

# Bel Canto Vocal Training's Effect on College Students' Psychological Performance at Shandong University of Arts

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**Abstract:** *The following paper analyzed the effects of Bel Canto vocal training to the student growth. Some of the benefits of professional learning that were brought out through analysis of the results include the enhancement of cognitive skills, improvement of emotional strengths, and cultural competence. In particular, facial measurements showed that Bel Canto training contributed positively to memory, developed attention and cultivated self-discipline and thus benefiting academic standards. Extending audit flows was useful in deepening students' cultural understanding and creativity as empowered by Chinese music integration. The study revealed that erudition and expression skills were adaptive to reduce performance stress in students. The general, all-round method further developed personalities and trained for more future experiences. Believing the importance of learning, this research highlighted that Bel Canto offers a fruitful method for the formation of all-round, versatile and self-assertive people. Institutions based their growth due to resilience, creativity and overall balanced development among the learners.*

**Keywords:** Bel Canto vocal training, Cognitive development, Emotional resilience, Cultural appreciation, Student growth

## 1. Introduction

Concerning vocal educations, especially with the Bel Canto techniques, much consideration has been given to their effects on students, more especially, the mental development processes. This method, based on the Italian vocal tradition, engages and accents mechanical preparation, control of breathing, and emotional potential that helps to form the students' Psychological behavior, scholastic outcomes, and communication abilities. In the academic context, Bel Canto training extends beyond the strictly musical area, while cultivating cognitive abilities essential for memory, such as attention and stress management, as well as promoting the basis of lifetime psycho-emotional security.

Organisations have embraced incorporation of Bel Canto into the overall academic structure as it rewards a balanced development framework that covers the mastery, emotions, and brain. This structured training helps students to be in a position to manage academic or career trainer stress factors well especially those settings that require performance. Since voice students improve their commands when enunciating a certain song, they also develop into better packaged, flexible, and self-confident to face organizational or personal related hurdles.

Some other features make use of culture like the Chinese musical instrument adds another dimension to training which enhances students' culture as well as the training they get about music. Such exposure contributes to discipline interaction and progression which assists students to unite artistic skills with mental ability as well as tenacity. Further, the fact that the curriculum is designed to allow change to occur continually makes it easy for the student to deal with performance pressure and a pro-learner environment, which is critical for students' overall growth. In aggregate, Bel Canto paradigm in existing higher education learning courses indicates that the education learning is a balanced model which encompasses cognitive, psychological and cultural elements, and consequently trainedning the students to a model academic, professional, and social citizen.

## 2. Data Analysis

The findings of the study relating to the effect of music style vocal training on psychological performance of college students of Shandong University of Arts can be informative. The first of these is seen in the Case Processing Summary which provides a summary of data completeness and validity. In this study all the 25 cases were valid making a validity of 100 percent of total accumulated cases. This outcome means that there were no exclusions of data due to missing or incomplete responses thus makes further analysis reliable. A good and comprehensive data is very important for arriving at results given that it reduces the problem of bias especially in a study that focuses on psychological effects.

Further, the pilot test employed listwise deletion, whereby only cases with data for all variables are used. This approach also values data accuracy as every case represents a set of consistent data in relation to the variables to work on. The exclusion of any case can mean that participants understood all the questions, and the construction of the survey instrument was suitable. A convenient and, most importantly, complete list of participants with no exclusions facilitates moving on to the main study since it reflects the effective survey process and sample.

Reliability Statistics finally supported the reliability of the survey instrument. The Cronbach's Alpha coefficient of .841 prove the high internal consistency, which means that all variables measured in the survey are consistent and appropriate for the assessment of the chosen construct. According to Caddick, Cronbach's Alpha a figure over 0.70 is acceptable, while this result is over .80 thus a very reliable scale. This level of internal consistency indicates that participants were answering the items in a way that can be considered to reflect they were interpreting the items in the same way, thus achieving reliable measurement of their attitudes to the psychological characteristics of music style vocal training.

The fact that the Cronbach's Alpha derived from the raw items equals to.841, while the one derived from the standardized equals to.837 is also showing that the survey has very consistent measurement regardless of whichever method of scoring is used. The 20 items in the survey are good because the number must provide a sufficient level of assessment without excessive burden on the respondents, especially during the consideration of intricate issues like psychological performance. High reliability gives confidence in the reliability of the data to be collected when used in the instrument for the main study and provides a sound analytical foundation for the study.

The Item Statistics give an overview on the specific items in the survey. Demographic data and perceived effects of music style vocal training on psychological performance are covered by these items. For example, demographic information such as the age group, gender, the

academic year of the participant, and experience in music style vocal education also demonstrate the variability of participants. The responses show that participants are roughly within the expected age range for college students; and the respondents skewed slightly more male dominant.

The mean and standard deviation of those core items show the students' opinions on how psychological health is affected by music style vocal training. Various artefacts associated with the lack of voice training demonstrate students' perceptions of potential stress arising from the lack of music style education and subsequent poor vocal expression. More pointedly, questions concerning the perceived stress levels (mean = 3.76), mental well-being (mean = 3.96), and coping competencies (mean = 4.04) prove moderately to highly acceptable. Such values suggest that the participants' practice shows the potential for realizing the concept of music style vocal education in colleges.

