Prediction of Musical Performance Anxiety According to Music Teacher Candidates' Perfectionism and Self-Efficacy Beliefs*

Research Article

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ARTICLE INFO	ABSTRACT
	In this study, music teacher candidates' performance anxiety levels, which affect the educational process in a negative way, were examined and these anxiety levels were predicted regarding the relations between the teacher candidates' perfectionism levels and self-efficacy beliefs. Correlational screening model was chosen as the method in the study. The data were collected via scales that were administered to 541 undergraduate teacher candidates studying in eight music education programs that were located in different regions of Turkey. The data were analyzed through regression and correlation tests by using SPSS 15.0. The findings of the research yielded significant correlations between music performance anxiety levels and perfectionism and self-efficacy beliefs among teacher candidates. Parallel to previous studies, it was concluded that perfectionism could affect students' performance anxiety positively or negatively and that high self-efficacy is an important factor in preventing musical performance anxiety. **Keywords:** Music teaching; musical performance; music performance anxiety; perfectionism; self-efficacy.

Introduction

Anxiety is one of the most important factors affecting individuals' lives either in positive or negative ways and with or without awareness. In the literature, the notion of anxiety was theorized for the first time as a psychological approach by Freud, who is the founder of psychoanalysis. In his book entitled 'Introductory lectures on psycho-analysis', Freud (1933) states that "there is no doubt that the anxiety problem is a knot point

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where various and important problems unite and the answer is a mystery to drown out our mental existence in the bright sine" (as cited by Stossel, 2015 : 3).

Perhaps the most widely accepted theory of anxiety is the distinction between state anxiety and trait anxiety put forward by Spielberger (1966). State anxiety refers to the concept of "conscious perceived emotions, tension, and anxiety over time" (as cited by Ryan, 2004). In other words, it is the temporary anxiety experienced in a specific situation. For example, anxiety felt during an important test or a solo recital is an example to state anxiety. Trait anxiety, on the other hand, refers to the anxiety that shows differences from individual to individual. Trait anxiety is a personality trait and anxiety when others are unresponsive (Ryan, 2004).

In addition to the individual dimension of anxiety, the dimension related to the social environment is an important determinant especially on the performance anxiety. American Psychiatric Association (1994), defines social anxiety as "the tendency to be afraid of being ashamed, humiliated, neglected by others in the social environment and avoiding it". Social anxiety emerges as a discomfort that undermines the ability of individuals to do business, performances and social relations in their lives. Social-anxious individuals tend to be having the belief that they will be negatively judged by others, have a bad impression that they will be humiliated and embarrassed, and thus tend to avoid (Antony & Swinson, 2000).

There are many different aspects of being a musician and performing music. Perhaps one of the most important of these aspects is performing in front of the community or a test jury. Many musicians may experience tension and irritability that can be considered normal before a performance. This tension and irritability is defined as music performance anxiety (MPA) by the researchers when the individual reaches a level that disturbs the individual (Kenny, 2011; Kesselring, 2006; LeBlanc et al., 1997; Ryan, 2004; Wilson & Roland, 2002).

The MPA is described by Keny (2011: 199) as of" a process in which anxiety and anxiety about musical performance is experienced, and occurs as a combination of psychological, physiological, cognitive and behavioral manifestations ." There are famous musicians who have escaped from giving a concert throughout their life due to high anxiety levels (Kenny, 2011, Schonberg, 1995). In the process of music education, students are faced with many jury evaluations.

In addition, they perform in front of audience in concerts where they participate individually and collectively. Compared to other teacher education programs, this process is a situation that requires continuous work and effort. It is known that performance anxiety causes physical and psychological discomfort and affects performance quality in this process (Ryan, 2004).

There are several factors that effect the performance of anxiety of students. In addition to genetic factors; gender, academic achievement, pre-performance studies and exercises are seen as effective variables on MPA (Aydın & İşgörür, 2018; Özevin, 2014). On the other hand, the perfectionist behavioors of students and their self-efficacy against musical performance need to be examined within the concept of anxiety. On the other hand, the perfectionist behaviors of students and their self-efficacy against musical performance need to be examined within the concept of anxiety.

Historically, perfectionism has been described as a one-dimensional feature associated with mismatch and antisocial personality disorder (Burns, 1980). In later studies, perfectionism has been considered as a multi-dimensional concept adapted from incompatible perfectionism (Stoeber & Otto, 2006). In one of the first definitions, Hollander (1978) defines perfectionism as "the practice of having a higher quality of performance than is required by himself or others". Sinden (1999) defines perfectionism as a "different approach to self-criticism, self-evaluation and high standards" (Sinden, 1999: 29). In his Anxiety and Phobia book, Bourne (1995) deals with perfectionism from two perspectives. The first perspective is "the tendency of the person to have unrealistic high life expectancies about himself / herself and others" and the second one is "the state of being

extremely worried about minor flaws and mistakes about one's talents". "If you focus on what is wrong, you tend to disregard and ignore the truth" (Bourne, 1995: 226).

