

COPING STRATEGIES, MENTAL HEALTH AND PERFECTIONISM IN UNDERGRADUATES: DIFFERENCES BETWEEN MUSIC STUDENTS AND UNIVERSITY STUDENTS

ENFRENTAMENTO, SAÚDE MENTAL E PERFECCIONISMO NO ENSINO SUPERIOR: DIFERENÇAS ENTRE MÚSICOS E ESTUDANTES UNIVERSITÁRIOS

AFRONTAMIENTO, SALUD MENTAL Y PERFECCIONISMO EN ENSEÑANZAS SUPERIORES: DIFERENCIAS ENTRE MÚSICOS Y UNIVERSITARIOS

Marina MONTERO TORRES¹
Triana AGUIRRE DELGADO²
María de África BORGES DEL ROSAL³

ABSTRACT: Students prepare themselves for university through high levels of commitment and compromise, throughout extensive compulsory study. Musical studies also require an extensive compulsory study stage, but with different levels of commitment and compromise. Taking in account similarities and differences between both degrees, this study aims to analyse coping strategies, mental health, perfectionism, and the concept of sacrifice that different undergraduates from university degrees, music degrees and both have. For this purpose, 60 students participated, a mixed methodology was used, and results show no significant statistical differences between the three groups, but it discusses the relevance of them, and the need of support so this student body can be successful in their studies.

KEYWORDS: Undergraduate. Music. Mental health. Coping strategies. Perfectionism.

RESUMO: Os estudos universitários requerem elevados níveis de exigência e empenho que envolve uma etapa escolar obrigatória muito extensa. Os estudos musicais superiores também requerem uma preparação prévia extensa, mas com outros níveis de exigência e empenho que colocam os alunos em situações muito diferentes. Considerando as diferenças e semelhanças, o estudo pretende analisar as diferentes estratégias de enfrentamento frente ao estresse, perfeccionismo, saúde mental e a valorização do sacrifício que diferentes universitários, musicais e ambos possuem. Para isso, foi coletada uma amostra de 60 alunos de ambas as modalidades, foi utilizada uma metodologia mista e os resultados mostram a ausência de diferenças significativas entre os grupos, mas a importância desses achados é discutida.

¹ University of La Laguna (ULL), San Cristóbal de La Laguna – Spain. College of Psychology and Speech Therapy. Master's student in psychology. ORCID: <https://orcid.org/0000-0003-4586-1675>. E-mail: marinamonterotorres@gmail.com

² University of La Laguna (ULL), San Cristóbal de La Laguna – Spain. College of Psychology and Speech Therapy. Master's student in psychology. ORCID: <https://orcid.org/0000-0002-2110-1551>. E-mail: info@gtisd.net

³ University of La Laguna (ULL), San Cristóbal de La Laguna – Spain. Professor of the Department of Clinical Psychology, Psychobiology and Methodology of the College of Psychology. Since 2001, she has directed the Work and Research Group on Giftedness (GTISD), coordinating, and directing doctoral theses of doctoral and master students. ORCID: <https://orcid.org/0000-0001-8267-4401>. E-mail: aborges@ull.edu.es

PALAVRAS-CHAVE: *Estudantes universitários. Música. Saúde mental. Estratégias de enfrentamento. Perfeccionismo.*

RESUMEN: *Los estudios universitarios requieren altos niveles de exigencia y compromiso que suponen una etapa educacional obligatoria muy extensa. Los estudios superiores musicales requieren también una preparación previa muy extensa, pero con otros niveles de exigencia y compromiso que colocan a sus estudiantes en situaciones muy diversas. Considerando diferencias y similitudes, estudio tiene como intención analizar las distintas estrategias de afrontamiento ante el estrés, el perfeccionismo, la salud mental y la valoración del sacrificio que tienen distintos estudiantes universitarios, musicales y de ambas. Para ello, se ha recabado una muestra de 60 estudiantes de ambos tipos, se empleó metodología mixta y los resultados muestran ausencia de diferencias significativas entre los grupos, pero se discute la importancia de estos hallazgos.*

PALABRAS CLAVE: *Universitarios. Música. Salud mental. Estrategias de afrontamiento. Perfeccionismo.*

Introduction

The Spanish academic world has undergone many changes throughout history, especially in recent decades with the arrival of globalization, as universities have been able to catch up with their European counterparts (DÍEZ *et al.*, 2013).

Ruiz de Vargas *et al.* (2005) consider that the different phenomena that organizations, such as the university, have had to experience to achieve their modernization have led not only to improvements but also to an increase in levels of competitiveness. This is clearly reflected in the day-to-day life of students and is accentuated when they enter the world of work, making it increasingly difficult to find a stable job regardless of the number of degrees they hold. Thus, the Spanish labor scene presents an increasing supply of qualified professionals who face a very reduced demand (GONZÁLEZ, 2020).

