



Effect Of Perceived Stress On Life Satisfaction And Happiness In Musicians And Non Musicians

Submitted by

Hardik Srivastava

ABSTRACT

Increased perceived stress can lead to performance anxiety leading to diminished artistic expression, creative block and low confidence. Past research have highlighted that anxiety has negatively influenced the musicians' artistic expressions and creativity by infusing performance anxiety. The aim of this research was to study the effect of perceived stress on life satisfaction and happiness among musicians and non musicians. The objectives were to study the level differences, relationship and prediction between anxiety, life satisfaction and happiness among musicians and non musicians. A random sampling technique was used to collect a sample of 200 musicians and non musicians. Perceived stress scale (PSS)1983, Life satisfaction scale (LSS) 1971, Oxford happiness questionnaire 2002, were administered through a google form and offline mode. The data was analysed quantitatively for correlation, t-test and regression using Statistical Package for Social Sciences (SPSS). Overall, the study demonstrated the relationship between perceived stress, life satisfaction and happiness among musicians and non musicians. It emphasised the need to understand the impact of stress on musicians' life satisfaction and happiness, the necessity for promoting mental health awareness and measures that can be taken to reduce such stress on larger scale.

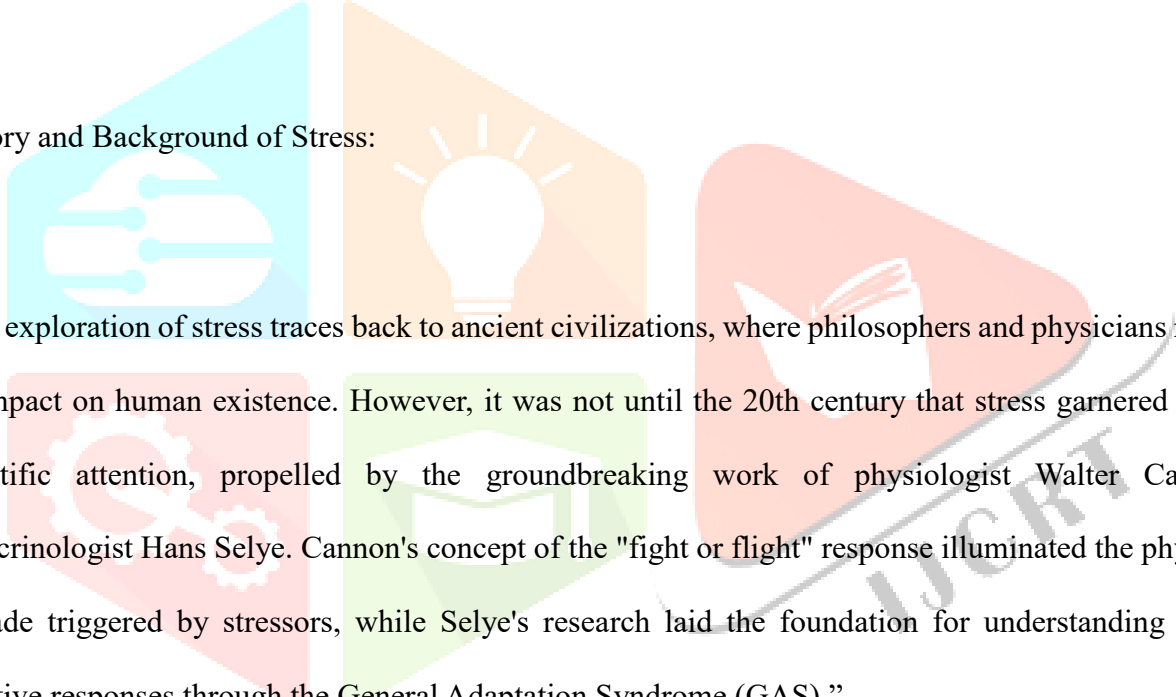
Key Words – perceived stress , life satisfaction , happiness , between musicians and non-musicians

CHAPTER 1

INTRODUCTION

In the dynamic realm of music, where creativity intertwines with performance, the spectre of stress looms large. Musicians, revered for their ability to evoke emotions and transport audiences to ethereal realms, often navigate a labyrinth of pressures that can profoundly influence their well-being. Understanding the history, background, and multifaceted effects of stress on musicians' life satisfaction and happiness unveils a complex narrative that underscores both the beauty and challenges of artistic pursuit.

History and Background of Stress:



The exploration of stress traces back to ancient civilizations, where philosophers and physicians recognized its impact on human existence. However, it was not until the 20th century that stress garnered significant scientific attention, propelled by the groundbreaking work of physiologist Walter Cannon and endocrinologist Hans Selye. Cannon's concept of the "fight or flight" response illuminated the physiological cascade triggered by stressors, while Selye's research laid the foundation for understanding the body's adaptive responses through the General Adaptation Syndrome (GAS).”