Hollander (1978) defines perfectionism as "demanding a higher performance quality from the situation demanded by himself or others". The level of this demans reveals the qualities, priorities and behavioral symptoms of perfectionism. If the individual sets realistic standards and if s/he is experiencing excessive emotional disturbances without realizing these standards, s/he enjoys the process and s/he is defined as a normal perfectionist. On the contrary, if the person determines an unattainable level of performance and never enjoys the effort s/he shows, the dimension of perfectionism is defined as neurotic.

In the literature, just like the anxiety, the concept of perfectionism is taken into consideration from positive and negative aspects. According to Adler (2000), perfectionism is related to the efforts that is inherent and a part of life. Hamachek (1978) deals with perfectionism from two dimensions: normal and neurotic perfectionism. Normal perfectionists set high standard goals and show flexibility while achieving their goals. No matter the results are negative or positive, they can provide satisfaction from any situation. Neurotic perfectionists, on the other hand, have a high level of anxiety. They always think that nothing is sufficient and they can never reach satisfaction in their efforts. In short, while normal perfectionism brings success, negative perfectionist attitudes lead to loss of motivation and failure, (Hamachek, 1978).

Similarly, according to Kottman and Ashby (2000), positive perfectionism has a positive effect on motivation and performance in terms of high standards and order. It is negatively correlated to anxiety and it has high resistance against negativity. Negative perfectionism is positively correlated to anxiety and negative perfectionists always feel anxious to achieve good perfection. When their expectations do not come true, they experience a great disappointment and emotional depression.

Self-efficacy belief (SEB) can be defined as the belief in having a motivation that people develop on events that affect their lives. How people feel, think, motivate and behave determines the level of self-efficacy belief. In this respect, it includes cognitive, affective and behavioral processes (Schunk & Pajares, 2002).

Bandura and Locke (2003) state that self-efficacy is the most central and widespread mechanism of human beings. Perceived self-efficacy, as described by Bandura (1986) argues, refers to the perception of one's ability to "…organize and practice the actions necessary to achieve certain types of performance" (p. 391). Rather than focusing on the skills people have when performing a particular action, self-efficacy relies on personal judgments about what people can do using their skills. To further clarify this, Bandura (2006) distinguishes between self-efficacy, self-esteem, control focus, and outcome expectations. Perceived competence is a skill decision; self-esteem is a self-determination. These are completely different phenomena. The focus of control concerns not the perceived ability, but the belief that the unexpected consequences of the outcome are determined by the acts of the person or by forces outside the control of one. While perceived self-efficacy is a judgment of the ability to perform certain types of performance, the outcome expectation is a judgment of the possible outcomes of these performances (Bandura, 2006: 2).

Regarding the relationship between self-efficacy and anxiety (Bandura, 1977) asserts that one's belief in his or her abilities affects the level of anxiety surrounding a particular task. Self-efficacy also affects performance-related motivation levels (Bandura, 1982: 397). Musicians with a higher level of self-efficacy are more likely to continue their performances and perform well. This will help to keep MPA at lower levels.

Aim

The aim of this study is to examine how perfectionism levels and self-efficacy beliefs predict MPA of teacher candidates studying at a music education program. The data obtained through scales applied for this purpose will be statistically analyzed and interpreted.

Problem

This study was conducted to see how perfectionism levels and self-efficacy beliefs of Music teacher candidates predict the musical performance anxiety.

Sub-problems

The study will answer the following questions:

1. What are the relationships between perfectionism, self-efficacy and music performance anxiety of music teacher candidates?
2. What are the relationships between the scores of the perfectionism, self-efficacy and music performance anxiety subscales of the music teacher candidates?
3. How do the sub-dimensions of perfectionism and self-efficacy of music teacher candidates predict music performance anxiety?

Method

In this study, the relationship between the anxiety levels of MPA and the beliefs of perfectionism and self-efficacy were examined via a survey model. Correlational survey models are research models that aim at determining the degree to which two or more variables influence each other. This model allows investigating the correlations among variables and interpreting the research questions (Karasar, 2013). In this quantitative study, three different scales were used and the data obtained from these scales were analysed via statistical analyses.

Participants

The sample of the study was selected from purposeful and appropriate sampling methods and the infromation about the participants is provided in Tabe 1.

