

Impact of Music Style Vocal Training on Psychological Performance Among College Students at Shandong University of Arts, China

Zhu Hongkun

City Graduate School, City University Malaysia

Email: 13129998@qq.com

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i7/22080>

DOI:10.6007/IJARBSS/v14-i7/22080

Published Date: 09 July 2024

Abstract

This research examines music-style vocal education on students' psychological performance at the Shandong University of Arts in China. Their psychological factors including motivation, self-efficacy, anxiety and stress resulting from vocal education is another area of study. Based on the Social Cognitive Theory and the Flow Theory, self-efficiency has been positioned as a critical factor in building up student's resilience alongside improving performance in vocal education. It also looks at the possibility of amalgamating Chinese culture in vocal tests, and the advantages of instilling cultural strength and pride. The findings of the study point to the need for the creation of a learning environment and peer relations for the improvement of the student's psychological well-being and performance. Vocal education empowers students with control, creativity, and cultural sensitivity to foster their individual and career development in varied educational institutions. Therefore, the findings of this study will afford an understanding of how to enhance the benefits of vocal education in the advancement and overall functioning of the students in particular the preparations achieved to face the next challenges.

Keywords: Vocal Education, Psychological Performance, Social Cognitive Theory (SCT), Flow Theory, Chinese Cultural Values

Introduction

The special focus of the study is given to the effects of vocal education on the psychological results of students in Shandong University of Arts, China. Vocal training, which is often necessary for providing skills for future professions, is among Chinese plans for improving the quality of the population's employment and economic growth. Researchers examine how vocal education affects extrinsic motivation, perceived competence, fear, and pressure. Many of these students report positive outcomes which include self-confidence as well as enhanced capacity to express their emotions; the project also explains the difficulties that learners experience while adopting this learning methodology. The shift of focus to developing vocal

education in China is because the country seeks to “produce a pool of skilled workforce in the future of the country and the economic development of the country.”

The subject is described in the study bearing the title “Impact of Music Style Vocal Training on Psychological Performance Among College Students at Shandong University of Arts, China” and is concerned with how the voices taught affect the students. Singing and the making of rhythmic voices can develop the ability in thinking, concentration, and creative aspects of the students. In China, vocal education is a required course that allows for critical thinking and problem solving, as well as honing the specific skills necessary in enterprise and business careers. Maknun (2020) noted that social vocal training could enhance students’ skills, and meet critical thinking, and other related skills. Also, they point out that the rhythmic sound improves focus and decision-making as well or at least in this case since the game is about making decisions and strategy.

Previous work is prevalent in the context of language teaching with a focus on the incorporation of voice and music for the enhancement of Chinese students’ speaking. According to Chen et al (2020), it was identified that the implementation of EMI benefits students in the aspects of their psychological well-being, which includes aspects such as thinking critically and maintaining concentration levels. EMI students have higher chances of scoring better than non-EMI students in knowledge gain and doubt solutions. Several benefits have also been noted to have resulted from the incorporation of these new technologies, especially through the use of Artificial Intelligence and Machine Learning in vocal education; including the provision of feedback in real-time and improvement of the quality of classroom experience.

In this current era and especially throughout the COVID-19 pandemic, MOOCs (Massive Open Online Courses) have played a crucial role in ensuring students continue reading “Education for Geographically Dispersed Students” According to Lei et al (2021), it is evident that MOOCs teach employing a diagnosis method whereby teachers identify the concerns of the students and offer proper education. Modern technologies like artificial intelligence and machine learning can pick signals of pupil dilation for evaluating the level of students’ engagement and thus, contribute to the optimisation of the organisation of vocal education courses as well as to the Improvement of students’ psychological conditions. Embracing cultural values in vocal education also enhances more advanced mental and psychological growth. Darmayanti et al (2022) explained that culture assists students in comprehending issues that are intricate and enhancing their learning abilities.