University formation in Spain requires commitment and perseverance, which starts from the moment the educational curriculum begins, at the age of three. Thus, compulsory studies begin in Preschool, where after three years of education they move on to Primary, which lasts another six years. Then the ESO begins, where the students stay for four years and, finally, if their wish is to continue studying, another two more for bachelor's degree. This makes a total of fifteen years of studies to take prior to the University, in addition to an entrance exam of several days in duration with which depending on the grade you can, or not, access the career you want (BOE, n. 106, of 4 May; BOE, n. 138, of 9 December).

Parallel to university formation, there is music education. In a very similar way to basic education, this is divided into two blocks that must be taken in order to access Higher Education. It begins with seven years, although the majority of students start from the age of five in a previous complementary education, and subsequently complete the four years of Elementary Grade. Once this is over, the boys and girls who wish to continue must undergo an exam in which their interpretation and theoretical knowledge are evaluated. If they pass it, they are allowed to move on to the Professional Degree, lasting six years. In this Degree there are exams every two years, -three in total-, which are necessary to pass in order to obtain the degree. If the intention is to continue studying music after the Professional Degree, you must take an entrance exam the same as for the university, lasting two days in which the interpretation of the instrument and several theoretical subjects are evaluated, regardless of the selected career (BOC, n. 206, of 16 October; BOC, n. 152, of 7 June; BOC, n. 59, of 23 March).

The effort and dedication that students of both types of degrees must have throughout their educational stage is undeniable, but it must not be forgotten that the teachings are often complementary. That is, musical studies usually begin when Primary is attended, so you must combine the demands of the school with those of the Conservatory, with classes from morning to afternoon. If this is maintained when accessing Higher Education, if a university career is combined with a musical career, the level of dedication and demand increases to levels that are often difficult to sustain. Faced with this approach, there is a third figure located in limbo between the previous two: those adolescents and young adults who combine a university career with their higher studies in music.

The situation of music in Spain, and of culture in general, continues to be many steps behind that of the rest of Europe, which together with the current precarious employment situation makes its graduates one of the most disadvantaged sectors. It is a profession with a high degree of unemployment and income that, generally speaking, is barely around the minimum interprofessional salary, so its capacity is quite low when it comes to coping with large expenses such as a mortgage (PÉREZ; LÓPEZ- APARICIO, 2018). Given this, many adolescents who are clear about their passion, either by their own decision or guided or forced by their parents or guardians, must choose a complementary career to expand their income possibilities in the face of an uncertain future. Regardless of the reason, the study of music is still popularly understood as something complementary, a somewhat elitist addition to more "serious" studies, which allows us to clearly observe the general ignorance of the effort and dedication required to specialize in a musical instrument (BERRY, 1990).

The level of demand in both institutions, however, differs in many respects. As Santos (1999) explains, university education has reached a point in its development where passing is more important than learning. Most of the benefits that students can obtain during their learning (collaboration scholarships, financial aid, Erasmus, order of choice of their TFG ...) is based on their qualifications, so the presence in class or tutorials are diminished during the months of no evaluation and especially increased the weeks before the exams. Supported by society and the environment of the students, who unconsciously follow this line of importance to grades, their stress and anxiety is born and grows around exams and final evaluations, rather than due to their own learning or specialization. Mendoza *et al.* (2010) found that the three most common stressors in university students were evaluation by teachers, the large number of jobs and the limited time they had for it.

On the other hand, music students face other kinds of problems. The demands to be an interpreter are not based only on the work of the instrument, as was believed until recently, but are physical and psychological (ARNÁIZ, 2015). Most professional musicians can state that they have suffered some type of problem derived from exposure to the public, an aspect inherent to the profession itself, being situations that involve high levels of anxiety, adrenaline, fatigue and social pressure (LEHRER; GILDMAN; STROMMEN, 1990). In addition, music students are taught to be extremely responsible, a vision that promotes self-blame for mistakes even if the circumstances of a performance are beyond their own control (STERNBACH, 2008).

Mastering the skills required to play an instrument takes many years of hard work, which often generates high levels of perfectionism and stage anxiety (PATSTON; OSBORNE, 2015). One-to-one lessons and rehearsals are showers of criticism and having to perform in public can be an emotional challenge, especially for those students who have not yet finished honing their skills or are not confident enough in their musical ability. For this reason, excessive self-criticism, social isolation as a consequence of studying and high responsibility for oneself are some of the stressors that music students have to face (STERNBACH, 2008).

In relation to the high level of perfectionism that Conservatory students present, the concept itself can be understood as the tendency to establish high standards for oneself and strive to achieve them, to evaluate one's own performances in a very critical way, the difficulty of being satisfied with your own performance and chronic concerns about how others may be evaluating you (DUNKLEY *et al.*, 2006; STAIRS, 2009). When perfectionism is studied in music students, Zarza-Alzugaray, Casanova-López and Robles-Rubio (2016)

highlight its relationship with stage anxiety, which is a consequence of perfectionism and which can lead to a real problem when it comes to face a professional career, so it becomes a subject of special relevance both in practice and in music study.