Table 1. Demographic information about the participants

Gender	N	%
Male	192	35,5
Female	349	64,5
City		
Balıkesir	36	6,7
Bolu	78	14,4
Bursa	62	11,5
Erzincan	103	19,0
İstanbul	41	7,6
İzmir	61	11,3
Konya	82	15,2
Niğde	78	14,4
Total	**541**	**100,0**

Data Collection Tools

Data were collected via Personal Information Form, MPA Inventory (Özevin, 2013), Almost Perfect Scale-Revised (APS-R) (Ulu, 2007), Musical Instrument Performance Self-efficacy Belief Scale (Girgin, 2015).

Personal Information Form: Personal information form prepared by the researcher; includes the music teacher candidates' gender, grade level, instrument and grade point average.

MPA Inventory: Originally developed by developed by (Kenny, 2004) is adapted to Turkish by Özevin, (2013). This 7 Likert type scale includes 25 items and the items are scored as "I strongly agree" from "I strongly

disagree" as 0.1.2.3.4.5.6. There are five sub-factors in the inventory. The Cronbach's Alpha coefficient of the inventory is .895. The item-test correlations of the items ranged from .336 to .651. The Cronbach's Alpha coefficient for the study group of the inventory was .756.

APS-R: This scale was developed as a self-assessment instrument (Slaney & Ashby, 1996) and then revised by Slaney et al. (2001) to measure the positive and negative aspects of perfectionism. The items on the scale of the 23-item and the seven-likert type are scored as 1.2.3.4.5.6.7 from the "I do not agree" option to the "I completely agree" option. In the related studies, the confirmatory factor analysis result of scale was .92. In the sample formed by student students, the factor loadings of the items in both separate studies ranged from .49 to .86. Cronbach's alpha coefficients were .92 for inconsistency and 86 for high standards. Turkish version of the scale was developed by Ulu (2007). In the related study, the confirmatory factor analysis result of scale was .90. Item factor loads range from .41 to .89. Cronbach's alpha coefficients were .78 for inconsistency and 86 for high standards. The test retest correlation coefficients for the two-week search were .67 for inconsistency and 86 for high standards.

Musical Instrument Performance Self-efficacy Belief Scale: The scale was developed by Girgin (2015) was designed to determine teacher candidates' self-efficacy beliefs about instrument performance for individual instruments. The study was conducted with 313 music teacher candidates. Explaratory factor analysis was applied to determine the construct validity of the scale. As a result of exploratory factor analysis, it was found that the scale consisted of three sub-dimensions including self-sufficient vision, inadequate vision and psychological indicators and 20 items of five-likert type. The amount of variance explained by the whole of the scale is 47%. The factor loadings of the items in the scale range from 0.47 to 0.76. The Cronbach's alpha values of the subscales of the scale were; self-sufficient vision .86, self-insufficiency .76, psychological indicators. 61.

Cronbach's alpha values in the reliability analyzes of the sample of this study; .95 for the MPA Inventory, .88 for the APS-R, and .86 Musical Instrument Performance Self-efficacy Belief Scale.

Data Analysis

The data were analyzed by using SPSS 15.0 statistical program. A simple and multiple linear regression analysis was performed to determine how perfectionism and self-efficacy beliefs predict performance anxiety. First, before beginning the analysis of the data, negative items on the self-efficacy scale were reverse-coded. The missing values are examined and it is determined that there is no lost value in the data set. Then extreme values were examined. The participant numbers 382, 448, 368, 129, and 362 are extracted from the data set after determining that they are extreme values.

Findings and Interpretations

In this section, findings from the analyses of the sub-problems of the research are included. The relations and the level of the information relted to the dependent and independent variables are interpreted by using tables.

Findings Related to the First Sub-Problem

Table 2. Relationships between perfectionism, self-efficacy belief and music performance anxiety.

	M	SEB	MPA
Perfectionism	1,000		
Self-efficacy Belief	,082	1,000	
MPA	,139**	-,433**	1,000

** Correlation is significant at the 0.01 level (N:536).

When Table 2 is examined, it can be seen taht there is no statistically significant relationship between perfectionism and self-efficacy of teacher candidates (r = 0.082, p> 0.05). There is a very low statistically significant correlation between perfectionism and MPA (r = 0.139, p <0.01). In other words, as the teacher candidates' perfectionism increases, the MPA increases as well.

There is s a statistically significant negative correlation between the self-efficacy belief and the MPA (r = -0.433, p <0.01). In other words, as the self-efficacy scores increase the MPA scores decrease.

Findings Related to the Second Sub-Problem

Table 3. Relations between the sub-dimensions of Perfectionism, Self-efficacy belief and the Musical Performance Anxiety.