Gardner & Rock (2020); Steele & Leming (2022) noted ethnocentrism in voice teaching, which enhances students’ emotional appeal and concern. Specific cultural and psychological elements incorporated into the teaching approach of voice have been done to reveal enhanced performance among students. In the context of China, the emphasis that has been made on the creative development of students and their cognition activation through the application of logical thinking has proved to be critically valuable. Knowledge education, which here is vocal education, is also effective since it avails practical help to the students about the challenges that they are likely to encounter in future as well as the opportunities that they are likely to find in future. Specifically, the research seeks to improve the quality of education offered to students and also voice teaching techniques that will help in achieving the overall objective of this study, which is to promote the psychological health of the learners. As suggested by Irkinovna, Xakimberdievna & Uktamovna (2022), the pursuit of vocal training entails the cultivation of students’ public speaking and linguistic abilities. On the one hand, this study goes further than the conventional teaching of languages and

suggests that voice teaching will greatly enhance the psychological well-being of the students. Nevertheless, the study will also identify emerging trends in voice teaching such as technological advancements including AI and voice machine learning, despite the study's possible bias of using data from a single geographical region.

The aspects of vocal education are not solely cognitive, since the distal outcomes embrace psychological efficiency and behavioral perspectives. Given this, Claus (2019) argued that psychological performance management, including behavioural dimensions, needs to be encouraged to facilitate educational performance. Several vocal education promotion techniques including; visual and oratory appeal, voice variation, and tone, are useful in shaping the feeling as well as mentation of students.

This young smart lady was a student of Shandong University of Arts, which is a college for arts and drama performance, and as you can imagine college life was not an easy affair for her. This means that students are pressured to succeed academically as well as in co-curricular activities such as music and drama, which in turn has introduced higher levels of stress, anxiety, and other psychological problems among the students (Bo, 2021). Stress, anxiety, and depression are inevitable, especially in the modern arts industry where competition is high, and inadequate support systems are readily compounded. Speaking of the classic methods of psychological assistance, such as counselling and therapy, it can remain insufficient in terms of approaching the peculiarities of art students. Even though music can treat individuals, many people especially university students have not known the impact of the music style of vocal training on their psychological performance not to mention those studying at the Shandong University of Arts. Cultural factors also have an impact on determining the suitable channels of communication. For example, in China, which boasts of a diverse developed musical culture, studying how one may contrast and complement the other about traditional Chinese music styles and modern-day vocal practice could be informative (Zhao, 2023). This cultural background is important especially when it comes to evaluating the impact of music on learning with an emphasis on psychological performance. Analyzing the impact of music-style vocal training on psychological performance is imperative to the present study because there lack of sufficient literature on the impact of music-style vocal training on students' psychological performance at Shandong University of Arts. From this research, policy and practice solutions can be designed and supported based on empirical evidence for the enhancement of mental health among art students to enhance education. Contemporary Chinese colleges are rising to make vocal education a part of training to focus on the acquisition of practical skills regarding understanding, to manage to answer the demands of the special and career-oriented employment markets. This focus on the education of voice tallies with the reform of entrance examinations and the enhancement of the standard of education in China (Yang & Chia, 2023). Nevertheless, issues like attracting quality learners and offering education to those who deserve it are still issues that will remain relevant as long as higher education exists. A student needs to have vocal training as they gain interpersonal skills that help build their psychological stability and well-being. However, the intense pressure can cause the following psychological problems stress and anxiety among students, therefore there is the need to examine the effects of vocal education on the psychological performance of students (Moura & Serra, 2021). These effects argued here can reveal how voice education can positively impact the learners' mental health to be embraced by educators and learners.