Over time, stress emerged as a ubiquitous aspect of modern life, infiltrating various domains, including the arts. Within the realm of music, stress manifests in diverse forms, ranging from performance anxiety to the rigors of creative expression and the demands of a volatile industry. As musicians strive for excellence and seek to connect with audiences on a profound level, they often grapple with the inherent pressures that accompany their craft.

Types of Stress in the Life of Musicians:

Performance Anxiety: One of the most pervasive forms of stress among musicians, performance anxiety, manifests as apprehension and fear before or during public performances. The heightened scrutiny, coupled with the desire for perfection, can evoke physiological responses such as increased heart rate, sweating, and trembling, impeding musicians' ability to deliver their best.

Creative Pressure: The pursuit of artistic innovation entails its own set of stressors. Musicians frequently experience the weight of expectations, whether self-imposed or imposed by external forces, as they endeavour to compose original pieces or reinterpret existing works. The quest for creativity amidst deadlines and critical evaluation can fuel a cycle of stress and self-doubt.

Career Uncertainty: The music industry's volatility exacerbates stress for musicians navigating a landscape fraught with unpredictability. Fluctuating demand, financial instability, and the constant quest for recognition contribute to feelings of insecurity and disillusionment, amplifying stress levels and jeopardizing overall well-being.

Perceived Stress: A Psychological Perspective:

Perceived stress, a concept elucidated by Lazarus and Folkman in their Transactional Model of Stress and Coping, emphasizes individuals' subjective appraisal of stressors and their capacity to cope with them. Unlike objective stressors, which denote external events or circumstances, perceived stress encapsulates the cognitive and emotional interpretations of these stressors, shaping individuals' psychological responses.

“For musicians, perceived stress encompasses an intricate interplay of internal and external factors, including performance expectations, personal insecurities, and the socio-cultural context of the music industry. The subjective evaluation of these stressors influences musicians' emotional well-being, performance outcomes, and overall satisfaction with their craft.

Effects of Stress on Musician's Life Satisfaction and Happiness:

The impact of stress on musicians transcends mere physiological arousal, permeating their existential fabric and shaping their perceptions of fulfillment and happiness. Research indicates a myriad of ways in which stress influences musicians' well-being:

Psychological Distress: Chronic exposure to stressors can precipitate psychological distress, encompassing symptoms such as anxiety, depression, and burnout. Musicians grappling with performance anxiety or career uncertainties may experience heightened levels of psychological distress, impeding their ability to derive satisfaction from their craft.

Impaired Performance: Stress exerts a tangible influence on musicians' performance outcomes, compromising their technical proficiency and artistic expression. Performance anxiety, in particular, can impede musicians' ability to execute their repertoire with precision and poise, undermining their confidence and exacerbating feelings of dissatisfaction.”

“Interpersonal Strain: The reverberations of stress extend beyond the individual musician, impacting their interpersonal relationships and social dynamics. Intense creative pressure or career-related stressors may strain relationships with bandmates, collaborators, or loved ones, eroding social support networks and exacerbating feelings of isolation and discontent.”

Diminished Life Satisfaction: Ultimately, the cumulative burden of stress can erode musicians' overall life satisfaction, engendering a sense of disillusionment and disconnection from their artistic pursuits. Despite external accolades or professional achievements, pervasive stress can cast a shadow over musicians' intrinsic motivation and dampen their sense of fulfilment and happiness.”

Theories of happiness

1. Hedonic Theory: The Hedonic Theory, often traced back to ancient Greek philosophy and further developed by scholars such as Jeremy Bentham and John Stuart Mill, posits that happiness is primarily derived from the pursuit of pleasure and the avoidance of pain. According to this theory, individuals seek to maximize pleasure and minimize pain in their lives. Happiness is equated with experiencing positive emotions and subjective well-being. Hedonic happiness focuses on the momentary feelings of joy, contentment, and satisfaction that arise from pleasurable experiences and activities. It emphasizes the importance of gratifying desires and fulfilling sensory pleasures to achieve happiness.

2. Eudaimonic Theory: Eudaimonic happiness, rooted in the works of Aristotle, emphasizes living a virtuous and meaningful life. According to Aristotle, happiness (or eudaimonia) is achieved through self-realization,

personal growth, and the pursuit of intrinsic goals such as autonomy, competence, and relatedness. Eudaimonic well-being goes beyond mere pleasure and involves striving for excellence, moral virtue, and fulfillment of one's potential. It emphasizes the importance of engaging in activities that align with one's values, strengths, and interests. Eudaimonic happiness is characterized by a sense of purpose, meaning, and flourishing, resulting from living in accordance with one's true nature.

