's self-efficacy and trait anxiety are effective predictors of coping mechanisms. Chen (2009) professional music college students learning self-efficacy level is significantly higher than the level of music students, different gender music college students learning self-efficacy on the whole there is no significant difference in the study of urban students music students learning self-efficacy significantly higher than the urban students of music major students. Anxiety, paranoia, coercion, and interpersonal sensitivity are the key variables affecting the mental health of Conservatory of Music students. Girls have a superior overall health status than boys. Musical art students have higher levels of excitement, adventure, sensitivity, and fantasy, as well as lower levels of skepticism, independence, and higher levels of stress and tension. Students pursuing various majors in the area of music art exhibit a variety of personality traits. Anxiety, tension, and other emotional issues are the most common reasons for music and art students to seek psychological treatment. (Wu, 2018) relieve the performance anxiety of music students on the stage; analyze the reasons of the anxiety of music performance of music students; discuss the cognition, environment and personality factors of music students; design the intervention program and long-term development plan for music students, actively reduce the negative effects of anxiety on music students, and explore the effect and effect of psychological intervention on music students. (Zhang, Li, Zhang, 2015) On the basis of fully understanding and analyzing the mental health problems of college students majoring in art, put forward the mental health education strategy of college students majoring in art, in order to improve the effectiveness and pertinacity of the work, and expect to enlighten the mental health education of college students majoring in art. (Liu, 2015) make engaged in the film and television art college students 'mental health education staff realize should combine the students' mentality, quality and characteristics of the study, the organic combination of professional basic teaching and mental health, establish and improve the student social organizations, strengthen the backbone of mental health education, to stimulate the students 'learning ability, promote the harmonious and stable interpersonal relationship, improve the students' ability to resist setbacks, improve the pertinence and effectiveness of work. (Li, 2023) Give full play to the function of art itself, create a free and safe atmosphere, use new media technology to improve the efficiency of mental health classroom, improve the psychological consultation mechanism, enrich the form of mental health knowledge popularization, and shape the positive psychological quality of art

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college students by stratification and classification.(Pei, 2022) Mental health research found that compared with women, the psychological status of male students in art schools may be more easily affected and more likely to have negative emotions. When the COVID-19 outbreak occurs, the psychological state of different art majors differs, and students of music and dance may have relatively few negative emotions if the pandemic occurs again (Wan, 2022).

Art students from 15 schools in Shandong were chosen for a questionnaire survey based on the characteristics of "incomplete families" and art students, and effective education and counseling countermeasures were proposed based on their psychological traits and causes. Utilize the benefits of an art major to build a healthy and rising cultural culture on campus (Wu, 2018). Through the examination of college music students' employment psychological difficulties, further examine the reasons for their psychological problems, and focus on researching remedies to alleviate or solve their employment psychological problems. (Mu, 2008) analyzed the psychological characteristics of music college students and the problems in mental health education, and discussed the measures required to effectively carry out mental health education. (Feng, 2008) Explain that among college students majoring in music, the mental health level of college students with extroverted personalities and strong social personalities is relatively high, whereas the mental health level of college students with isolated personalities is relatively low.

Lv (2022) discovered that art colleges "00" pay attention to self, loneliness, emotional characteristics, as well as the art colleges to carry out mental health education problems, and from the perspective of school, counselor, professional teachers school should be targeted setting, counselors should improve professional quality, professional teachers should enhance responsibility consciousness and psychological education learning. (Wang, 2021) in-depth analysis of media art college students common psychological problems, focusing on media art college students cause the main cause of mental health problems, and then from the education idea, education mode and education mechanism three angles to explore the way of media art college students' mental health education innovation mode, for the media art universities to provide certain reference and method.(Zhang, 2021) Analyze the current situation of the positive psychological quality of art students in local universities, and put forward educational countermeasures.(Liu, 2015) make engaged in the film and television art college students 'mental health education staff realize should combine the students' mentality, quality and characteristics of the study, the organic combination of professional basic teaching and mental health, establish and improve the student social organizations, strengthen the backbone of mental health education, to stimulate students 'learning ability, promote the harmonious and stable interpersonal relationship, improve the students' ability to resist setbacks, improve the pertinence and effectiveness of work.

Family factors (Wen, 2021) proposed that the parenting style of parents of origin influences the mental health of college students. Demographic variables, particularly the investigation of family education methods, can be added in future research to better explore the specific impact of family education on the mental health of college students in music and art, and to promote the joint education of family, school, and society. (Wan, 2022) put forward

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the influence of family factors: the incomplete family, inferiority complex, loneliness, suspicion and sensitivity, guilt, and depression affect the mental health of college students in music and art. It is necessary to fully exploit the benefits of an art major and to foster a healthy and upward campus cultural atmosphere in order to solve the psychological problems caused by family disability and to overcome regional limitations in order to better explore the specific influence of family factors on the mental health of college students in music and art (Li, 2023). We should strengthen college students' physical and mental health, improve their mental health education, and promote their overall development in morality, intelligence, physique, and beauty (Li, 2021). Family factors such as family education style, whether they live with parents before the age of 10, family structure, and family atmosphere all have an impact on college students' mental health. There are gender disparities in anxiety, as well as variances in anxiety and depression coping strategies. Men had no unfavorable association with parental residence or their proclivity to cope with anxiety and despair. The lone child is positively connected with anxiety and depression. (Zhou, 2021) proposed the influence of family factors: parents'education style, family atmosphere, and parents'expectations affect college students' mental health. Understanding the current state of mental health education in art colleges and universities, as well as providing ideas for students' mental health development.