Thus, it is impossible to see how the research firstly underlines some of the course's practical aspects to enhance the vocal education courses at Shandong University and, secondly lacks a

detailed explanation of how the institution assists students with their psychological problems. In the given research, the obtained data is limited and biased by time and budget constraints, which hampers efforts to acquire a genuine dataset on successful marketing strategies for vocal education and the imperative role of post-av upgrade technology for these courses. The analysis of the limitations of the big data approach reveals that the over-emphasis on data collection is also a critical issue. The research solely targets the result on the psychological effects of academic vocal education on students at Shandong University to design a course that would help overcome these challenges. Since vocal education maintenance focuses mainly on students' manners and enhancements of class performance, the research population is 500 whereas the sample size is 250 with a confidence level of 95% and an error margin of 5%. The study also presents the psychological perspective that students may encounter if vocal education is absent or ill-implemented.

The objectives of the study are:

- To identify the psychological issues of students if music-style vocal education is not incorporated into the curriculum of colleges in China
- To evaluate the influence of music style vocal education on the psychological performance of students at Shandong University of China.
- To analyse the importance of music style vocal education among college students to enhance their behaviour and cognition that contribute to their overall psychological performance

Literature Review

As explained by Hillman et al (2020), vocal education entails altering and enhancing vocal functional utility based on experience and knowledge. Vocal learning on the other hand differs from language learning as the latter is exhibited only by humans and not by other animals. It includes natural as well as acquired behaviours and the latter does not get developed and learned until practice is involved. For example, dogs become conditioned to link sounds with specific commands and birds change the tone of their song without instructions from anyone else. Nieder & Mooney (2020) explain such vocal learning is a dynamic concept that is genetically preprogrammed but experiences certain changes throughout developmental stages just like humans and songbirds that are better off learning those vocals during their infancy. The gross organization of neuronal alterations during vocal learning confirm the notion that branching and evolving vocal behaviour are determined by both genetically predetermined and gained experience mechanisms.

Vocal education is part of the higher education process and has a strong potential for the development of the student's personality. Psychological aspects like tenacity, self-assertion, and self-discipline are nurtured by this process. According to Wang (2022), vocal education is considered by colleges and universities to address the demands of talent training, and teachers are major efficiency champions that help students to be adequate for the challenges in the future. The work requirements should be reflected in a curriculum; technology, andragogy, work, and content must be part of a curriculum with work objectives (Chaipidech et al., 2021). Vocal education also plays a huge role in enhancing the psychological performance of students by ensuring that they are properly trained. They assist in the minimization of stress arising from career choices and development since skills and knowledge in specific careers is improved. This is so true in China due to high-pressure involvement demanding so much performance from academics as well as career lines. Vocal

education helps students to reduce many mental health issues which makes students to be better academically and to be able to respond to the varying situations in society.

In summary, the experiences gained in vocal education improve students' psychological and behavioural development to allow them to gain academic and career achievements. The knowledge acquired fosters positive psychological functioning, increased coping and overall well-being among students. This concept of education is congruent with the requirements set within contemporary society and provides students with an opportunity to become versatile personalities ready to succeed in various contexts. Vocal education requires memory to store and gain mileage in experience since memory plays a significant role in the accumulation of experiences. Concisely, Greenspon et al (2020) note that memory in vocal psychology refers to the ability to sustain and reproduce singing skills. Sharing learning everyday outcomes with audiences aids in memory in several ways in vocal education by diversifying the practice of singing and increasing the knowledge base. This paper explored how direct learning results and related indirect experiences foster enhanced efforts in the areas of vocals by adding up and synthesizing singing activities.

Variations in the chorus and the words also affect the memory power. Lyrics is a factor which affects tune memorization by making students pay attention to memorization of the normal rhythm in the tune, it also helps in improving the significance and mood of singing. In their performance courses at Shandong University of Arts, students learn how they must memorize vocal performance features such as loudness, pitch, tempo, dynamics, emotional politics, or spacings, which assist effectively in the learning of vocal performance. The psychological quality is decisive for emotions that need to be maintained in singing. According to Li (2022), it is realized that the purpose of students have good psychological qualities enhancing education and the economy at Shandong University of Arts. Singing psychological quality contributes to the proliferation of interest sing, thereby enhancing vocal education's appeal. Instructors at Shandong University of Arts modify students' learning psychology to improve their performance, singling out students depending on the kind of psych that pushes them towards learning singing gradually.