Looking at the perceptions, areas that captured items that measured the psychological effects of the training on participants' health, confidence levels, stress, and coping mechanisms found positive effects. For example, mean score of 3.88 on the aspect of effective stress management shows that students are of the view that music style vocal training has enhanced stress management in their lives. Other supplementary results obtained for other items like; concentration (Mean = 3.60) and ways in which it has improved moods (Mean = 3.52) provide a strong support to the argument that the training has positive psychological impacts.

The skills related to communication, interpersonal and teamwork also indicate improvement in self expression. For example, the students gave a moderate rating on the effect of this training on their ability to work in teams; mean = 3.40. The mean of 4.04 suggests that the participants agreed with the general aspects of developmental gain from music style vocal training, as was postulated since it will be seen to be a program that enhances other developmental areas.

The Summary Item Statistics worked as a high level summary on how each of the items fared. The item means, which are slightly above 3.176, therefore suggest that there is consensus of the items within the positive perception scale, with responses leaning slightly more than the midpoint. The results of the minimum mean response rate of 0.40 and the maximum of 4.04 indicate that although some items provided respondents with many options and answers, other items elicited a wider range of agreement. This variety shows that the participants had qualitative perception of various features of music style vocal training with some areas being more meaningful to them than others.

Like their total counterparts, item variances, which track response spread, indicate homogeneousness for particular items and heterogeneity for others. This variation however shows that students have a different meaning for some of the given psychological impacts; something that enhances the richness of this construct. The inter-item covariances are negative while the inter-item correlations are positive and vary drastically giving an impression that the items inter-relate in complex manner. Such covariances provide information on the interdependence of responses for different items and enrich the investigation of the nature of the relationships by presenting how separate components of psychological performance can affect each other.

For instance, a positive covariance coefficient of stress management and concentration could be understood as, students with music style vocal training stressing that it helps managing stress also believe that it helps in enhancing concentration. On the other hand, negative covariances

suggest that increased levels of resilience positively correlate with an expected negative impact on the level of interpersonal relations. This diversity is useful in optimizing psychological performance training because it points to areas that need different resolutions or treatment in Voices programs.

Last of them is the Scale Statistics, which provides a summary of the entire survey. The overall average of 63.52 means that participants agreed that vocal training in music style was beneficial, indicating a tendency towards agreement on all items. The variance of 30.427 shows a certain extent of spread in the responses, the ‘mean’ standard deviation of 5.516 denote that in as much as the students are united in their perception of the benefits that the reform will bring, they are able, and willing to forward their own perception and experiences on the matter. Therefore, the results of the studies presented in the data analysis acknowledge that attendance of music-style vocal training improves the students’ psychological performance at Shandong University of Arts. The credibility and stability of the survey instrument support the utility of the survey for determining these psychological impacts correctly. The variation in the obtained results yields a complex appreciation of the psychological positivism, thereby indicating that style of vocal music training fosters stress coping mechanisms, interpersonal relations, emotional stability, and individual over-all personality development. The outcome of this research provides a good platform for future study in the main study of this research since the effect size and influence may be magnified with large, and diverse samples, and embody the instrumental role of music-style vocal education in increasing students’ positive psychological outlook.

### **3. Findings and Discussion**

#### **3.1 Findings**

This research study has found that its results correspond with the objectives set below. The Case Processing Summary focuses on reporting full data validity and thereby increasing reliability of the research. All specimens were proved in order to exclude bias from samples only that made 100% of cases. Listwise deletion method is the decision making approach which maintains the data completeness, emphasizing a consistent dataset.

The Reliability Statistics depicts good internal confidence since Cronbach’s Alpha is at .841. This high score ce to state that the survey really captures the perceptions of students towards their teachers. Some variation in Alpha scores due to raw and standardized items (.841 vs 0.837) substantiates uniform response pattern.

Item Statistics provide demographic information and attitudes regarding psychology of Bel Canto. Probability data precipitate information about participants’ background, and these show that the study population was rather heterogeneous and mainly comprised college students. Item means regarding stress was 3.76, and regarding well-being and coping skills it was 3.96 and 4.04 respectively, indicating a stress reduction via Bel Canto training. These scores suggest that students gain psychologically from vocal training integration.

Products pertaining to psychological outcomes indicate changes in confidence, stress management and dealing with mental issues as influenced by training. The mean scores given in these aspects of stress management (M = 3.88), concentration (M= 3.60), mood improvement (M =3.52) gives prime importance to the impact of Bel Canto. Some components, namely, the interpersonal skills like teamwork (3.40,) show that students appreciate training in terms of learning the value of teamwork and communication.

This is an indication of a holistic development as the mean score on holistic development was 4.04. Students indicated training enhances self development and supports the notion of Bel Canto being a model learning environment for students. The Summary Item Statistics display consistency across items with mean score of 3.176, and all the scores representing positive perception.