In parallel, in the performance of university students, Wang, Yuen and Slaney (2008) found perfectionism negatively related to satisfaction with life and positively related to depression and loneliness.

Castro *et al.* (2004) divide perfectionism related to academic performance into two types: self-oriented, self-imposed, and socially prescribed, or perceived as imposed by the environment.

Faced with the different previously mentioned stressors, students use coping strategies, understood as the type of action adopted to face the cognitive assessment of different stressful situations (CABANACH *et al.*, 2010). Lazarus (1993) distinguishes two types of coping: problem-centered or direct action, and emotion-centered or palliative.

In this way, it is expected that the coping strategies of the university students are focused on emotion, such as in the search for social support and positive reassessment, since it is specific situations related to academic evaluation that generate discomfort (CABANACH *et al.*, 2010; CASSARETTO *et al.*, 2003; CASTRO *et al.*, 2004). On the contrary, music students are expected to present coping strategies focused on the problem, such as solving the problem posed, self-control and confrontational coping. (BURIN; OSÓRIO, 2017).

The study of these coping strategies is related to the interest in mental health, defined by the WHO as a situation of well-being in which one can cope with stress at its normal levels, be productive and contribute to the environment. In college students, the report of symptoms and stress increases significantly between the first week of classes and the period of evaluations and examinations, which compromises their emotional and physical stability (GUARINO *et al.*, 2000). In music students, on the other hand, although they share the stressors of school and day-to-day that everyone faces, they are also affected by stage anxiety and social isolation that their improvement in the subject implies (DEMIRBATIR, 2015).

Given the differences that university careers and music careers present, the objective of this study is to carry out a differential analysis of coping strategies, perfectionism, mental health, organization and sacrifices that students present based on the career they carry out.

Method

Methodology and design

The methodology used is the MMR (Mixed Methods Research) that combines quantitative and qualitative data, with a transforming concurrent design, where the data is collected both temporarily and jointly analyzed (SMITH; CANNATA; HAYNES, 2016). The purpose of using this methodology is to be able to obtain relevant results when it comes to understanding and comparing the aversive situations and emotions faced by different groups of students.

Participants

The sample used was of 60 students, divided into three groups according to the career taken and selected by intentional sampling following the characteristics required for each subgroup. In this way, 20 university students belonging to all areas of knowledge participated, 20 students from the Superior of Music belonging to the Musical Interpretation and Pedagogy itineraries and 20 students who were studying both careers simultaneously (Tables 1 and 2)

The sample consisted of 35 women (58.3%) and 25 men (41.7%), all of them of legal age and in a range of 18-34 years.

Table 1 – University students division by areas of knowledge

Knowledge area	Number of participants
Sciences	4
Health Sciences	9
Social Sciences	13
Architecture and engineering	8
Arts and Humanities	6

Source: Devised by the authors

Table 2 – Division of students of both majors by itineraries and areas of knowledge

Knowledge area	Itinerary	Number of participants
Sciences	Interpretation	3
Health Sciences	Interpretation	2
Social Sciences	Musical Pedagogy	1
	Interpretation	7
Architecture and engineering	Composition	2
	Interpretation	2
Arts and Humanities	Interpretation	3

Source: Devised by the authors

Instruments

The instruments used for data collection were four, three of a quantitative nature and one of a qualitative nature. All of them have the express authorization of the authors, and in the case of the versions, of the authors of the Spanish version.

In this way, perfectionism was measured with the CAPS (The Child and Adolescence Perfectionism Scale) created by Hewitt *et al.* (1991) in its version adapted to Spanish by Castro *et al.* (2004). This questionnaire is made up of 22 items, providing a multidimensional classification of perfectionism, so that it is subdivided into two scales: “self-oriented perfectionism”, with 12 items, and “socially prescribed perfectionism”, with 10 items. Its reliability is 0.89 and validity data are not given in the description of the instrument.

Mental health was studied through the GHQ-12 (General Health Questionnaire) created by Goldberg and Williams (1988), also in its Spanish version, adapted by Lobo and Muñoz (1996). It has 12 items that assess the severity of various emotional situations during the weeks prior to its completion. This questionnaire has a reliability of 0.76 and external validity of 0.82 (SÁNCHEZ-LÓPEZ; DRESCH, 2008).

In addition, coping was also measured using the A-CEA or Academic Stress Coping Scale, by Cabanach *et al.* (2010), a subscale of the CEA questionnaire, which has 23 items, with a reliability of 0.893 and validity of 0.66.