Retention, one of the most prominent psychological processes, contributes to intellectual and emotional improvement. According to Yang & Yu (2023), recapping in vocal education produces a psychological effect by generating repeated mental activities that set up memory connections between different memories by employment of practice. It helps in the creation of professional vocal skills and reactivity and emotional cogitation as well due to the stabilization of muscle memory. The teachers take learning vocalization feelings as the starting point and help students quickly memorize them which helps deepen understanding and consolidate acquired knowledge through repetition with the help of voices at Shandong University of Arts. Since voice without formal training involves strain, the physiological and psychological health is impacted negatively. Alegria et al (2020) mentioned that vocal training alters the voice dispensation characteristics and leads to improved voice quality and reduced pitch undulations. Lack of adequate vocal training leads to poor control of vocals, thus having low pitch range and high levels of jitter. Teachers at Shandong University of Arts make an effort to avoid such problems during training by paying attention to the psychological characteristics of singers; however, singing skills are not fostered enough and, as a result, learning efficiency and psychological performance are reduced.

The practices in vocal education with concepts based on psychological processes include such mental events as perception, memory, and imagination. Voice training makes the learners desire to exercise the vocals needed for other tasks like receiving and processing information.

This is because a singer who has not had vocal lessons does not acquire specialized methods and a proper state of mind which enables proper singing. Sensational, one sub-process of perception, links students to their vocal activities. Siregar et al (2021) further note that inadequate vocal training leads to gaps in the formation of perception, which hinders the development of students' traits including sensations. Penetration is the first physiological phase, where people comprehend objective items, and prepare in terms of perceptual-motor processes, for the psychological tasks. Perception in vocal training creates an image with the stimuli of sounds related to voice and singing. The misconception comes in the word vocalization, the students do not get a broad knowledge and reasoning as to how they can sing scientifically let alone sing beautifully.

In the process of vocal education, memory and psychological aspects can be seen participating extensively. The emotional and psychological health, ability to retain what is heard, learned singing and the inability to practice vocal harmonies affect the singing negatively, both physiologically and psychologically. There are explicit beneficiary effects in learning and vocal education when mental phenomena are focused on in the teaching and learning arena. Based on the case of Shandong University of Arts, this paper aims to argue that psychological training and repeated practice are crucial elements for enhancing the students' emotional thinking and professional voice training as they prove the necessity of the psychological processes inclusion in vocal training.

The students in China at Shandong University of Arts in the early days of vocal training employ heuristics to grasp the concreteness of higher-order cognitive concepts, but when they receive poor training it hurts their psychological and even physical performance while singing. Inadequate mastery of vocal techniques is evident due to the failure of the students to synchronize the vocal organs as they should while poor modulation reduces the quality of voice (Asztalos, 2022). This deficiency also becomes a problem for the recognition of musical styles and emotions, or musicality, which are necessary to enhance the singing voice and general musical education. Moreover, poor training hinders students from acquiring the experience and knowledge needed to appreciate and comprehend the stylistic requirements of vocals, therefore, deterring their psychological and technical growth.

Curriculum is one of the most critical aspects of learning in a manner that addresses vocal training. It should have its focus on the anatomical and physiological characteristics of the voice, the history of vocal coaching, and the principles of acoustics that can be augmented with spectrograph audio-video feedback in real-time. It assists learners in comprehending and properly applying the vocal strategies purposely (Munna & Kalam, 2021). Moreover, habilitation and rehabilitation services like speech and language therapy in the curriculum is effective in helping students practice proper vocal skills during their performance, treat injuries and improve on their performance. Understanding also fosters the psychological well-being of students since they observe a well-defined structure that propels the child towards academic success. The curriculum and its development, implementation and assessment are closely associated with the teachers, and in this way, the teachers are fully involved in the learning process to capture the learning levels of the students. The curriculum promotes the benefits of student's mental health, confidence, and well-being and ensures students have evidence-based information on vocal education (Bonneville-Roussy et al., 2020). Without a curriculum to guide its implementation, participants will not be able to achieve their learning outcomes and develop the competencies required for effective singing instruction and pedagogy.

