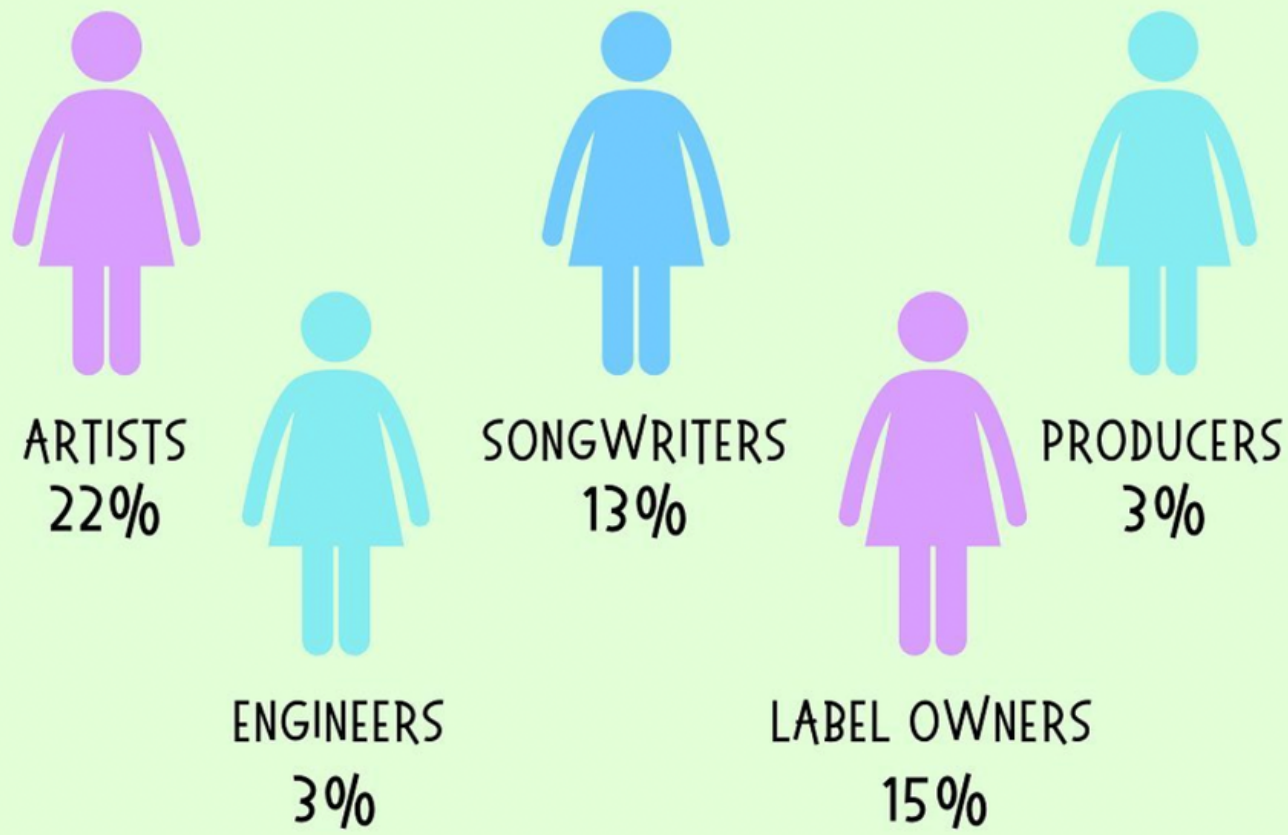


**‘CONSIDERING BARRIERS TO
PERFORMANCE FOR ADOLESCENT FEMALE
SINGERS AND POTENTIAL SOLUTIONS &
SUPPORT MECHANISMS’**

Rosie Fortune (2117797)

PERCENTAGE OF WOMEN ACROSS FIVE ROLES IN THE MUSIC INDUSTRY

(USC ANNENBERG INCLUSION INITIATIVE/ AMERICAN ASSOCIATION OF INDEPENDENT MUSIC)



@AMPLIFYHERVOICE

(Smith et al, 2021)



The music industry is gender biased.

Gender Bias

Just over half of women felt their gender had affected their music industry employment.

Self-employed/freelancers reported the most gender bias.

84%

had been treated differently due to their gender.

68%

said gender affected their employment.

(Prior et al, 2019)

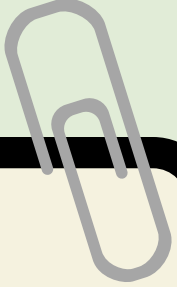
MUSIC EDUCATION....

IS FUNDAMENTALLY SEXIST

(Lamb, 1994)

**WOMEN AND GIRLS
ARE AT A
DISADVANTAGE**

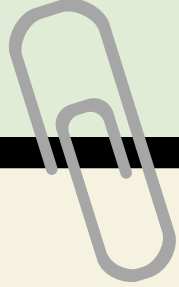
THIS RESEARCH AIMED TO:



**JOIN A
GROWING
BODY OF
FEMINIST
INQUIRY**

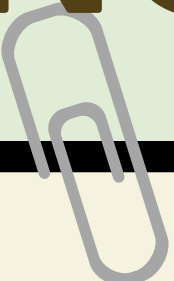


**UNCOVER
BARRIERS TO
PERFORMANCE
FOR
ADOLESCENT
FEMALES**



**CONSIDER A
COLLECTION
OF
PRACTICAL
SOLUTIONS**

GOING TO THE SOURCE

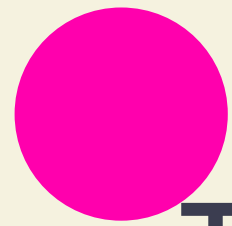


Ask female
adolescent
singers



Ask their
female singing
teachers

Using Grounded Theory



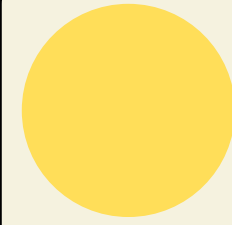
**Theory
comes from
data**

(Cohen, Manion & Morrison,
2018)