Finally, on the qualitative level, an ad hoc questionnaire of open questions was used, which are shown in Table 3. Of these, two were included with the intention of obtaining quantitative information, specifically the number of hours that the different students dedicate to their careers (question 3 and 4)

Procedure

To respond to data protection requirements, participants were reminded prior to completing the questionnaires that their participation was voluntary and anonymous, and that their responses would be used exclusively for academic purposes (Annex I)

All participants completed the instruments in the previously named order, first quantitative (CAPS, GHQ-12 and A-CEA) and lastly the qualitative questionnaire, using the online Google Forms tool (surveys). The link to these questionnaires was shared through social networks, such as Instagram and WhatsApp, to the selected sample.

Table 3 – Ad hoc questionnaire questions

Questions
1. Do you sacrifice things in your day to day for your studies? If so, what three things would you name?
2. How much time do you spend on your hobbies or likes weekly? Do you think it is enough? Explain why.
3. How many hours a day on average do you dedicate to your University Degree?
4. How many hours a day on average do you dedicate to your Higher Degree in Music?
5. What do you think is necessary to have good time management when studying a career?
6. If someone did not manage to have a good organization, would they be able to get the degree you are studying?

Source: Devised by the authors

Analysis of data

The reliability of the three instruments was analyzed with the sample used through Cronbach's alpha statistic.

In order to verify the existence of differences between the three samples found, ANOVA contrasts were made to analyze mental health, coping strategies and quantitative questions (3 and 4) of the ad hoc questionnaire, and a MANOVA to compare the two factors of perfectionism. For this, software E, version 1.6.23, was used.

On the other hand, for the analysis of the qualitative questionnaire, the ALCESTE program (REINERT, 2003) was used, a textual data analysis software, to identify the essential information given by the participants in relation to talent, the sacrifices they make for their career and organization.

Results

Reliability of the instruments used with the sample used

The reliability of the instruments used in the sample was calculated with Cronbach's alpha. The results are shown in Table 4, all the reliabilities being equal to or greater than those found by the respective authors.

Table 4 – Reliability of the instruments with the sample used

Instrument	Cronbach's alpha
General Health Questionnaire (GHQ-12)	0.881
The Child and Adolescence	0.780
<i>Factor 1: Self-Oriented Perfectionism</i>	

Perfectionism Scale (CAPS)	<i>Factor 2: Socially prescribed perfectionism</i>	0.893
Coping with Academic Stress Scale (A-CEA)		0.888

Source: Devised by the authors

Hours of dedication to the activities of the race

The descriptive data obtained are shown in Table 5. Significant differences were observed between the hours dedicated to the activities of the race depending on the group to which they belonged ($F=8.18$, $g.l.1=2$, $g.l.2=37,5$, $\eta^2p=0.233$, $p=0.001$).

To check between which groups the difference was found, a post-hoc analysis was carried out with the Tukey test. A significant difference was obtained between the group of university students and the group of two majors, university and higher of music ($t = -4.16$, $p < 0.001$), data collected in Table 6.

Table 5 – Descriptive questions 3 and 4: dedication to career activities

Group	N	Average	SD	SE
1	20	5.30	3.05	0.681
2	20	7.35	3.36	0.751
3	20	9.95	4.12	0.922

Source: Devised by the authors

Table 6 – Test Tukey questions 3 and 4

Comparison		Difference of averages	SE	df	t	PtTukey
Career	Career					
1	2	-2.05	1.12	57.0	-1.83	0.168
	3	-4.65	1.12	57.0	-4.16	<0.001
2	3	-2.60	1.12	57.0	-2.32	0.061

Source: Devised by the authors

Mental Health

To find out if there are differences in mental health between the three groups of students, a one-way ANOVA was performed. Descriptive statistics are shown in Table 7.

Table 7 – Descriptive GHQ-12 three groups

Group	N	Average	SD	SE
1	20	14,9	3,70	0,827
2	20	13,1	3,68	0,822
3	20	14,7	4,00	0,895

Source: Devised by the authors

The Levene test showed no differences in homoscedasticity and the contrast by ANOVA was not significant ($F=1.40$, $g.l=2$, $p=0.255$). However, a small effect size is obtained ($\eta^2p = 0.047$).

However, in all three cases the means indicate the possible presence of an emotional disorder. This is because they are higher than 12, a point established by the authors of the instrument as an indicator of some type of risk against mental health.

Perfectionism

To study whether there are differences between the three groups of students in relation to the two factors of perfectionism, a MANOVA was carried out. The contrast was not significant ($F=2.11$, $g.l.1=4$, $g.l.2=112$, $p=0.084$), although the size of the effect obtained is large ($\eta^2p = 0.70$).

Coping strategies

The determination of the different coping strategies presented by the three groups of students was carried out through the analysis of the results obtained in the A-CEA questionnaire, using an ANOVA.

No significant differences were found between the three groups of students in relation to coping strategies ($F=2.16$, $g.l.=2$, $p=0.125$), and the effect size is medium ($\eta^2p = 0.073$).