Psychologically, Chinese music training makes a big positive impact on the overall life of students by including techniques of gentle breathing and mindfulness practising in the voice lessons (Bartos et al., 2022). Besides contributing positively to vocal performance, these techniques assist in regulating the emotional self and developing tolerance to academic pressure and artistic endeavour. Furthermore, embracing Chinese music can create positive attitudes and motivation among students, and develop an essential passion for music as the language of emotions among learners (Pan & Luen, 2024). Thus, although the implementation of Chinese music training into vocal education has its challenges, it is a changes-brings-opportunities process that has positive pros and numerous potential positive impacts. Thus, experiencing Chinese musical traditions helps not only to discover the new facets of the art college students but also to cultivate them as adaptive, accepting and psychologically stable learners in any environment of the contemporary globalized world.

Theoretical Framework

Social Cognitive Theory (SCT)

The Social Cognitive Theory (SCT) developed by Albert Bandura emphasizes action, interaction, and reciprocal determinism where personal factors, context and behaviour are embedded (Otake-Ebede et al., 2020). According to SCT when applied in the teaching of music, performance prediction depends on self-efficacy beliefs keyed on the perceived capabilities of students and the amount of encouragement they receive from teachers and other students. High self-efficacy encourages students to approach tasks constantly and acquire superior performance in their academic tasks. One of the ways through which instructors can help improve psychological wellness is by designing a classroom environment in a manner that boosts self-efficacy and accomplishments accompanied by positive responses. In SCT, observational learning and social modelling are central, as they entrain the students' attitudes and behaviour. Another aspect of collective activities in Chinese music training in the context of positive adult-student relationships is an impact on students' motivations and self-images wrought by peer learning and modelling. Observing ability and their peers and teachers' skills in an appropriate environment where students provide platforms, enhances psychological development and fosters an affiliation to the music class.

Flow Theory

The Flow Theory, by Mihaly Csikszentmihalyi, identifies optimal experiences characterized by focus, absorption, and enjoyment of activities in the context of skill to challenge ratio. Assuming in the sphere of music education, Flow Theory states that CHM participation can result in positive subjective experiences for students in terms of their motivational states, concentration and subjective well-being. The goal is to design learning activities that are just challenging enough and support student goals and feedback sources to provide clear communication of student accomplishments while focusing on the intrinsic rather than extrinsic values of activities. These flow experiences not only psychologically optimize human efficiency but also develop the satisfaction of the student's musical path. According to Flow Theory, the most important aspects of flow experience include intrinsic motivation, and autonomy in achieving flow states (Tse et al., 2022). When students' attitude towards learning is self-generated as a realistic interest in music and a heightened desire to express themselves, they are likely to achieve flow during the Chinese music training. This intrinsic motivation, facilitated by favourable learning environments that promote autonomy makes

students have optimal experience and therefore improves their psychological welfare and lifelong music involvement.

Conclusion

Therefore, the discourses of vocal education at Shandong University of Arts China show a significant positive influence on the psychological experience of learners in various aspects. In line with SCT, the paper establishes that both personal and academic self-efficacy beliefs significantly influence students' motivation, persistence, and accomplishment in vocal education classes. In other words, by designing a positive learning environment that promotes efficacy in the form of positive feedback and co-teaming with peers, the instructor can boost the social-psychological well-being of the students along with their academic achievement. Furthermore, having reference to Flow Theory, it is revealed how participation in Chinese music training can give rise to a flow experience that means focused attention and enjoyment. Designing learning activities in a manner that creates an optimal level of challenge and required skills accompanied by clear goals and inherent rewards allows for the occurrence of these optimal experiences that are important in creating deeper engagement and pleasure among learners.

