



Immediate Effects of an Adlerian-based Group Drumming Intervention on Mood and Social Interest Among College Students

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Introduction

Transition into college may be challenging for many students. Transition effects different aspects of an individual's life and requires a multitude of phases that prepare an individual for adjustment and stabilization into their new environment (Coertjens et al., 2017). Additionally, it effects how they will interact, socialize and make new friends within their new environment.

Psychological stress among college students has been reported at an all time high since the 1980s (Reifman, 2011). Students face anxiety, stress and social adjustment issues when moving into college. In order to reduce these transitional stressors, students can participate in self-care activities such as yoga, group drumming or exercising.

Mungas and Silverman (2014) conducted a study investigating college students affective mood states while using a group drumming intervention. Results indicated that participants had an increase in affective mood states after completing the group drumming intervention.

Hypotheses

It was proposed that after participating in the drumming intervention, participant's mood and social interest would increase, whereas their perceived social stress would decrease.

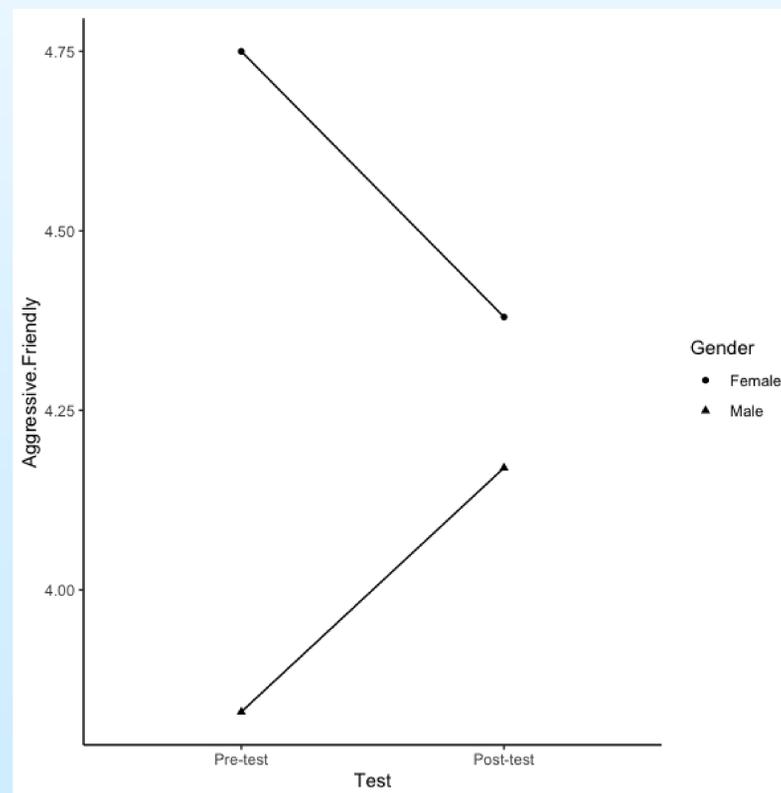


Method

Participants ($N = 100$; M age = 22.04 , $SD = 4.59$) were recruited from Lynn University in Southeastern Florida. Participants received extra credit for participating in the study.

- **Quick Mood Scale** – 12 items; assessed attributes of positive (e.g., friendly, cheerful, relaxed) and negative (e.g., depressed, anxious, confused) affective states
- **Social Interest Index- Revised** – 14 items; assessed the social interest level of each participant (e.g., “My friends are very important to me.”)
- **Perceived Social Stress Scale** – 10 items; assessed social stress level of each participant (e.g., “In the last month, how often have you felt nervous or ‘stressed’?”)

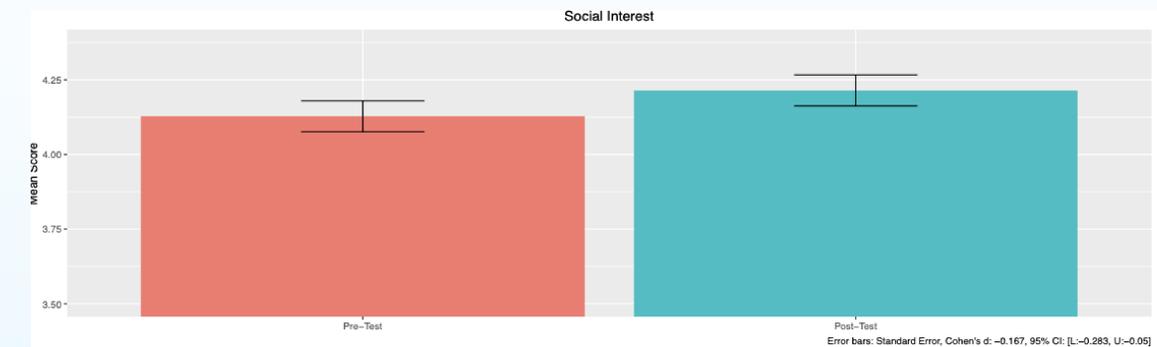
Pretest-Posttest design



Interaction effects of gender on the Aggressive/friendly subscale of the QMS.

Note: Higher scores indicate higher friendliness

Results



A paired samples t-test was conducted to compare means of participant's social interest before and after completing the drumming intervention. There was a significant difference in scores between participants before ($M = 4.13$, $SD = 0.51$) and after ($M = 4.22$, $SD = 0.52$) the drumming intervention; $t(99) = -2.78$. $p = .006$.



A paired samples t-test was conducted to compare means of participant's affective mood states before and after completing the drumming intervention. There was a significant difference in scores between participants before ($M = 2.69$, $SD = 0.42$) and after ($M = 2.75$, $SD = 0.42$) the drumming intervention; $t(98) = -2.09$. $p = .04$.

Discussion and Future Directions

As college students are facing psychological stressors as they transition into college, it is important to find interventions to reduce stress, mood and increase social interaction among college peers. Here, we see the hypothesis was supported which demonstrates that drumming affects student's mood and social interest levels. A significant interaction effect was also found between gender and the intervention in terms of the participants' aggression and friendliness.

Future research could include developing a longitudinal program of successive drumming groups and studying its effects with a longitudinal design study.