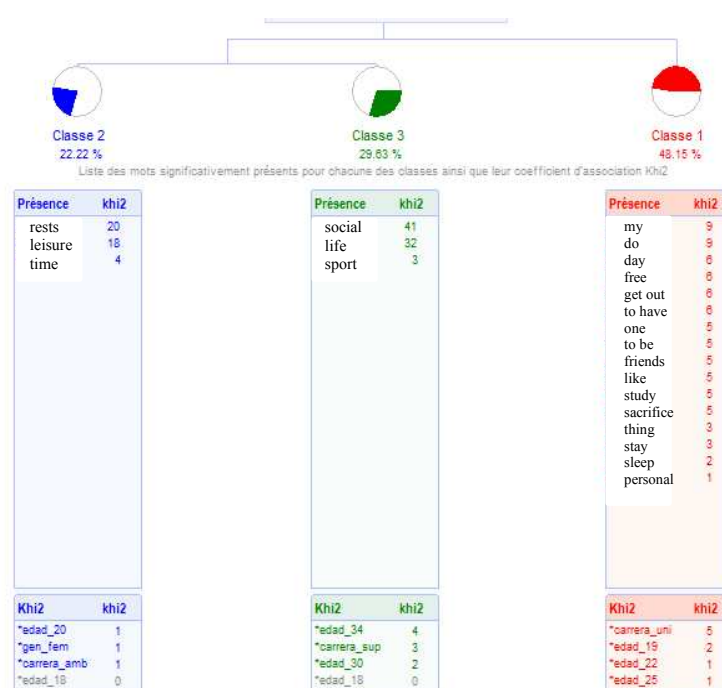
Qualitative questionnaire

To find out the opinions, time management and sacrifices that different students have regarding their career, five analyzes were carried out using the ALCESTE software. Questions 3 and 4, as discussed above, were analyzed using Jamovi.

Question 1: Do you sacrifice things in your day to day for your studies? If so, what three things would you name?

The analysis for the three groups shows three classes, with a very high treatment relevance, since it explains 89% of the answers given. The relationship that appears is arboreal, since the first class connects with the second and third, which in turn are linked. The most relevant is therefore class 1, which can be called my friends. This information is seen in Figure 1.

Figure 1 – Dendrogram question 1: sacrifices



Source: Devised by the authors

Table 8 shows the information of the three classes, called “my friends”, “leisure time” and “social life”, with text examples, the number of units of elementary context that they explain, their value of χ^2 and the most representative word. The names of each group refer to the three sacrifices that students make most consider due to their careers, all of which coincide in reducing their free time to increase study time.

Table 8 – Information question 1: sacrifices

SACRIFICES				
	Class	UCE	χ^2	Word
1	My friends	26		Friends

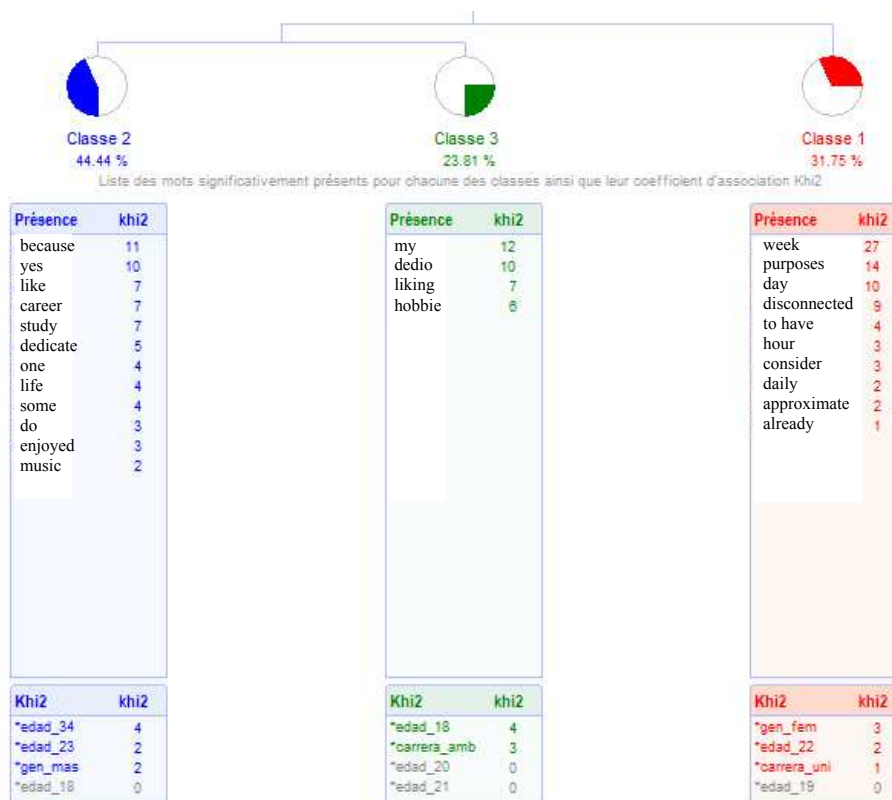
Phrases	When I had a lot of study load, I sacrificed doing sports, going out with my friends and having time for myself.	8	
	Yes, among them I would name meeting my friends to be together and talk about our things. Have a more physically active life, because in my case I am, if not all day, almost all day sitting.	8	
	Being able to spend a day doing nothing, being able to dedicate a weekend to anything other than music.	7	
2	Leisure time	12	Leisure
Phrases	Leisure time, physical and mental rest	13	
	Leisure time, rest time, and possibly time for relationships.	6	
	Yes, rest time, leisure time, and exercise time.	6	
3	Social life	19	Social
Phrases	Social life, sleep, sport.		
	Social life, sport and leisure.		
	Yes, leisure, reading, watching a movie, cooking, sports and social life.		