Further, the incorporation of Chinese cultural aspects provides cultural currency to students' musical experiences and fosters self-identity and emotional regulation through culturalist teaching methods and exercises. Although there are barriers to vocal education including academic demands and impediments to participation, the rewards of teaching voice to the students about their regulation, imaginative power, and multicultural sensitivity are enormous. Future research and practical applicability of AU's theoretical framework necessitating vocal education's further impact on students' psychological well-being and development of comprehensive educational approaches well-suited to the modern environment will be critical in facilitating the success of students in a continuously evolving higher education environment.

Contribution

This research on vocal education at Shandong University of Arts, China, fills the existing gap in the knowledge area by confirming whether the music-style vocal training affects the students' psychological outcomes positively. Altogether, when combining SCT and Flow Theory, the study explains how vocal education creates a positive context in ways that benefit the learners of self-efficacy, motivation, resilience, and concentration. It underlines the fact that student learning occurs in a structured social context, where both peers and other people play a vital role in shaping students' academic achievement and psychological development. Furthermore, the study aims to understand how Chinese cultural qualities and contributions can be incorporated into vocal training to foster cultural self-affirmation, growth in emotional strength, and inventiveness among learners. The study thus reveals how vocal education not only enhances the student's musical ability but also directs them to gain personal and professional development across various settings through mindfulness exercises and conventional methods. In summary, this research provides important information regarding how vocal education can enhance the learning and personal development of individuals with special emphasis on mental health to achieve success in art and other related disciplines.

References

- Alegria, R., Freitas, S. V., & Manso, M. C. (2020). Is there an improvement on acoustic voice parameters in patients with bilateral vocal fold nodules after voice therapy? A meta-analysis. *European Archives of Oto-Rhino-Laryngology*, 277, 2163-2172. https://voicefoundation.org/wp-content/uploads/2020/05/The-Voice-Foundation_Rita-Alegria.pdf
- Asztalos, A. (2022). The Theory and Practice of Singing Voice Production of Children. Juhász Gyula felsőoktatási kiadó. https://www.researchgate.net/profile/Andrea-Asztalos-3/publication/366646537_THE_THEORY_AND_PRACTICE_OF_SINGING_VOICE_PRODUCTION_OF_CHILDREN/links/63acaf70a03100368a362a41/THE-THEORY-AND-PRACTICE-OF-SINGING-VOICE-PRODUCTION-OF-CHILDREN.pdf
- Bartos, L. J., Funes, M. J., Ouellet, M., Posadas, M. P., Immink, M. A., & Krägeloh, C. (2022). A feasibility study of a program integrating mindfulness, yoga, positive psychology, and emotional intelligence in tertiary-level student musicians. *Mindfulness*, 13(10), 2507-2528. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.642992/full>
- Bo, L. (2021). Analysis of Problems in Vocal Music Singing and Performance Teaching in China's Colleges and Universities and the Corresponding Countermeasures. *Journal of Frontiers in Educational Research*, 1(4), 90-93. DOI: 10.23977/avte.2021.030417
- Bonneville-Roussy, A., Hruska, E., & Trower, H. (2020). Teaching music to support students: how autonomy-supportive music teachers increase students' well-being. *Journal of Research in Music Education*, 68(1), 97-119. <https://journals.sagepub.com/doi/pdf/10.1177/0022429419897611>
- Bremmer, M., & Nijs, L. (2020, June). The role of the body in instrumental and vocal music pedagogy: a dynamical systems theory perspective on the music Teacher's bodily engagement in teaching and learning. In *Frontiers in Education* (Vol. 5, p. 79). Frontiers Media SA. <https://www.frontiersin.org/articles/10.3389/feduc.2020.00079/full>
- Chaipidech, P., Kajonmanee, T., Chaipah, K., Panjaburee, P., & Srisawasdi, N. (2021). Implementation of an andragogical teacher professional development training program for boosting TPACK in STEM education. *Educational Technology & Society*, 24(4), 220-239. http://index.j-ets.net/Published/24_4/ETS_24_4_17.pdf
- Chen, H., Han, J., & Wright, D. (2020). An investigation of lecturers' teaching through English medium of instruction—A case of higher education in China. *Sustainability*, 12(10), 4046 <https://www.mdpi.com/2071-1050/12/10/4046/pdf>
- Chen, Y. (2023). Interdisciplinary Research Overview of Secondary School Music Education. *Asian Journal of Education and Social Studies*, 49(4), 515-524. <http://stm.e4journal.com/id/eprint/2423/1/Chen4942023AJESS111481.pdf>
- Claus, L. (2019). HR disruption—Time already to reinvent talent management. *BRQ Business Research Quarterly*, 22(3), 207-215. <https://journals.sagepub.com/doi/pdf/10.1016/j.brq.2019.04.002>
- Darmayanti, R., Baiduri, B., & Sugianto, R. (2022). Learning application derivative algebraic functions: Ethnomathematical studies and digital creator books. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 6(2), 2212-2227. <https://www.j-cup.org/index.php/cendekia/article/download/1445/697>
- Greenspon, E. B., Pfordresher, P. Q., & Halpern, A. R. (2020). The role of long-term memory in mental transformations of pitch. *Auditory Perception & Cognition*, 3(1-2), 76-93. https://ubwp.buffalo.edu/apal-pfordresher/wp-content/uploads/sites/79/2022/01/GreensponPfordresherHalpern_inpress_APC.pdf