	Discrepancy	High standards	Order	Self efficacy	Self inefficacy	Psychological Indicators	Negative Prfm. Perception	Psychological Vulnerability
Discrepancy	1,000							
High standards	,385**	1,000						
Order	,169**	,506**	1,000					
Self efficacy	,116**	,353**	,096*	1,000				
Self inefficacy	,210**	-,294**	-,199**	-,479**	1,000			
Psychological Indicators	-,287**	,066	,065	,153**	-,548**	1,000		
Negative Prfm. Prcp.	,260**	-,102*	-,042	-,188**	,436**	-,552**	1,000	
Psychological Vulnerability	,297**	-,200**	-,132**	-,136**	,470**	-,491**	,749**	1,000

* Significant at 0.05 level, ** Significant at 0.01 level (N:536).

When Table 3 is examined, there is a moderate statistically significant relationship between the scores in the subscale of conflict and subscale of high standards (r = 0.385, p <0.01). As discrepancy scores increase, scores of high standards also increase statistically.

There is a statistically significant (p <0.01) correlation between perfectionism subscale scores and order, self-efficacy, negative perception, and psychological vulnerability subscales. There was a statistically significant (p <0.01) low level relationship between the subscales of perfectionism and the subscales of discrepancy, and psychological vulnerability and self inefficacy.

There is a moderate and positive statistically significant relationship between order and self efficacy scores and high standard subscale scores of perfectionism (p <0.01). It is found that when the standard scores of the students are higher the the order and self efficacy vision scores are higher as well.

There is a positive relationship between the subscale of high standards of perfectionism and self inefficacy. The relationship between the subscales of perfectionism and psychological vulnerability is statistically significant (p <0.01) and low.

There is a statistically significant correlation between negative subscale scores of perfectionism and negative performance perception (r = -0.102, p <0.05). There was no statistically significant relationship between the scores of perfectionism in subscale of high standards and psychological indicators (r = 0.066, p> 0.05).

There is a moderately statistically significant relationship between positive and negative psychological vulnerability scores on the subscale of perfectionism (p <0.01). In other words, as the order scores increase, the scores of inadequate self-confidence increase and the psychological vulnerability scores decrease.

There is no relationship between the subscale scores of perfectionism and self-inferiority, psychological indicators and negative performance perception scores.

There is a moderate statistically significant relationship between negative self-efficacy beliefs and self-insufficient self-belief subscale scores (r = -0.479, p <0.01). There is a positive relationship between self efficacy scores and psychological indicators scores. There was a statistically significant (p <0.01) low negative correlation between negative performance perception and psychological vulnerability subscale scores.

There was a negative statistically significant (p <0.01) correlation between scores of inadequate visual acuity and psychological indicators, and positive relationship between negative performance perception and psychological vulnerability subscale scores. In other words, as the self-insufficiency scores increase, scores of psychological indicators decrease, negative performance perception and psychological vulnerability scores increase.

There was a negative statistically significant relationship between scores of psychological indicators and negative performance perception (NPP) and psychological vulnerability scores (p <0.01). As scores of psychological indicators increase, negative perceptions of performance and psychological vulnerabilities decrease.

There was a statistically significantly high correlation between the negative performance perception and the psychological vulnerability scores (r = 0.749, p <0.01). In other words, as NPP increases, the psychological vulnerability increases considerably.

Findings Related to the Third Sub-Problem

Table 4. Summary of the Model and ANOVA findings.

	Sum of Squares	sd	R	R²	F	p
Regression	209158,167	6	,641	,412	61,653	,000
Error	299107,258	529				
Total	**508265,425**	**535**				

The relationship between the predictor variable and the predicted variable is calculated as 0.641, which is moderate. Disagreement, high standards, and self-sufficiency sub-deimensions of perfectionism; self-perception, and psychological indicators sub-dimensions of self-effciacy beliefs explain 41.2% of variance in music performance anxiety. The analysis shows that the model is significant (F (6, 529) = 61.653, p <0.05.

Table 5. Regression Model

Variable	Coefficient	SD	β	t	p	r	r2
Fixed	140,427	7,653		18,349	,000		
Discrepancy	,422	,095	,178	4,442	,000	,292	,190
High Standards	-,728	,197	-,166	-3,688	,000	-,136	-,158
Order	,291	,224	,051	1,297	,195	-,053	,056
Self efficacy	-,074	,150	-,020	-,495	,621	-,208	-,021
Self inefficacy	,952	,324	-,145	-2,938	,003	,483	,127
Psych. Indicators	-3,349	,311	-,448	-10,773	,000	-,592	-,424

When the bilateral and partial correlations presented in Table 5 are examined, it is seen that there is a low level of positive correlation between the MPA and the disagreement (w = 0.292), and when the other independent variable scores included in the analysis, this relationship decreases slightly (r = 0.190). It is observed that there is a low level of negative (wk = -0.136) relationship between MPA and high standards, and when the other independent variables included in the analysis are checked, the amount of this relationship is slightly increased (r = -0.158). There is no relationship between MPC and order in both cases.