Source: Devised by the authors

Question 2: How much time do you spend on your hobbies or hobbies weekly? Do you think it is enough?

The analysis for the three groups shows three classes, with a very high treatment relevance since it explains 85% of the elementary context units. The relationship that is generated is arboreal, because class 1 connects with class 2 and 3, these being related to each other. Class 2 is the most relevant and can be called Distribution of leisure time. This can be seen in Figure 2.

Figure 2 – Dendrogram question 2: time spent on hobbies



Source: Devised by the authors

Table 9 shows the various classes, which are generated in relation to the type of response of the students: those who quantify leisure based on the hours used in it, those who express the type of hobby and those who indicate little time dedicated to hobbies. It is these three differentiations that give the classes their names, each one representing the conception of leisure in the analyzed sample. In addition, the information of the three classes is presented with text examples, the number of elementary context units that they explain, their value of χ^2 and the most representative word.

Table 9 – Information question 2: time spent on hobbies

TIME SPENT ON HOBBIES				
	Class	UCE	χ^2	Word
	1	Quantification of leisure time	20	Week
Phrases		20 25 hours approximately, about three hours a day, a little less during the week and a little more on weekends	7	
		Weekends.	7	

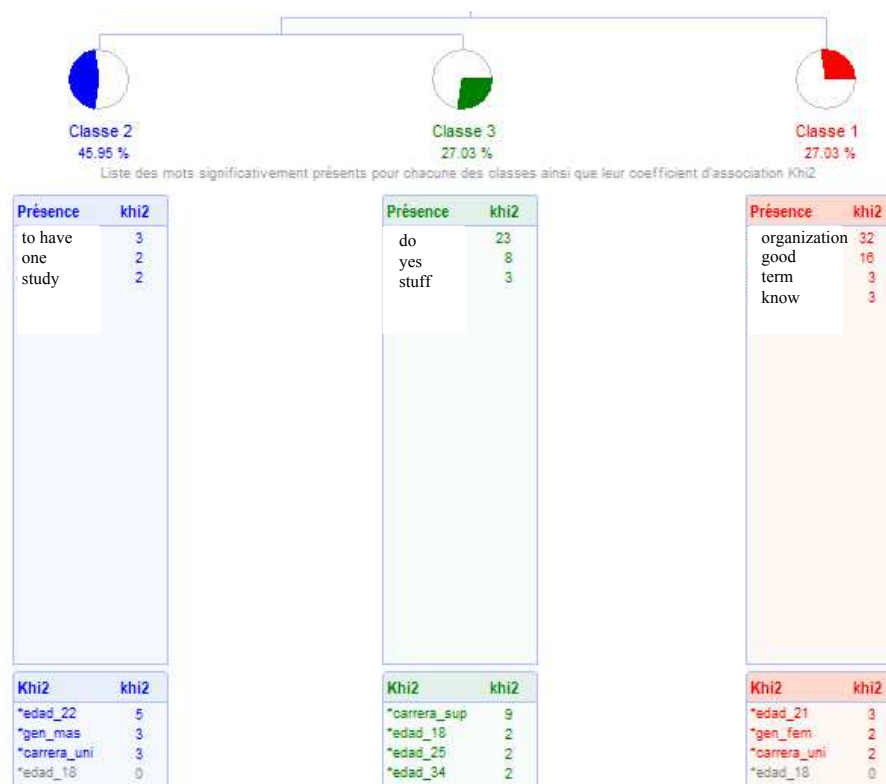
	I consider that from Monday to Friday I dedicate about 2 or 3 hours, on weekends I dedicate about 4 hours.	7	
2	Leisure time distribution	28	Dedicate
Phrases	Weekly I cannot dedicate more than 5 hours. Despite this, I enjoy the two careers that I study, I chose them because it is what I would like to dedicate myself to.	13	
	Leisure time, rest time, and possibly time for relationships.	5	
	Yes, rest time, leisure time, and exercise time.	5	
3	Little dedication to hobbies	15	Hobbies
Phrases	I practically do not spend time on hobbies or likings	13	
	All the hobbies that I have are in some way directed academically, therefore, the only free time that I have I dedicate to being with my friends and with my partner.	9	
	I consciously dedicate little time to my hobbies, but I often find myself doing them out of inertia, since it is my way of meditating, of avoiding myself.	9	

Source: Devised by the authors

Question 5: What do you think is necessary to have good time management when studying a career?