- Hämäläinen, J., & Wang, S. (2024). Family, community, and school as arenas for citizenship education in China. *Pedagogy, Culture & Society*, 32(3), 637-656. <https://www.tandfonline.com/doi/pdf/10.1080/14681366.2022.2065692>
- Hillman, R. E., Stepp, C. E., Van Stan, J. H., Zaňartu, M., & Mehta, D. D. (2020). An updated theoretical framework for vocal hyperfunction. *American Journal of Speech-Language Pathology*, 29(4), 2254-2260. https://pubs.asha.org/doi/full/10.1044/2020_AJSLP-20-00104
- Irkinovna, S. S., Xakimberdievna, R. Z., & Uktamovna, X. L. (2022). Methods of Teaching a Foreign Language in Technical Universities. *Eurasian Research Bulletin*, 14, 1-6. <https://geniusjournals.org/index.php/erb/article/download/2488/2132>
- Lei, J., Jones, L., & Brosnan, M. (2021). Exploring an e-learning community's response to the language and terminology use in autism from two massive open online courses on autism education and technology use. *Autism*, 25(5), 1349-1367. <https://journals.sagepub.com/doi/pdf/10.1177/1362361320987963>
- Li, A. (2022). An empirical analysis on social responsibility education of college students in four universities in Shandong Province during COVID-19 Response. *Procedia Computer Science*, 214, 221-228. <https://www.sciencedirect.com/science/article/pii/S1877050922018798/pdf?md5=10af07a121d37e495fa0678284e2c8a8&pid=1-s2.0-S1877050922018798-main.pdf>
- Maknun, J. (2020). Implementation of Guided Inquiry Learning Model to Improve Understanding Physics Concepts and Critical Thinking Skill of Vocational High School Students. *International Education Studies*, 13(6), 117-130. <https://files.eric.ed.gov/fulltext/EJ1256165.pdf>
- Mei, R., & Wei, Y. (2022). Professional identity and learning burnout in college students majoring in art education: Professional commitment as a mediator. *Social Behavior and Personality: an international journal*, 50(9), 1-9. <https://www.ingentaconnect.com/content/sbp/sbp/2022/00000050/00000009/art00007>
- Moura, N., & Serra, S. (2021). Listening to teachers' voices: constructs on music performance anxiety in artistic education. *Journal of Science and Technology of the Arts*, 13(2), 99-117. https://repositorio.ucp.pt/bitstream/10400.14/34472/1/9853_Article_Text_17695_1_10_20210730_2_.pdf
- Muhammad-Rodgers, U. K. (2020). Addressing the Skills Gap: A Qualitative Study of Industry Partners Supporting Pathways in Technology Early College High Schools. The University of Texas at Austin. <https://repositories.lib.utexas.edu/bitstreams/807a9784-37ac-450b-99b6-cc5ca1e00c1b/download>
- Munna, A. S., & Kalam, M. A. (2021). Teaching and learning process to enhance teaching effectiveness: a literature review. *International Journal of Humanities and Innovation (IJHI)*, 4(1), 1-4. <http://www.humanistudies.com/ijhi/article/download/102/85>
- Nieder, A., & Mooney, R. (2020). The neurobiology of innate, volitional and learned vocalizations in mammals and birds. *Philosophical Transactions of the Royal Society B*, 375(1789), 20190054. <https://royalsocietypublishing.org/doi/full/10.1098/rstb.2019.0054>
- Otaye-Ebede, L., Shaffakat, S., & Foster, S. (2020). A multilevel model examining the relationships between workplace spirituality, ethical climate and outcomes: A social