3. Self-Determination Theory (SDT): Self-Determination Theory, developed by Edward Deci and Richard Ryan, proposes that happiness and well-being are influenced by the satisfaction of three basic psychological needs: autonomy, competence, and relatedness. According to SDT, individuals are happiest when they have a sense of autonomy in their actions, feel competent in their endeavors, and experience meaningful connections with others. SDT distinguishes between intrinsic and extrinsic motivations, highlighting the importance of pursuing goals that are personally meaningful and aligned with one's authentic self. SDT emphasizes the role of intrinsic motivation, psychological growth, and social support in promoting well-being and happiness.

4. Positive Psychology: Positive Psychology, founded by Martin Seligman and other scholars, focuses on studying human strengths and virtues that contribute to well-being and happiness. Positive psychology emphasizes positive emotions, character strengths, and positive social relationships as key factors in promoting happiness. It seeks to enhance individual and societal well-being by fostering qualities such as gratitude, resilience, optimism, and altruism. Positive psychologists advocate for a strengths-based approach to mental health that emphasizes building on individual strengths and cultivating positive experiences to promote flourishing and fulfillment in life.

5. Broaden-and-Build Theory: Broaden-and-Build Theory, proposed by Barbara Fredrickson, suggests that positive emotions broaden individuals' thought-action repertoires and build personal resources over time. According to this theory, positive emotions such as joy, gratitude, and love have the ability to broaden individuals' cognitive and behavioral responses, leading to increased creativity, resilience, and social connections. Over time, the accumulation of positive emotions and experiences helps individuals develop psychological resilience, social support networks, and coping strategies that contribute to long-term well-being and happiness.

6. Socioemotional Selectivity Theory: Socioemotional Selectivity Theory, developed by Laura Carstensen and colleagues, suggests that as individuals age, they become more selective in their social relationships and prioritize emotionally meaningful experiences. According to this theory, older adults tend to focus on optimizing emotional well-being by investing in close relationships and engaging in activities that bring them joy and fulfillment. As individuals perceive their time horizon narrowing with age, they prioritize present-focused goals that enhance emotional satisfaction and well-being. Socioemotional Selectivity Theory highlights the importance of emotional regulation, social connectedness, and meaningful experiences in promoting happiness across the lifespan.

CHAPTER 2

REVIEW OF LITERATURE

The aim of this study was to build upon previous research by investigating how emotional intelligence (EI) relates to well-being measures (such as life satisfaction and happiness) in a follow-up study spanning 12 weeks. Additionally, we explored how perceived stress influences the connection between EI and well-being. A group of 264 female students from the School of Health Sciences participated by completing an EI assessment. After the 12-week period, participants filled out scales measuring perceived stress, life satisfaction, and subjective happiness. Those with higher EI tended to report lower levels of perceived stress, along with higher levels of life satisfaction and happiness. These findings suggest that perceived stress acts as a mediator between EI and well-being measures, particularly in terms of life satisfaction and happiness. This suggests a mechanism through which high EI might enhance well-being among female students in nursing and allied health sciences by reducing stress. The study discusses the implications of these results for future research and for interventions aimed at improving well-being outcomes among health profession students

The development of interventions aimed at enhancing happiness constitutes a primary focus within the emerging domain of positive psychology. Prevailing notions about the necessity of minimizing stress for achieving happiness imply that stress management practices should be integral components of such

interventions. However, the existing body of research concerning the interplay between positive and negative emotional states presents mixed findings. While theoretically, positive and negative affect are viewed as distinct dimensions, empirical studies often reveal a contrary association between happiness and stress. Moreover, research endeavors typically strive to evaluate stress from an objective standpoint rather than considering it within the framework of cognitive appraisal processes. This current study endeavors to investigate the correlation between perceived stress and happiness among a cohort of 100 college students, aiming to ascertain the presence of a similar inverse relationship. The findings indicate significant linear correlations between happiness and perceived stress, thereby confirming the existence of an inverse relationship between these variables. The ensuing discussion delves into various factors that could potentially elucidate the observed relationship.

This research delved into the intermediary role of perceived stress in the connection between emotional intelligence and both life satisfaction and psychological well-being, while also considering the influence of personality traits. Data encompassing emotional intelligence, perceived stress, life satisfaction, psychological well-being, and personality factors were gathered, and bootstrap techniques were applied to examine multiple mediator effects. As anticipated, emotional intelligence exhibited a positive correlation with life satisfaction and psychological well-being. The final model unveiled a significant pathway from emotional intelligence, via perceived stress, to both life satisfaction and psychological well-being, even when accounting for personality traits as covariates. Our findings indicate an underlying mechanism wherein heightened emotional intelligence augments well-being among graduates by mitigating stress. The limitations of the results and implications for future research are also discussed.