They will also demonstrate different stances maintained regarding the psychological effects of, which will prove the topic is well-developed and-incised. Thus, positive covariances between the levels of stress management and concentration show that there are multiple aspects of Bel Canto improvement. Where negative covariances are identified it indicates inverse relationship, pointing out areas that would require differential strategies.

Scale Statistics grouping the survey, Overall mean = 63.52. This indicates an understanding and acceptance of the benefits of Bel Canto but variations prove the effectiveness of archaic harshry on people, per person basis. These foster the main study by offering a strong backing of the argument that Bel Canto training would help to improve student well-being. This pilot study proves the reliability of this instrument and sheds light on psychological training of Bel Canto training to its students.

### **3.2 Discussion**

The evaluation of vocal training data also reveals the extent to which Bel Canto approaches shapes the psychology of learners as well as their performance. This Italian vocal method, that does focus on accurate intonation as well as breath support consequently promotes development of the emotional self and the cognitive self in agreement with Martins & Boeckx (2020). Since Bel Canto demands practice, it develops students' discipline, persistence and stress control, as well in Wu et al. (2020) who noted music as an effective stress reducing tool. However, the analysis of the data shows that the cognitive load of Bel Canto that prepares singers for a musical performance is a producer of skills other than singing. Repetition improves muscle strength and builds memory, coordination, and attention and supports Jing (2020) on the cognitive gains of music learning. These cognitive benefits indicate why the technique is applicable in higher learning institutions since students 'cognitive development is paramount. This training involves a preparedness for the different social roles and academic tasks; it agrees with what Zhao (2023) has reported as the practical and ethical values cultivated in China's vocal training.

Learning the uniqueness of native Chinese music styles within the Bel Canto curriculum at universities such as Shandong University provides the knowledge of the richness of native musical programs to flexibly train musicians. According to Yang and Yu (2023), the exposure of the music heritage improves the cultural understanding which is in concordance with Malinin's on culture in music education. Thus, challenges of applying non-Western music notation to the students are evidenced but the reflection shows that the students' learning is enriched by understanding Chinese music history thus endorsing an integrative model of learning.

These psychological aspects of vocal education are also confirmed in the students' concerns with performance stress and affect regulation. This finding supports Sheppard and Broughton (2020) work on vocal training and the enhancement of social and emotional learning, whereby students are prepared for any performances in public. In a similar view, Tursunbaevna (2020) pointed out that vocal instruction enhances students' stage demeanour and practices, which are equally important in formal areas.

Thirdly, psychological growth in Bel Canto education requires reinforcement, in which the learner develops defenses and confidence. This finding aligns with studies that identified the capacity of documented music education in lowering career-stress. Self-organisation and self-controlling are the characteristics that Bel Canto students develop, which are more preferable skills for confronting unknown factors within arts business.

The cognitive intensity when practicing Bel Canto is useful for retaining skills because memory practice is integral to mastering vocal technique. This is in accord with the role of memory in improving the vocal precision and the brain performance. The structure of the method fosters the development of thinking and practical skills, which is consistent with the prospects of the education based on psychoeducational models.

Another important area that a classroom plan embodies in order to achieve these is curriculum design. Bel Canto has been adopted in programs of many institutions including the Shandong University of Arts in enhancing balanced psychological and technical developments of students. According to Brown et al. (2020), with the correct curriculum laid down, the instructors have the flexibility to meet the students' learning needs. Through the assessment of curriculum impact often, teachers ensure students manage with psychological attitudes when creating a favorable set up.

The analysis will hence demonstrate how training in Bel Canto supports cognitive, psychological, and technical development. This is held through weaponized that has syllabuses that cover aspects such as vocal accuracy, individual feelings and reverberation, and cultural sensitivity, factors that help the students succeed in their professional and social lifestyles. The findings affirm the findings of the literature, speaking for the diverse benefits of vocal education which enhance the students' personalities in the Chinese higher learning institutions.

#### **4. Conclusion**

From the data analysis and discussion highlighted in this research study, it is clear that Bel Canto vocal training has a transformative effect on student learning in cognitive, psychological, and cultural development outcomes. Bel Canto its technical tuition based on precision, breath control and expressive voice control while at the same time making students disciplined, Patient and emotionally stable. They do not only entail the aspect of singing alone; they cover most aspects of the lives of the students roping in every aspect of learning.

When combined with the curriculum, Bel Canto helps students deal with performance-related stress and build resilience enforceable for other pursuits both in and out of academics. The development of retention and attention – core academic skills that the training also enhances – helps students to work better and learn more effectively. Cultural studies, for example, the interaction with elements of Chinese music, expands students' knowledge about music and facilitates the improvement of their cultural views on musical performance and identity.

In sum, all findings indicate that the Bel Canto vocal training is indeed an effective educational model which as well as develops technical voices, while fostering the human and psychological growth of the learners and cultural sensitivity. Through a childhood sensibility, Bel Canto training builds the learners' skills in tackling pertinency which in turn leads a balanced life outside the classroom. In this light, institution that have adopted this broad perspective are therefore playing key roles in molding individuals that are fit for the future economic and social world.

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