The analysis for the three groups shows three classes, with a weak relevance, explaining 56% of the answers given. The division is arboreal, since the first class is related to the two and the three, which in turn are related to each other. The most relevant class is class 2, which can be called Activity planning. This can be seen in Figure 3.

Figure 3 – Dendrogram question 5: time management



Source: Devised by the authors

Table 10 shows the three groups obtained after the analysis, where the students state that in order to make good use of the time and thus pass the degree, a good organization is essential (class 1), as well as planning the activities that must be carried out, including leisure activities (class 2), and have a commitment to those activities (class 3). In addition, the information of the three classes is presented with text examples, the number of elementary context units that they explain, their value of χ^2 and the most representative word.

Table 10 – Information question 5: tempo management

TIME MANAGEMENT				
	Class	UCE	χ^2	Word
	1	Good organization	10	Organization
Phrases		A good organization.	10	
		Very good organization and planning, as well as being constant and persistent.	5	
		Without a doubt, a good organization, setting short and long-term goals. Prioritize.	5	
	2	Activity planning	17	Have
Phrases		Have times with activities to disconnect and sleep well.	17	

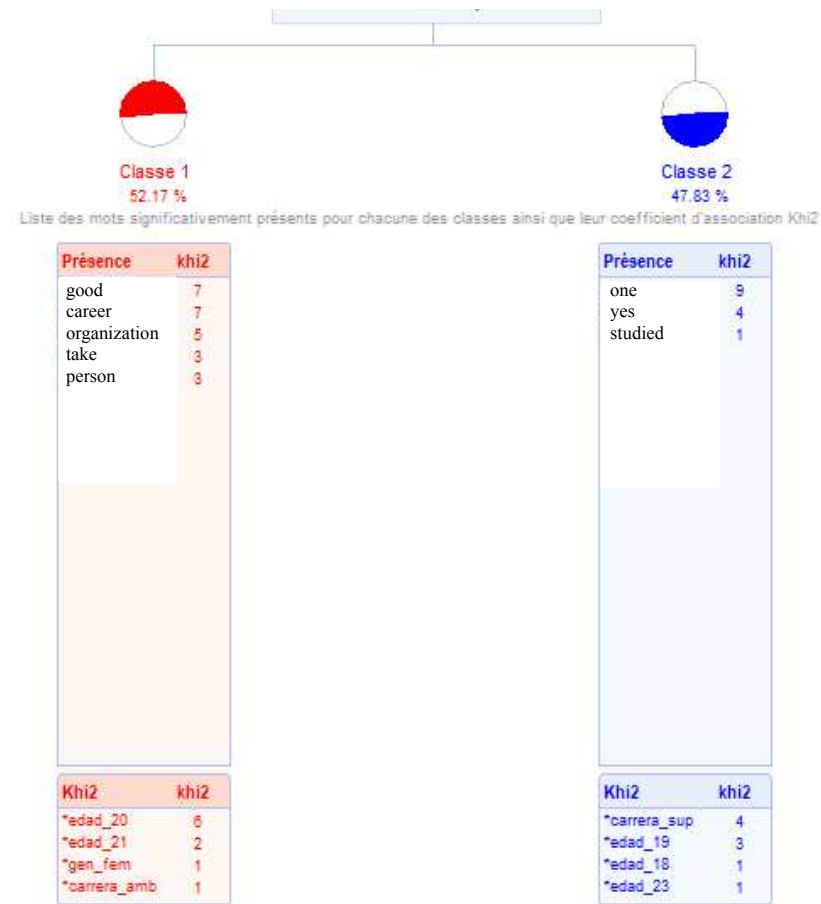
	Have an order of priorities.	8	
	Have a good financial situation at home. Students who work and study out of necessity are the ones who have the worst time.	4	
3	Commitment	10	Do
Phrases	Be aware of our mental and physical limits, of our characteristics and preferences, if I know that I am more productive in the evening, organize myself to do the tasks that require more concentration in those moments	5	
	Make your own schedule and always try to comply with it. Including both study time and leisure time. I think it would even help to make the most of your time and concentration, because if you do not apply yourself, you cannot meet the schedule anymore.	2	
	Organize the meals, so that it does not take so long to make it, restrict the use of your mobile in the afternoons, take short breaks every time you study.	1	

Source: Devised by the authors

Question 6: If someone did not manage to have a good organization, would they be able to get the degree you are studying?