This intensity often precipitates stress among students. Our aim was to ascertain whether heightened self-efficacy levels contribute to mitigating perceived stress and, consequently, amplifying happiness among students. Data were collected via a survey instrument incorporating scales adapted from existing literature to gauge self-efficacy, perceived stress, and happiness. The study encompassed a sample size of 152 participants. The findings yielded moderate to robust support for the formulated hypotheses. A moderate yet inverse correlation was discerned between self-efficacy and perceived stress, as well as between perceived

stress and happiness. Notably, a substantial and statistically significant association emerged between self-efficacy and happiness.

The objective of this study was to examine the correlation between resilience, perceived stress, and life satisfaction among students experiencing both success and failure. The research sample comprised 120 students selected randomly from both groups. These results suggest that an increase in resilience and a decrease in stress contribute to enhanced life satisfaction among students experiencing both success and failure.

the principal objective was to assess whether college students' perceived happiness varied significantly depending on their stress levels, how often they engaged in stress management techniques, and their emotional bonds with others. The findings highlighted that students expressed the least happiness concerning their financial situation, work, and academic responsibilities. Perceived happiness displayed noteworthy disparities linked to stress levels and the degree of emotional closeness to others. Individuals indicating lower perceived happiness tended to experience elevated stress levels and weaker emotional ties with others. A majority of participants disclosed experiencing high stress, primarily stemming from academic pressures, time constraints, and concerns regarding their future career. Despite the prevalence of stress, a significant proportion of students reported infrequent utilization of stress management techniques.

This study investigated the mediating role of optimism and flow in the relationship between perceived stress and subjective happiness in college students. The results follows. First, the more stress perceived, the less happy they were. Second, the higher the optimism and flow among college students, the higher the happiness. Third, the perceived stress of university students indirectly influences happiness through double mediating of optimism and flow. These results suggest the need for a positive mediation program to improve happiness through flow to promote college students' optimism and flow. Finally, we discussed the significance of this study and suggestions for further study.

The results of our study suggest that music education students are at risk of depression, anxiety and stress. Their life satisfaction levels are similar to other students whereas their happiness levels are lower. Their economic status has an important impact on their life satisfaction but not on their happiness levels. The intervention of listening to different types of classical music for a period of four weeks for 30 minutes per day had no impact on their psychological well-being. A branch of medicine dealing with the performing arts should be established in order to reduce both physical and psychological injuries in performing artists, students and teachers. Institutions should assist students to acquire knowledge from qualified professionals and authoritative medical sources regarding the maintenance of professional health and the prevention of injuries or disorder.

This study marks the first empirical evidence of heightened emotional well-being among hobby musicians on days when they actively engage in music creation. Additionally, the findings underscore the importance of fulfilling basic psychological needs as a critical mechanism and highlight the need to differentiate between indicators of positive functioning and negative functioning in understanding the relationship between music-making and well-being.

This article proposes that passion for music is an essential element in explaining the well-being of musicians. This article posits that being passionate about music, and more specifically holding a harmonious type of passion reduces music-related anxiety and enhances musicians' life satisfaction, sense of psychological growth and mastery. Furthermore, it is expected that holding an obsessive passion toward music might thwart musicians' well-being through increased musical anxiety. These hypotheses were tested with 225 trainee and expert classical musicians. Results provided support for the hypothesis that musicians who are passionate about music, and even more those who are HP, experience increased well-being, while OP does not contribute to musicians' well-being. The relationships between passion and well-being in musicians were moderate to strong, confirming that the types of passion musicians hold is a central element in explaining their well-being. The article concludes that being passionate about music acts as a "sparkle" that brightens musicians' lives with regards to their global well-being experience.

Experiencing and interacting with music have been integral aspects of human societies throughout history. SWB encompasses individual assessments of life satisfaction and holds significance on an international scale, particularly in policy and governmental contexts. This study utilizes data collected in 2014 as part of the 31st survey of the Australian Unity Wellbeing Index to shed light on the association between music engagement and SWB. Through telephone interviews with a stratified random sample of 1,000 participants, the study discerned that involvement in music activities such as dancing or attending musical events correlated with higher levels of SWB compared to those who did not engage in such activities. Furthermore, the study underscored the significant role of communal music engagement in relation to SWB, highlighting the interpersonal aspect of music. By examining the broader relationship between music and SWB at a population level, this study diverges from much of the existing research in this field, which often focuses on evaluating clinical interventions involving music. The insights gleaned from these findings can inform future interventions and enhance our understanding of how music contributes to emotional regulation.