Social support variables (Wang, 2023) postulated the influence of social factors: social support affects college students' mental health. There are two types of social support: objective support and subjective support. Social support has a partial mediation effect between loneliness and depression, and art vocational students have a high level of loneliness and depression; there are significant gender differences in social support; and the regulation effect of gender is not significant. (Zhao, 2021) proposed the influence of social factors: intellectual support affects the mental health of college students. Intellectual support plays a positive role in the mental health and personality development of contemporary art college students. The goal of intellectual support education for the new era of culture construction is to cultivate more sound personality, healthy psychology, good learning ability and innovation ability, high art culture appreciation ability of art college students' innovative talents. It demonstrates that paying attention to the psychological dynamics of art students, understanding their psychological status, and analyzing the specific causes of psychological problems in art students can help art students solve psychological problems, grow up, and become better talents. (Xu, Li, & Ling, 2018) Social support was found to be negatively associated with anxiety among college students, which is consistent with previous findings (Thompson et al., 2016; Q. Chen et al., 2016). Not only can social assistance relieve psychological stress during an epidemic, but it also transforms attitudes toward social support and help-seeking strategies. This finding highlights the importance of effective and strong social support during a public health emergency (Bai et al., 2005).Wenjun Caoa,b,, Ziwei Fanga,, Guoqiang Houc,et al,(2020).(ToeToeOo, 2019) Myanmar, three research autonomy support-basic psychological needs satisfaction (independent variable) Academic motivation (intermediate variable) College students mental health (dependent variable) Loneliness and sleep quality have the greatest impact on music students. However, sleep phobia and socioeconomic status were the most significant effects in the average student. (LisaSontag-Padilla, Michael Dunba, Feifei Ye, et al, 2018), USA, the potential impact of peer organizations in improving cognitive knowledge,

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stigma, and helping behaviors related to mental health problems.

School variables (Bai, 2017) put out the influence of school factors: ideals and beliefs education is not in place, formalism is serious, spiritual needs of students, intellectual over moral, academic, and other aspects affect the mental health of college students. Analyze the psychological characteristics of students in order to further strengthen psychological education, clarify psychological education goals, highlight the focus of psychological education, build a psychological education network, and do a good job in college student employment guidance. (Eun-Ji Seo, 2018) proposed that school factors such as whether students adapt to college life, academic performance, and other stress factors affect mental health. Experience of depressive symptoms exacerbated QOL influenced by perceived stress, while HPLP positively mediated QOL influenced by perceived stress. (Siamak Khodarahimi, Ali Rasti, Malih Khajehie, Rea Sattar 2009), Iran, the overall findings support that gender, marital status, socioeconomic status as individual factors, and the type of university as a factor within the university, all affect students' mental health. Therefore, the school environment, interpersonal relationship, peer relationship and academic stress will all have positive and negative effects on college students' mental health. (Gong, 2019) put forward personal factors: emotional expression affect college students' mental health, shows that the arts students' psychological dynamic, understand the psychological condition of art students, analyze the specific causes of psychological problems, help better help art students solve psychological problems, help students grow up better. (Jia, 2017) puts forward the influence of personal factors: the distinctive personality affects the mental health of college students, analyzes the characteristics and causes of the psychological problems of contemporary art college students, and explores new ways to solve the psychological problems of art college students in combination with the traditional psychological counseling mode. (Katherine Y. P. Sze, 2021) put forward the influence of personal factors: distinct personality affects the mental health of college students, personal emotional expression, gender and other factors affect the mental health of college students, negative emotional expression is common among Chinese female college students, but is not rare among male students. bad emotional expression should be managed as part of university mental health promotion initiatives in the region, and bad emotional diet is an underappreciated risk behavior among Chinese urban college students. Given the link between EE and negative emotions and other aspects of well-being, screening and management may improve multiple domains of health and well-being. (Jennifer Katz, 2019) proposes that personal factors such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making affect the mental health of college students, which has illuminating implications for teacher professional development research. (Feng Lei, Ellen Chung, Ling Siew Eng, 2022) In China, the literature review 1989-2021, these factors can be divided into four categories: family, society, college life, and personal factors, family factors (parents, family atmosphere, economic situation), social factors (race, social support, stress), college life factors (campus violence, academic stress, interpersonal relationships-teachers and students, peers), personal factors (emotional problems, lack of physical activity).

5. CONCLUSION

According to Weber, a person's position in the social hierarchy is defined by a combination of income, education, and professional status. A person's way of life reflects their social standing. Lifestyle, according to Weber, is determined by what people consume rather than what they generate. People's activity goal is ultimately a consumer activity when the chosen lifestyle is to acquire health; that is, people strive for health in order to live longer, enjoy life more, and continue to work. Lifestyle is built on choices, but these choices are contingent on the individual's ability to achieve a specific lifestyle, which is contingent on the individual's social-economic background. A certain way of living distinguishes certain socioeconomic groups. Healthy living appears to be a feature of the upper and middle classes, yet it has the potential to cross social class lines and influence the entire community. Although socioeconomic status is an important determinant in lifestyle decision, it is not the only one. In addition to social class, other factors such as age and gender are taken into account. When the environment and opportunities allow, everyone, regardless of social or economic class, will accept a healthy lifestyle. proposes a mode of mental health education for college students in music and art based on the overall state of mental health and demand characteristics of college students in music and art, and combined with an analysis of deep-seated reasons. for varied genders, family backgrounds, grades, and professional music art stresses. Male students majoring in music had more discussion and heterosexual communication problems than female students, while students in rural areas had more problems than students in urban areas. Subjective satisfaction is higher among music majors. When girls are not the sole child and come from students in rural areas, they have higher life satisfaction than boys.

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