- cognitive theory perspective. *Journal of Business Ethics*, 166(3), 611-626. <https://link.springer.com/article/10.1007/s10551-019-04133-8>
- Pan, X., & Luen, L. C. (2024). Essential Experience and Skills for Successful Music Teaching in Preschool Education. *International Journal of Academic Research in Progressive Education and Development*, 13(1). <https://ijarped.com/index.php/journal/article/download/591/577>
- Sim, W. H., Toumbourou, J. W., Clancy, E. M., Westrupp, E. M., Benstead, M. L., & Yap, M. B. (2021). Strategies to increase uptake of parent education programs in preschool and school settings to improve child outcomes: A Delphi study. *International journal of environmental research and public health*, 18(7), 3524. <https://www.mdpi.com/1660-4601/18/7/3524>
- Siregar, I., Rahmadiyah, F., & Siregar, A. F. Q. (2021). The impact of multisensory stimulation of biological organs in dysarthria patients as articulation skills rehabilitation. *British Journal of Nursing Studies*, 1(1), 20-29. <https://www.al-kindipublisher.com/index.php/bjns/article/download/2644/2308>
- Steele, A. R., & Leming, T. (2022). Exploring student teachers' development of intercultural understanding in teacher education practice. *Journal of Peace Education*, 19(1), 47-66. <https://www.tandfonline.com/doi/pdf/10.1080/17400201.2022.2030688>
- Tse, D. C., Nakamura, J., & Csikszentmihalyi, M. (2022). Flow experiences across adulthood: Preliminary findings on the continuity hypothesis. *Journal of Happiness Studies*, 23(6), 2517-2540. <https://link.springer.com/article/10.1007/s10902-022-00514-5>
- Wang, X. (2022). Design of vocal music teaching system platform for music majors based on artificial intelligence. *Wireless Communications and Mobile Computing*, 2022(1), 5503834. <https://onlinelibrary.wiley.com/doi/pdf/10.1155/2022/5503834>
- Yang, Q., & Yu, C. (2023). [Retracted] Fusion of Emotional Thinking and Mental Health of Students in Vocal Music Teaching. *Occupational Therapy International*, 2023(1), 4604885. <https://onlinelibrary.wiley.com/doi/pdf/10.1155/2023/4604885>
- Yang, Y., & Chia, Y. T. (2023). Reflection on China's higher vocational education entrance examination: lessons from the imperial examination in modern China. *Asia Pacific Education Review*, 1-12. <https://link.springer.com/article/10.1007/s12564-023-09881-x>
- Zhao, A. (2023). The impact of career expectation on employment anxiety of art students in higher vocational colleges during the COVID-19: A chain mediating role of social support and psychological capital. *Frontiers in Psychology*, 14, 1141472. <https://www.frontiersin.org/articles/10.3389/fpsyg.2023.1141472/full>