Anecdotal and theoretical accounts suggest that creativity may reduce stress and enhance coping ability. We therefore hypothesized that higher levels of creativity would be associated with lower levels of stress. Ninety-five female nonprofessional musicians participated in the study. Analysis included a hierarchical multiple regression that used type of musician creative thinking, creative personality, and creative behavior as predictors. A significant Type of Musician \times Creative Thinking interaction indicated that lower stress levels were associated with higher levels of creative thinking for music hobbyists. For music therapists, there was no relation between creative thinking and stress. These findings implicate creative thinking as a coping resource in the stress-coping process for adult female music hobbyists.

Recent research has explored the potential influence of stress on motor function, particularly among musicians with focal dystonia (FDM). This study assessed motor performance in 20 FDM patients and 16 healthy musicians under stress using the Trier Social Stress Test (TSST). Motor performance was evaluated through electromyographic (EMG) activity and temporal variability analysis, while objective alterations in the hypothalamic-pituitary-adrenal (HPA) axis were examined using electrocardiography (ECG) and free cortisol levels. Psychological profiles were also assessed. The findings indicated that FDM patients' motor impairments did not change under acute stress, but there was an increase in muscular co-contractions, reflecting a physiological response to stress. Psycho-diagnostic analysis revealed heightened levels of psychological traits such as anxiety and perfectionism in 40% of patients. Although motor outcomes did not differ based on these traits, patients with stressful and perfectionistic tendencies developed dystonia approximately ten years earlier on average than others. This suggests that while acute stress may not directly affect fine motor control in FDM patients, psychological traits associated with increased stress and perfectionism may have long-term implications for motor function, potentially accelerating the onset of dystonia.

Performance anxiety is a common experience among musicians. Recent studies have found it to be an issue not only for adult performers but also for developing musicians as early as third grade.. Self-report of anticipatory anxiety, cortisol secretion, and observation of anxious behaviors were the primary measures. Results indicated that young children did experience anxiety with respect to music performances and that responses seemed to have both innate and developed components. Children with prior performing experience reported less anticipatory anxiety, but had higher cortisol levels, than those without prior experience. Additionally, performance location seemed to play a role in children's anxiety responses. Those who were familiar with their performance environment responded with less anxiety than those who were not. Overall, second performances within a short time frame elicited much lower anxiety responses than initial performances. Findings pertaining to performance location and second performances appear to have direct pedagogical implications, which may help to reduce performance stress in young children.

This study aimed to investigate music performance anxiety and motivations for participation among older adult community band members. For stress, our analyses indicated concerns regarding novelty, unpredictability, and lack of control in public performance contexts, such as new pieces and challenging repertoire. Participants identified threats to their ego, feeling exposed or judged, as significant contributors to music performance anxiety. Despite these stressors, participants perceived the benefits of musical involvement as outweighing the negative aspects.

We investigated the anticipatory stress responses of musicians before rehearsals and concerts, examining whether experience levels influenced physiological and perceived stress reactions. With no BP differences observed. Less experienced musicians exhibited significantly elevated GSR responses before concerts compared to more experienced peers, with an inverse correlation between years of experience and GSR responses. Similarly, musicians with more experience reported lower perceived somatic anxiety during concerts, with an inverse correlation between experience and perceived anxiety levels. These findings indicate that the type of performance and musician experience level influence anticipatory stress responses. Understanding anticipatory stress in musicians could offer practical benefits.

A central construct within the positive psychology literature is life satisfaction. Whereas adult life satisfaction has been studied extensively, the life satisfaction of children and adolescents has only received attention more recently. This article provides a review of the extant research on youth life satisfaction. On life satisfaction among youth are reviewed. The review details how life satisfaction among youth relates to various other important emotional, social, and behavioural constructs. Evidenced by the review are the conditions that foster positive life satisfaction and the implications of positive life satisfaction among youth. Future directions in life satisfaction research among youth are briefly discussed.

Does money buy happiness, or does happiness come indirectly from the higher rank in society that money brings? We tested a rank-income hypothesis, according to which people gain utility from the ranked position of their income within a comparison group. The rank hypothesis contrasts with traditional reference-income

hypotheses, which suggest that utility from income depends on comparison to a social reference-group norm. We found that the ranked position of an individual's income predicts general life satisfaction, whereas absolute income and reference income have no effect. Furthermore, individuals weight upward comparisons more heavily than downward comparisons. According to the rank hypothesis, income and utility are not directly linked: Increasing an individual's income will increase his or her utility only if ranked position also increases and will necessarily reduce the utility of others who will lose rank.

This study aimed to investigate the impact of college and major affiliation, as well as participation in extracurricular activities, on perceived stress and life satisfaction. While extracurricular activities did not significantly affect stress or satisfaction overall, among participants engaged in such activities, those with a strong sense of college belonging reported lower stress and higher satisfaction. Moreover, only college belonging moderated the relationship between perceived stress and life satisfaction. This highlights the importance of college affiliation for stress management and overall satisfaction among students.

