

# Effect of Music Therapy on Relieving Depression of Teachers

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## Abstract

**Objectives:** To explore the role of music therapy in relieving depression of teachers. **Methods:** Sixty patients with depression were selected as the study participants, and they were randomly divided into two groups, with thirty patients in the observation group and thirty patients in the control group. The control group was given routine drug therapy for depressed teachers, and the observation group was treated with music therapy on this basis. With the Hamilton Anxiety Scale and Hamilton Depression Rating Scale, the depression treatment effects of two groups of teachers were measured. **Results:** In the application of music therapy, the observation group of teachers has been significantly relieved of depression. In the 1<sup>st</sup> weekend, the 2<sup>nd</sup> weekend, the 4<sup>th</sup> weekend, and the 8<sup>th</sup> weekend, the reduction rate of the observation group was significantly better than that of the control group, and the difference between the two groups was statistically significant ( $P < 0.05$ ). **Conclusions:** In the course of the treatment of depression of teachers, the application of music therapy can alleviate the depression of teachers to a large extent and has important clinical practice significance.

**Keywords:** Clinical, Hamilton Anxiety Scale, music therapy, relieving depression

## INTRODUCTION

Music is one of the most important and attractive areas in the spiritual life of humankind.<sup>[1]</sup> It is accompanied by the entire historical process of humankind, and it permeates all aspects of social life.<sup>[2]</sup> It is produced and continues to play an enormous role that cannot be ignored. Music is a product of human psychological activities.<sup>[3]</sup> The ways and means of music to realize its various social functions are mainly sound experience,<sup>[4]</sup> emotional feelings, imagination-guided intuition, and other psychological activities.<sup>[5]</sup> Music, as one of the important social and cultural phenomena, cannot be neglected for health. Music therapy is a comprehensive emerging discipline that integrates psychology, medicine, physiology, philosophy, music, and art. As an applied science, music therapy is gradually accepted by the society and matures. Music therapy is a planned and purposeful treatment process focusing on musical activities.<sup>[6]</sup> Music therapy is a method of treating psychogenic diseases and certain psychosomatic diseases through musical means. The music therapy method was used to observe and select sixty patients with depression as the study participants. The report is as follows.

## Overview

Sixty patients with depression were selected as the study participants, and they were randomly divided into two groups,

with thirty patients in the observation group and thirty patients in the control group. The control group was given routine drug therapy for depressed teachers, and the observation group was treated with music therapy on this basis. With the Hamilton Anxiety Scale and Hamilton Depression Rating Scale, the depression treatment effects of two groups of teachers were measured.

## METHODS

The control group received only conventional drug therapy. In addition to conventional drug therapy, the treatment group received personalized music therapy twice a week for 40 min, 1 course for 16 sessions, and duration of 8 weeks. Music therapy is to adjust people's mind and body by listening to special music to achieve the goal of fitness. The treatment group uses music listening and song discussion. The therapist selects songs and listens to the therapist's instructions after listening. Specific methods include music relaxation training, music appreciation, and passive participatory music therapy.

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## Assessment

Assessment using Hamilton Depression and Hamilton Anxiety Table was performed on the 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, and 8<sup>th</sup> weekends, and was evaluated on the scale of the scale. At the same time, assessments were made with changes in clinical symptoms. The Hamilton Depression Scale (HAMD), compiled by Hamilton in 1960, is the most commonly used scale for the clinical assessment of depression. This scale has 17 items, 21 items, and 24 items. This scale is used by two trained evaluators to perform HAMD joint examinations on patients, usually using conversation and observation. After the examination is completed, the two evaluators score independently; scoring before and after treatment can assess the severity of the disease, degree, and treatment effect.<sup>[7]</sup> The Hamilton Anxiety Scale (HAMA) was compiled by Hamilton in 1959 and consists of 14 items. It mainly involves the two major factors of somatic anxiety and mental anxiety. It is used to assess the severity of anxiety symptoms in neurosis and other patients.

## RESULTS

The comparison between the treatment group and the control group in the scores of the HAMD depression scale and the HAMD anxiety scale showed that the treatment group was efficient than the control group. In terms of clinical symptoms, patients in the treatment group showed signs of improvement on the 1<sup>st</sup> week of treatment [Tables 1 and 2].

### Passive music therapy and clinical efficacy comparison

The number of remissions in the treatment group was 26, whereas that in the control group was 18 ( $P < 0.01$ ). The treatment group was statistically significantly higher.

### Control group

Progress and no change were observed in two patients in the treatment group and 11 in the control group. The treatment group was significantly less than the control group [Table 3]. In the treatment group, the mean reduction rate of depression measured by the Hamiltonian scale was compared with the average rate of decline in anxiety. The average reduction rate of anxiety and the average reduction rate of passive music therapy for depression were statistically processed. There was no significant difference, that is, the effect on depression was similar to that on anxiety. In addition, in the treatment group, patients only had 1 case in 28 cases during the day and more in the control group [Table 4].

## CONCLUSIONS

In the process of teachers' depression treatment, patients with depression treated with music received remissions faster than those who did not use this therapy group, and adverse drug reactions were reduced. In the treatment group, the symptoms improved after 1 week of treatment, and the mean reduction rate for the Hamilton test was 40.35%. However, in the control group, after 1 week of general treatment, the symptoms did

**Table 1: Comparison of the reduction rate of the Hamilton Depression Scale between the treatment group and the control group**

	Reduction rate of treatment group (%)	Reduction rate of control group (%)	<i>t</i>	<i>P</i>
1 <sup>st</sup> weekend	40.35	6.03	8.90	<0.01
2 <sup>nd</sup> weekend	69.24	21.29	11.45	<0.01
4 <sup>th</sup> weekend	37.53	44.03	11.17	<0.01
8 <sup>th</sup> weekend	98.23	67.06	8.64	<0.01

**Table 2: Comparison of the reduction rate of the Hamilton Depression Scale anxiety scale between the treatment group and the control group**

	Reduction rate of treatment group (%)	Reduction rate of control group (%)	<i>t</i>	<i>P</i>
1 <sup>st</sup> weekend	38.12	0.35	6.34	<0.01
2 <sup>nd</sup> weekend	73.03	34.17	8.66	<0.01
4 <sup>th</sup> weekend	93.24	68.59	7.48	<0.01
8 <sup>th</sup> weekend	100	81.47	5.92	<0.01

**Table 3: Passive music therapy and clinical efficacy (examples)**

Clinical efficacy	Treatment group reduction rate	Reduction rate of control group	total
Ease	26	18	44
Progress and no change	2	11	13
Total	28	29	57
Percentage of remission	93	62	

**Table 4: Average treatment rate and symptoms in treatment**

The average reduction rate of depression	The average reduction rate of anxiety (%)	<i>t</i>	<i>P</i>
1 <sup>st</sup> weekend	40.35	38.12	0.434>0.05
2 <sup>nd</sup> weekend	69.24	73.03	0.08>0.05

not change and the rate of reduction was 6.03%. During the course of treatment, patients in the treatment group rarely stay in bed, which relieves their anxiety and fear of hospitalization, and actively cooperate with medical personnel, which is conducive to the management of the ward. With the continuous development of the medical model, music therapy as a psychological treatment method has the characteristics of convenient implementation, efficacy determination, and no adverse reactions and has the value of promotion in clinical adjuvant therapy. In the course of the treatment of depression of teachers, the application of music therapy can alleviate the depression of teachers to a large extent and has important clinical practice significance.

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## Conflicts of interest

There are no conflicts of interest.

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