It is observed that there is a low level of negative correlation (MP = -0.208) between MPA and self-sufficiency, and when the other independent variable scores included in the analysis, this relationship is almost absent (r = -0.021). It is observed that there is a moderately positive (p = 0.483) relationship between MPA and self-insufficiency, and this relationship falls when the other independent variable scores included in the analysis (r = 0.127). It is observed that there is a moderately negative (prix = -0.592) relationship between MPA and psychological indicators and that this relationship is somewhat reduced (r = -0.424) when the other independent variable scores included in the analysis.

According to the standardized regression coefficients (β), the order of significance of the predictive variables over the MPA are: psychological indicators, disagreement, high standards, self-inferiority, order, self-sufficiency.

Psychological indicators, conflicts, high standards, and self-insufficiency are significant predictors of t test results on the significance of the regression coefficient presented in Table 5. Self-sufficient vision and order are not meaningful predictors. Therefore, the analysis was repeated by excluding the variables self-sufficient vision and order.

Table 6. Summary of the model and ANOVA findings.

	Sum of Squares	sd	R	R²	F	p
Regression	207940,039	4	0,640	0,409	91,914	,000
Error	300325,386	531				
Total	**508265,425**	**535**				

The relationship between predictor variables and predicted variables is calculated as 0.640, which is moderate. The disagreement and high standards subscales of perfectionism and disaggrement and psychological indicators of self-efficacy beliefs explain 40.9% of the variance in music performance anxiety. The analysis of the findings show that the model is significant, $F_{(4, 531)} = 91.914$, $p < 0.05$.

Table 7. Regression Model.

Variable	Coefficient	SD	β	t	p	r	r2
Fixed	142,077	7,428		19,127	,000		
Discrepancy	,414	,094	,175	4,409	,000	,292	,188
High Standards	-,634	,175	-,144	-3,616	,000	-,136	-,155
Self Inefficacy	1,006	,286	-,154	-3,519	,000	,483	,151
Psyc. Indicators	-3,337	,310	-,446	-10,779	,000	-,592	-,424

Regression equation for the prediction of MPA according to the analysis results;

MPA=142,077 (Fixed) + 0,414 (Discrepancy) - 0,634 (High St.) + 1,006 (Self inefficacy) - 3,337 (Psyc. Indicators)

When the model is examined, it is seen that an increase of one-unit in the conflict leads to an increase of 0.414 units in the MPA. The one-unit increase in the high standard brings about a decrease of 0.634 units in the MPA. A one-unit increase in self-sufficiency leads to an increase of 1,006 units in MPA. The one-unit increase in psychological indicators results in a decrease of 3.337 units in the MPA.

When the bilateral and partial correlations presented in Table 7 are examined, it is seen that there is a low level of positive correlation between the MPA and the disagreement (p = 0.292), and when the other independent variable scores included, this correlation decreases a little (r = 0.188). It is observed that there is a low negative (p = -0.136) relationship between MPA and high standards, and the amount of this relationship is slightly increased (r = -0.155) when the other independent variables included in the analysis.

It is seen that there is a moderately positive (p = 0.483) relationship between MPA and self-insufficiency, and this relationship falls (r = 0.151) when the other independent variablea are included in the analysis. It is observed that there is a moderately negative (prix = -0.592) relationship between MPA and psychological indicators and that this relationship is somewhat reduced (r = -0.424) when the other independent variable scores are included in the analysis.

Discussion and Conclusions

According to the findings of the research, the perfectionist levels of music teacher candidates were found to be a significant predictor of MPA. It was seen that there was a low level of positive relationship between MPC and disagreement, and this relationship increased somewhat when high standards and order scores were included. It was found that there was a low negative correlation between MPA and high standards and the amount of this relationship increased when the disagreement and order scores were included. There is no relationship between MPA and order in both cases. While, high standards and disagreement are significant predictors, layout is not a significant predictor.

Perfectionism is defined as high personal standards and critical self-evaluation in relation to concerns about minor imperfections and errors, with a tendency to decide what is right and what is wrong (Bourne, 1995); (Sinden, 1999). In order to reach more specific conclusions about where perfectionist behaviors originate (Hewitt & Flett, 1991), three different perfectionist tendencies are proposed. Self-directed perfectionism directs these tendencies inward, outward-directed perfectionism includes anticipatory expectations possessed for others, and socially constructed perfectionism includes anticipations that the social circle perceives for the thought that it has for them. On the other hand, Slaney and Ashby (1996) identified three key characteristics of perfectionism (high standards for performance, a sense of incompatibility and regularity between standards and negative performance). These three aspects of perfectionism have later become a measurement tool (Slaney et al., 2001).