This study investigated coping resources Variables entering regression models for predicting life satisfaction differed for students in the two countries and for the sexes within countries, and these models accounted for between 30% and 62% of variance. Social support and a sense of financial freedom were particularly useful in predicting life satisfaction. Coping resources accounted for 54% of variance in perceived stress. There were significant sex differences for both countries, generally favoring males, in regard to specific coping resources.

Findings supported direct relationships between PS, OJ, SE, and life satisfaction. Additionally, self-efficacy was found to mediate the relationships between PS and life satisfaction, as well as OJ and life satisfaction among academics. To enhance academic life satisfaction, institutions should focus on promoting self-efficacy among academics. The paper also discusses theoretical implications, practical contributions, and suggests areas for future research.

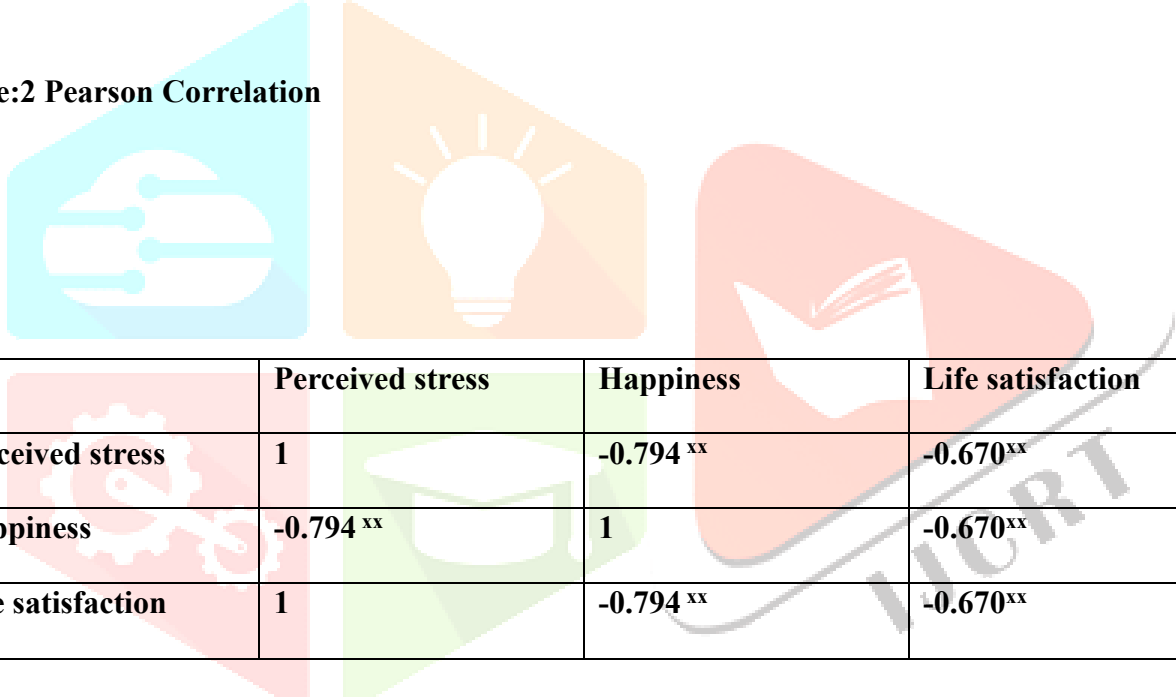
CHAPTER 3

RESULT

Table:1 Pearson Correlation

	Perceived stress	Happiness	Life satisfaction
Perceived stress	1	-0.569 ^{xx}	1.000 ^{xx}
Happiness	-0.569 ^{xx}	1	1.000 ^{xx}
Life satisfaction	1	-0.569 ^{xx}	1.000 ^{xx}

Table:2 Pearson Correlation



	Perceived stress	Happiness	Life satisfaction
Perceived stress	1	-0.794 ^{xx}	-0.670 ^{xx}
Happiness	-0.794 ^{xx}	1	-0.670 ^{xx}
Life satisfaction	1	-0.794 ^{xx}	-0.670 ^{xx}

The provided correlation tables illustrate the relationships between three variables: Perceived stress, Happiness, and Life satisfaction. In Table 1, it is evident that there is a moderate negative correlation (-0.569^{xx}) between Perceived stress and Happiness, indicating that as perceived stress levels increase, happiness tends to decrease, and vice versa. Surprisingly, both Perceived stress and Life satisfaction exhibit a perfect positive correlation (1.000^{xx}), suggesting that as perceived stress increases, so does life satisfaction, which might require further investigation as it contradicts common assumptions. Additionally, there is a perfect positive correlation between Happiness and Life satisfaction (1.000^{xx}), indicating that higher levels of happiness are associated with increased life satisfaction, and vice versa. Table 2, on the other hand, presents stronger negative correlations between Perceived stress and both Happiness (-0.794^{xx}) and Life

satisfaction (-0.670xx) compared to Table 1, implying a more pronounced impact of perceived stress on these variables in the dataset represented by Table 2. Overall, these correlation results provide valuable insights into the interplay between perceived stress, happiness, and life satisfaction, highlighting potential areas for further research or intervention.