The analysis for the three groups shows two classes, with a weak relevance, since they explain 38% of the elementary context units. The classes define two opinions: those who consider that it is possible to obtain appropriate and sufficient academic results with little organization (class 1) and those who think that this is not possible (class 2). Of the two, the most relevant is 1, called Good organization. This information is collected in Figure 4.

Figura 4 – Dendrograma pergunta 6: capacidade de sacar la carrera



Source: Devised by the authors

The two classes obtained through this analysis are collected in table 11, where they are named according to the beliefs of the students in relation to the organization necessary to obtain the degree. Thus, we find the class "good organization", where it is considered essential, and the class "little organization", where it is considered that the degree could be obtained without much organization, although with difficulties. In addition, the table contains the information of the two classes with text examples, the number of units of elementary context that they explain, their value of χ^2 and the most representative word.

Table 11 – Information question 6: capacity to get the degree

CAPACITY TO TAKE THE CAREER				
	Class	UCE	χ^2	Word
1	Good organization	12		Good
Phrases	There are people who are not very organized but are capable of making a very good career out of a career such as chemistry or music. However, I think that in order to run two races well, a good organization is vital.		12	
	My career is quite personal, there are people who need good organization every day and other people can do things at the last minute and do it just as well		10	
	In the event that it cannot, the inconvenience will be the time it takes to finish said degree, otherwise, with involvement and work, anyone can get any career.		7	
2	Little organization	11		One
Phrases	Yes, but with the rope around his neck. He would look a bit rushed.		5	
	With a miracle maybe yes.		5	
	I think someone would be capable, but quite possibly with lower results than one would expect and with greater availability.		1	

Source: Devised by the authors

Discussion

The quality of life in relation to health is understood as the consequences that are generated in the affective and cognitive field after facing day-to-day problems and the different stressors that arise on the way to our goals (ETCHELD *et al.*, 2003). For this reason, research that seeks to study variables such as perfectionism, coping strategies or mental health are fundamental, insofar as they clarify the path of possible improvements in the academic environment, and their consequent increase in the quality of student life.

Significant differences were found in the hours dedicated to studies, between the group of university students and those who study two degrees (music and university), logical data due to the greater workload of the second group. However, this significance did not occur among music students and those who are enrolled in two degrees, possibly because music studies require greater dedication from students for its proper performance.

No significant difference is found between the three sample groups in the variables studied, or what is the same, between students of university careers and music studies, as well as students who only study one career versus students who study two. This means that, psychologically, the weight that students have when pursuing a higher degree is independent

of whatever type it is, including the musical arts, and whether it is only one or two at a time. However, the absence of significant differences in the proposed variables does not imply the absence of important aspects to be pointed out.

The first of them is in relation to mental health, where the three groups have an average score higher than 12, a number indicated by the authors of the instrument as a cut-off point for a possible emotional disorder. This points to the need to delve further into future research on the state of mental health of students of higher degrees, and also highlights the need for institutions to provide psychological help and support in their studies to students. Therefore, it is necessary to question whether the presence of counseling and psychological support teams in higher education could not be convenient, so that the student body would have help to overcome stress and anxiety.

The second aspect to review is that, although no significant differences were obtained between the groups in the variables studied, the effect sizes (low in mental health, medium in coping strategies and high in perfectionism) indicate the possible lack of potency of the contrasts due to the small sample size, which shows that, with a larger sample, it is very likely that significant differences would have been obtained. In this way, performing the same analysis with a larger sample could be convenient to ensure whether or not there is significance.

Regarding the qualitative analysis, the absence of significant differences between the three groups led to the unification of the responses of the entire sample for its study with ALCESTE. The students point out as common the sacrifice of time for social relationships, leisure and time with their friends due to their studies. In addition, they consider the time that they do dedicate to their hobbies based on three different aspects: the real time they dedicate, how they distribute that leisure time and how scarce it is. That all students, regardless of the degree course, consider the absence of leisure time as a fundamental sacrifice due to studies is an aspect that would be convenient to study in depth, especially what consequences could be generated by not having time to disconnect from the academic field.

In relation to time management during studies, students consider a good organization, the planning of activities and the commitment to them as the fundamental aspects to take advantage of. However, there are clear differences of opinion in relation to whether or not it is necessary to organize to get the degree. Approximately half of the sample considers that it is essential to have a good organization to be successful in studies, while the other half argue that not having much organization is not a problem on the path to higher studies.

It must be considered that there has been a limited number of students, which has been the main weakness of this study, due to the very specific characteristics that they had to meet. However, there have been participants from all areas of knowledge in the case of university careers, and from all itineraries in the case of the music superior.

In future research, it would be very interesting to analyze these variables in a larger sample to ensure the effect obtained, clarifying that information the necessary path to follow to improve the quality of life of the student body.

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