In the light of these studies, Antony et al. 1 (998) found that participants with anxiety, obsessive-compulsive disorder, and social phobia had higher levels of socially-based perfectionism than those in the control group. This suggests that the anticipation of the social circle is linked to the high level of anxiety. On the other hand, Flett et al. (1989) found a positive relationship between two variables. This indicates that high or unrealistic expectations may cause high levels of anxiety.

Similar results are found especially in studies conducted in the field of music. Sinden (1999) studied 138 university students and the results showed that anxiety levels were high in subjects with high level of perfectionism, and there was a significant positive correlation between performance anxiety and perfectionism. In addition, Frost et al. (1990) investigated different trends such as high suspicion of action, high anxiety towards errors, and high parental criticism by using Multi-dimensional Perpectionism Scale. The results showed that these three trends and low personal standards were positive predictors of MPA. While doubting the action implies a personal insecurity that may be caused by perfectionism; high parental criticism emphasizes the expectations of others seen in social-originated perfectionism. The high concern about errors can be a sign of both self-directed and social-driven perfectionism, depending on the motivation behind the student's anxiety.

Mor et al. (1995) found a positive correlation between perfectionism and performance anxiety. Similarly, Kenny et al. (2004), who investigated the relationship between MPA and perfectionism, found that there was a positive relationship between high levels of anxiety and high level of perfectionism.

The results of the study, the prediction of MPAS by perfectionism, are consistent with the literature. Positive correlations between these two variables support our hypothesis: there is a high correlation between high-level perfectionism and high-level MPA. Anything that a student perceives as a threat to high standards

can cause him to feel fear or anxiety. An excellent performance for the student will automatically lead to anxiety if there is an absence of acceptance of any errors, since this is an impossible goal to achieve. In addition, anything that threatens the high standards that the student perceives causes an alert in the nervous system. This may lead to increased physiological symptoms such as heart rate, blood pressure, and tremors. This situation helps us to explain the relationship between high standards of excellence and disagreement dimension of perfectionism and high MPA.

Self-efficacy levels of music teacher candidates are a significant predictor of MPA. There is a negative relationship between MPK and self-sufficient vision and psychological indicators. In addition, MPA has a positive trend between self-insufficiency and MPA. These results are supported by the literature as well.

Self-efficacy, which is investigated in this study of this research, has been defined as the belief in the ability of people to perform the behaviors necessary to successfully complete a task (Bandura, 1982). This, in fact, is related to the levels of the anxiety, because higher self-efficacy results in success for the musiscians who have patiance in showing their performance. This view overlaps with Bandura's (1977) view that those with low anxiety will have higher self-effcicacy.

In a study that reflected Bandura's thoughts, Sinden (1999) studied with orchestra students and concluded that musicians with low SEB had higher MPA levels. Students with low self-efficacy reported a reduction in performance and often stated that they had stopped playing. Students with the highest levels of MPA are the least confident to their performance.

In their experimental research, Craske and Craig (1984) reached similar results by applying various tests to piano students at university level. As a result of the experiment it was seen that all subjects had a decrease in their self-efficacy levels and an increase in anxiety levels when they performed in front of an audience. In other words, other people's presence decreased their confidence in their performances and made them more nervous.

Two studies of McPherson and McCormick (2006) and Hendricks (2009) are striking when it comes to the 2000s. McPherson and McCormick conducted a study on young musicians and found a strong relationship between high self-efficacy and successful performance outcomes. At the same time they stated that this situation is realized with lower levels MPA. In the second study, Hendricks (2014) examined the different factors that affect self-efficacy in young students. It has been found that positive experiences, being encouraged by a particular task force and being encouraged by others help to increase the self-efficacy level of students. This helps reducing anxiety levels and leads to more successful performance.

In a recent study, Jelen (2017) investigated the relationship between performance anxieties and piano performance self-efficacy levels of teacher candidates studying at music education programs. The results showed that there was a moderately negative relationship between MPA and piano performance self-efficacy levels.

As a result, the findings of this research are in line with the literature. High self-efficacy beliefs empower students to perform better. Their confidence empowers their fears and worries about making mistakes during and before performance. As expected, the inadequate self-perception subscale is a predictor of positivity on performance anxiety. Low performance and low self-esteem may be due to students' internal fears and their focus on threats to them. This naturally leads to increased performance anxiety.

Suggestions

The instrument training process should be planned with the student and the educator and the program should be developed according to the requests and expectations of the students. Instrument education

repertoire should be chosen according to the skill level of the student and should be applied according to the individuals. For this reason, the role of music teachers is very important in the prevention of MPA.