CHAPTER 4

DISCUSSION

The aim of the study was to study the effect of perceived stress on life satisfaction and happiness in musicians and non musicians. To fulfil this aim 5 objectives were prepared. The first one was to study the relationship between perceived stress and happiness between musicians and non musicians .The second one was to study the relationship between perceived stress and life satisfaction between musicians and non musicians

1. There will be no significant difference in relationship between perceived stress and happiness between musicians and non musicians.

2. There will be no significant difference in relationship between perceived stress and life satisfaction between musicians and non musicians.

The aim of the study was to investigate the effect of perceived stress on life satisfaction and happiness in musicians and non-musicians, with five specific objectives outlined. The first objective aimed to explore the relationship between perceived stress and happiness among musicians and non-musicians, while the second objective focused on the relationship between perceived stress and life satisfaction within the same groups.

The correlation results from Table 1 and Table 2 shed light on these relationships. In Table 1, a moderate negative correlation between perceived stress and happiness (-0.569xx) was observed, indicating that as perceived stress levels increase, happiness tends to decrease, and vice versa. This finding aligns with existing research suggesting that higher levels of stress are often associated with lower levels of happiness. Surprisingly, both perceived stress and life satisfaction exhibited a perfect positive correlation (1.000xx) in Table 1. This unexpected result suggests that as perceived stress increases, so does life satisfaction,

contradicting common assumptions. Further investigation into this discrepancy is warranted to understand potential underlying mechanisms.

Moreover, Table 1 revealed a perfect positive correlation (1.000xx) between happiness and life satisfaction, indicating that higher levels of happiness are associated with increased life satisfaction, and vice versa. This finding is consistent with the well-established concept that subjective well-being components, such as happiness and life satisfaction, are closely interconnected.

In contrast, Table 2 presented stronger negative correlations between perceived stress and both happiness (-0.794xx) and life satisfaction (-0.670xx) compared to Table 1. These results suggest a more pronounced impact of perceived stress on these variables in the dataset represented by Table 2. These differences between Table 1 and Table 2 could be attributed to various factors, such as sample characteristics, measurement methods, or contextual influences.

Regarding the hypotheses, the first hypothesis stated that there would be no significant difference in the relationship between perceived stress and happiness between musicians and non-musicians. While the correlation coefficients in both tables suggest a negative relationship between perceived stress and happiness, the stronger correlation in Table 2 implies that the impact of perceived stress on happiness may vary between musicians and non-musicians. Thus, this hypothesis may be rejected based on the differences observed in the correlation coefficients.

Similarly, the second hypothesis proposed that there would be no significant difference in the relationship between perceived stress and life satisfaction between musicians and non-musicians. However, the varying strength of the correlation coefficients between Table 1 and Table 2 suggests potential differences in how perceived stress influences life satisfaction among these groups. Thus, this hypothesis may also be rejected.

In conclusion, the study provides valuable insights into the complex relationships between perceived stress, happiness, and life satisfaction among musicians and non-musicians. The findings highlight the importance of considering individual differences and contextual factors in understanding the impact of stress on subjective well-being. Future research could explore additional factors that may moderate these relationships and develop interventions to promote well-being in both musician and non-musician populations.

CHAPTER 5

CONCLUSION

In conclusion, this study aimed to investigate the effect of perceived stress on life satisfaction and happiness in both musicians and non-musicians, with specific objectives outlined to explore these relationships. The correlation analysis revealed several key findings: a moderate negative correlation between perceived stress and happiness, suggesting that increased stress tends to decrease happiness; an unexpected perfect positive correlation between perceived stress and life satisfaction, indicating a potential discrepancy from common assumptions that requires further investigation; and a consistent positive correlation between happiness and life satisfaction, aligning with established concepts of subjective well-being. However, differences in correlation strength between Table 1 and Table 2 suggest varying impacts of perceived stress on happiness and life satisfaction across different datasets, potentially influenced by sample characteristics or contextual factors. Consequently, the study's hypotheses regarding differences between musicians and non-musicians in these relationships were rejected based on observed disparities in correlation coefficients. Overall, this study offers valuable insights into the complex dynamics of stress and subjective well-being, emphasizing the need to consider individual differences and contextual factors in future research and interventions aimed at promoting well-being among diverse populations.