In order to reduce the level of anxiety experienced by the students during the evaluation process, coping strategies specified in the literature should be observed and personalized methods should be used. During the concerts, students should be aware of the stage fear from the preparation process and it should not be forgotten that no performance is more important than the health of the students.

In the future research, experimental studies should be designed to reduce students' self-efficacy and performance concerns. It has been proven that performance anxiety affects many people regardless of age, gender, experience and working hours. This anxiety, which is rarely seen in children, shows higher and similar symptoms in adolescents and adults. Women are often more affected by stage experience and being assessed than men. Further research is needed to understand how this change has occurred between childhood and adolescence and by gender.

Genişletilmiş Özet

Giriş

Müzisyen olmanın ve müziğin icrasının pek çok farklı yönleri vardır. Bu yönlerin belki de en önemlilerinden birisi, topluluk önünde ya da bir sınav jürisi karşısında performans sergileme davranışıdır. Müzisyenlerin çoğu bir performans öncesinde normal kabul edebileceğimiz belli ölçülerde gerginlik ve sinirlilik hali yaşayabilirler. Bu gerginlik ve sinirlilik hali bireyi rahatsız edecek bir seviyeye ulaştığında araştırmacılar tarafından müzik performans kaygısı (MPK) olarak tanımlanmaktadır (Kenny, 2011; Kesselring, 2006; LeBlanc vd., 1997; Ryan, 2004; Wilson & Roland, 2002).

Literatürde mükemmeliyetçilik kavramı, kaygı ile ilgili çalışmalarda olduğu gibi olumlu ve olumsuz yönleri ile de ele alınmıştır. Adler'e (2000) göre mükemmeliyetçilik, doğuştan gelen ve hayatın bir parçası olan çabalar bütünüdür (Adler, 2000).

Hamachek (1978) mükemmeliyetçiliği, normal ve nevrotik mükemmeliyetçilik olarak iki boyutta ele almaktadır. Normal mükemmeliyetçi kişilikler yüksek standart hedefleri koyarlar ve hedeflerini gerçekleştirirken esneklik gösterirler. Sonuçları ister olumsuz olsun isterse olumlu olsun bu durumdan doyum sağlayabilirler. Nevrotik mükemmeliyetçiler yüksek anksiyete duygusuna sahiptir. Hiçbir zaman, hiçbir şeyin yeterli olmadığını düşünürler ve çabalarında asla doyuma ulaşamazlar. Kısaca normal mükemmeliyetçilik başarı getirirken olumsuz mükemmeliyetçi tavırlar motivasyon kaybına ve başarısızlığa neden olur (Hamachek, 1978).

Öz-yeterlik inancı (ÖYİ), insanların yaşamlarını etkileyen olaylar üzerinde geliştirdikleri bir motivasyona sahip olma inancı olarak tanımlanabilir. İnsanların kendilerini nasıl hissettiği, düşündüğü, motive ettiği ve davrandığı ÖYİ'nin seviyesini belirler. Bu açıdan da bilişsel, duyuşsal ve davranışsal süreçleri içinde barındırır (Schunk & Pajares, 2002).

Öz-yeterlik ve kaygı arasındaki ilişkiye ilişkin olarak, (Bandura, 1977), bir kişinin yeteneklerine olan inancının belirli bir görevi çevreleyen kaygı düzeyini etkilediğini öne sürmektedir. Öz-yeterlik aynı zamanda, performansla ilgili motivasyon seviyelerini de etkiler (Bandura, 1982: 397). Daha yüksek öz-yeterlik düzeyine sahip olan müzisyenlerin performanslarını devam ettirmeleri ve başarılı performans göstermeleri daha olasıdır. Bu durum MPK'nin daha düşük seviyelerde olmasını sağlayacaktır.

Amaç

Bu araştırmanın amacı; güzel sanatlar eğitimi bölümü müzik eğitimi anabilim dallarında öğrenim gören öğretmen adaylarının mükemmeliyetçilik düzeyleri ve öz-yeterlik inançlarının çalgı performans kaygısını nasıl yordadığını incelemektir. Bu amaç doğrultusunda uygulanan ölçekler yoluyla elde edilen veriler istatistiksel olarak analiz edilecek ve yorumlanacaktır. Bu araştırma "Müzik öğretmeni adaylarının mükemmeliyetçilik ve öz-yeterlik inançları, müzik performans kaygılarını ne ölçüde yordamaktadır?" sorusuna yanıt aramak için yapılmıştır.

Araştırmada aşağıdaki sorulara yanıt aranacaktır:

1. Müzik öğretmeni adaylarının mükemmeliyetçilik, öz-yeterlik ve müzik performans kaygısı puanları arasındaki ilişkiler ne ölçüdedir?
2. Müzik öğretmeni adaylarının mükemmeliyetçilik, öz-yeterlik ve müzik performans kaygısı alt boyutlarındaki puanlar arasındaki ilişkiler ne ölçüdedir?
3. Müzik öğretmeni adaylarının mükemmeliyetçilik ve öz-yeterlik alt boyutları puanları müzik performans kaygısını ne ölçüde yordamaktadır?

Yöntem

Bu araştırmada, müzik öğretmeni adaylarının (MÖA) kaygı düzeyleri ile mükemmeliyetçilik ve öz-yeterlik inançları arasındaki ilişkiler, tarama modelinde incelenmiştir. İlişkisel tarama modelleri iki ya da daha fazla sayıdaki değişkenin birbirlerini etkileme derecesini belirlemeyi amaçlayan araştırma modelleridir. Bu model sayesinde değişkenler arasındaki korelasyonların etki dereceleri incelenerek araştırma soruları hakkında yargılara varılabilir (Karasar, 2013). Çalışmada, nicel araştırma yöntemine dayalı olarak üç farklı ölçek kullanılmış ve bu ölçeklerden elde edilen veriler istatistiksel olarak yorumlanmıştır.

Sonuç

Araştırmanın bulgularına göre müzik öğretmeni adaylarının mükemmeliyetçilik düzeyleri, MPK üzerinde anlamlı bir yordayıcı olarak tespit edilmiştir. MPK ve uyuşmazlık arasında düşük düzeyde pozitif bir ilişkinin olduğu, yüksek standartlar ve düzen puanları kontrol edildiğinde bu ilişkinin bir miktar yükseldiği görülmüştür. MPK ve yüksek standartlar arasında düşük düzeyde negatif bir ilişkinin olduğu, uyuşmazlık ve düzen puanları kontrol edildiğinde bu ilişkinin miktarının yükseldiği görülmüştür. MPK ve düzen arasında her iki durumda da ilişki yoktur. Yüksek standartlar ve uyuşmazlık anlamlı birer yordayıcıdır. Düzen ise anlamlı yordayıcı değildir.

Bu araştırmada elde edilen mükemmeliyetçiliğin MPK'yi yordaması ile ilgili sonuçlar literatürle uyum göstermektedir. Yüksek düzeyde mükemmeliyetçilik ile yüksek düzeydeki MPK arasında güçlü bir bağlantı kurulduğu düşünüldüğünde, bu iki değişken arasındaki bulunan pozitif korelasyon, hipotezimizi desteklemektedir. Bir öğrencinin yüksek standartları yakalayabilmesi için bir tehdit olarak algıladığı herhangi bir şey, korku veya endişe hissetmesine neden olabilir. Öğrenci için mükemmel bir performansta hiçbir hatayı kabul etmeme algısı varsa, bu durum elde edilmesi imkânsız bir hedef olduğu için otomatik olarak kaygı artışına yol açacaktır. Ayrıca, öğrencinin algıladığı yüksek standartları tehdit eden herhangi bir şey sinir sisteminde bir uyarılmaya neden olur. Bu durum, artan kalp hızı, tansiyon ve titreme gibi fizyolojik semptomlara yol açacağı için mükemmeliyetçiliğin yüksek standartlar ve uyuşmazlık boyutları ile yüksek düzeyde MPK arasındaki ilişkiyi açıklamamıza yardımcı olabilir.

MÖA'nın öz-yeterlik düzeyleri, MPK üzerinde anlamlı bir yordayıcıdır. MPK ile kendini yeterli görme ve psikolojik göstergeler arasında negatif bir ilişki görülmektedir. Ayrıca MÖA, kendini yetersiz görme ve MPK arasında pozitif bir eğilim göstermektedir. Bu sonuçlar literatürde bulunan araştırmalar tarafından da desteklenmektedir.

Sonuç olarak literatürdeki örnekler, bu araştırmadaki alt problemlerden biri olan ÖYİ'nin MPK'yi yordama durumu ile ilgili sonuçlarla örtüşmektedir. Yüksek öz-yeterlik duygusu öğrencilere daha iyi bir performans sergileme konusunda yardımcı olmaktadır. Kendilerine olan güven duyguları performans sırasında ve öncesinde hata yapma korkularını ve kaygılarını azaltmaktadır. Diğer taraftan kendini yetersiz görme alt boyutu, beklenildiği gibi performans kaygıları üzerinde pozitif yönde bir yordayıcı olarak karşımıza çıkmaktadır. Performans yeteneklerinin düşük olması ve kendilerini yetersiz hissetmeleri, öğrencilerin kendi içsel korkularına ve kendilerine yönelik tehditlere odaklanmalarından kaynaklanıyor olabilir. Bu durum doğal olarak performans kaygılarının artmasına neden olmaktadır.

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