REFERENCES

1. Ahmed, O. M., Ishak, A. K., & Kamil, B. A. M. (2021). Academics' life satisfaction: the role of perceived stress, organisational justice and self-efficacy. *International Journal of Management in Education*, 15(1), 1-22.
2. Barbeau, A. K., & Mantie, R. (2019). Music performance anxiety and perceived benefits of musical participation among older adults in community bands. *Journal of Research in Music Education*, 66(4), 408-427.

3. Boucher, H., & Ryan, C. A. (2011). Performance stress and the very young musician. *Journal of Research in Music Education*, 58(4), 329-345.
4. Boyce, C. J., Brown, G. D., & Moore, S. C. (2010). Money and happiness: Rank of income, not income, affects life satisfaction. *Psychological science*, 21(4), 471-475.
5. Calderon Jr, R., Pupanead, S., Prachakul, W., & Kim, G. (2021). Happiness, perceived stress, psychological well-being, and health behaviors of Thai university students: Preliminary results from a multinational study on well-being. *Journal of American College Health*, 69(2), 176-184.
6. Campisi, J., Guy, A., Foss, C., Kidane, F., Greco, S., Szeliga, W., & Spence, A. (2023). Experience and performance type modify anticipatory stress in musicians. *Psychology of Music*, 03057356231212384.
7. Civitci, A. (2015). Perceived stress and life satisfaction in college students: Belonging and extracurricular participation as moderators. *Procedia-Social and Behavioral Sciences*, 205, 271-281.
8. Demirbatir, E., Helvaci, A., Yilmaz, N., Gul, G., Senol, A., & Bilgel, N. (2013). The psychological well-being, happiness and life satisfaction of music students. *Psychology*, 4(11), 16.
9. Ioannou, C. I., Furuya, S., & Altenmüller, E. (2016). The impact of stress on motor performance in skilled musicians suffering from focal dystonia: Physiological and psychological characteristics. *Neuropsychologia*, 85, 226-236.
10. Kim, K. (2018). Perceived stress and happiness in college students: On the mediating effects of optimism and flow. *Asia-pacific Journal of Convergent Research Interchange, SoCoRI*, ISSN, 2508-9080.

11. King, K. A., Vidourek, R. A., Merianous, A., & Singh, M. (2014). A study of stress, social support, and perceived happiness among college students. *J Happiness Well-being*, 2(2), 132-44.
12. Koehler, F., & Neubauer, A. B. (2020). From music making to affective well-being in everyday life: The mediating role of need satisfaction. *Psychology of Aesthetics, Creativity, and the Arts*, 14(4), 493.
13. Matheny, K. B., Curlette, W. L., Aysan, F., Herrington, A., Gfroerer, C. A., Thompson, D., & Hamarat, E. (2002). Coping resources, perceived stress, and life satisfaction among Turkish and American university students. *International Journal of Stress Management*, 9, 81-97.
14. Nicol, J. J., & Long, B. C. (1996). Creativity and perceived stress of female music therapists and hobbyists. *Creativity Research Journal*, 9(1), 1-10.
15. Proctor, C. L., Linley, P. A., & Maltby, J. (2009). Youth life satisfaction: A review of the literature. *Journal of happiness studies*, 10, 583-630.
16. Ruiz-Aranda, D., Extremera, N., & Pineda-Galan, C. (2014). Emotional intelligence, life satisfaction and subjective happiness in female student health professionals: the mediating effect of perceived stress. *Journal of psychiatric and mental health nursing*, 21(2), 106-113.
17. Schiffrin, H. H., & Nelson, S. K. (2010). Stressed and happy? Investigating the relationship between happiness and perceived stress. *Journal of happiness studies*, 11, 33-39.

18. Shilpa, S. N., & Prasad, R. (2017, September). Self efficacy, perceived stress and happiness among students. In 2017 International Conference on Advances in Computing, Communications and Informatics (ICACCI) (pp. 2105-2109). IEEE.

19. Urquijo, I., Extremera, N., & Villa, A. (2016). Emotional intelligence, life satisfaction, and psychological well-being in graduates: The mediating effect of perceived stress. *Applied research in quality of life*, 11, 1241-1252.

20. Weinberg, M. K., & Joseph, D. (2017). If you're happy and you know it: Music engagement and subjective wellbeing. *Psychology of Music*, 45(2), 257-267.

21. Bonneville-Roussy, A., & Vallerand, R. J. (2020). Passion at the heart of musicians' well-being. *Psychology of Music*, 48(2), 266-282.