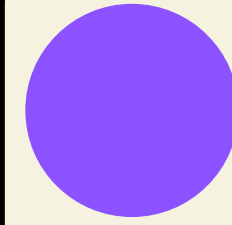
**Constructivist
Approach**

(Charmaz,
2000)



**Feminist
Friendly!**

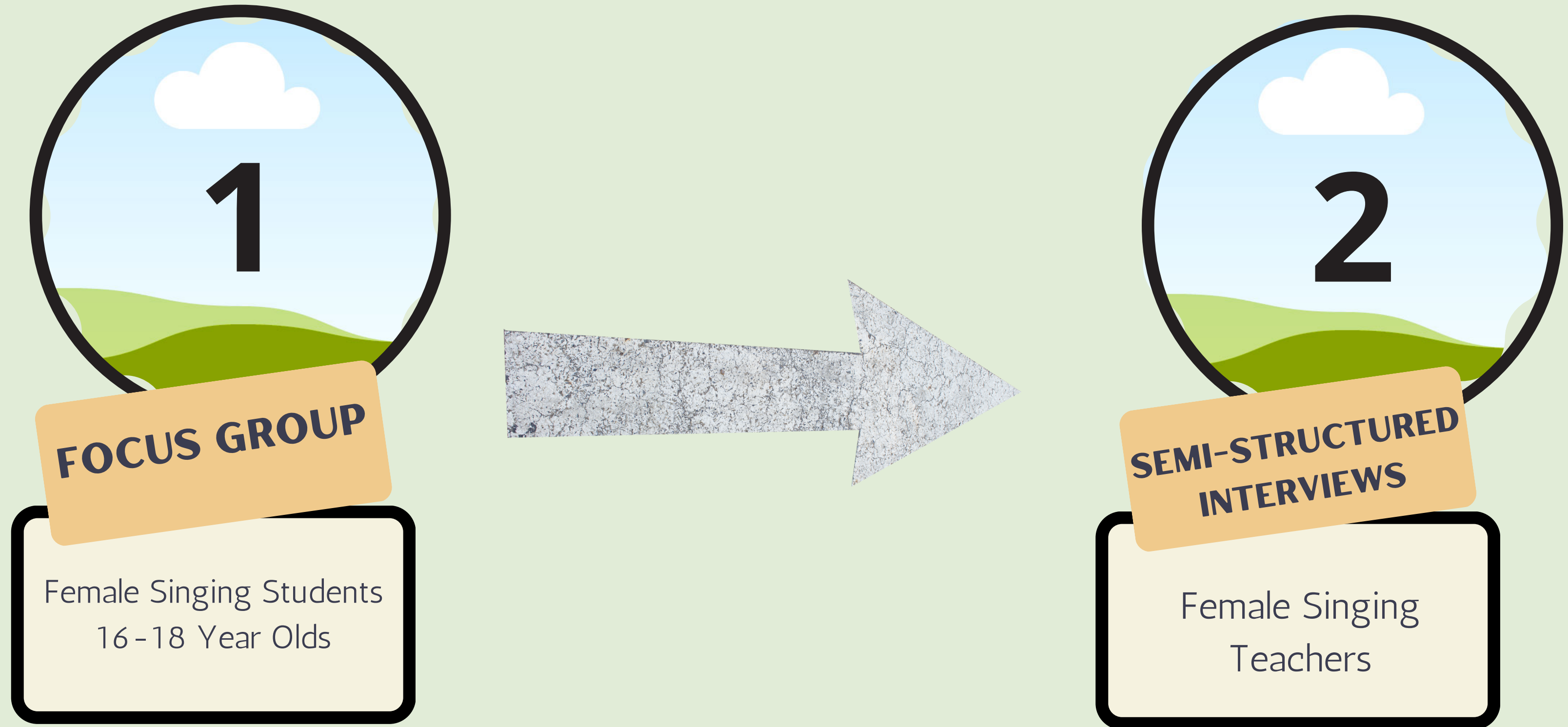
(Plummer & Young,
2010; Allen, 2011;
Kushner & Morrow,
2003)



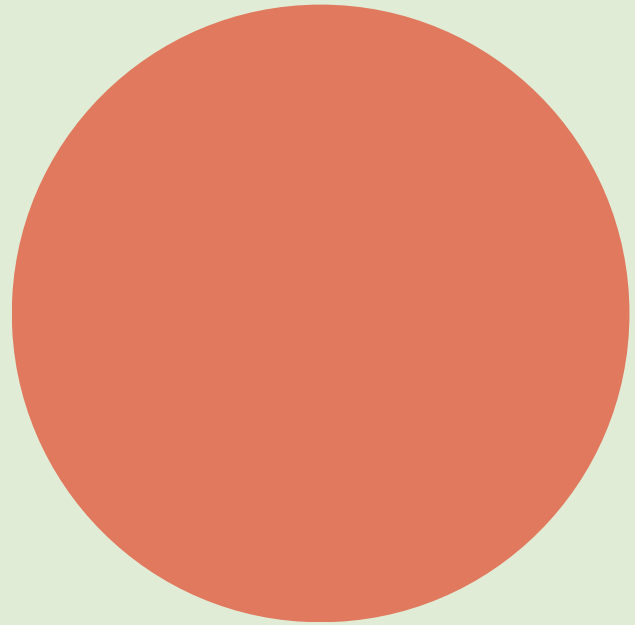
**Amplifies
Participant
Voice**

(Keddy et al, 1996)

METHODS

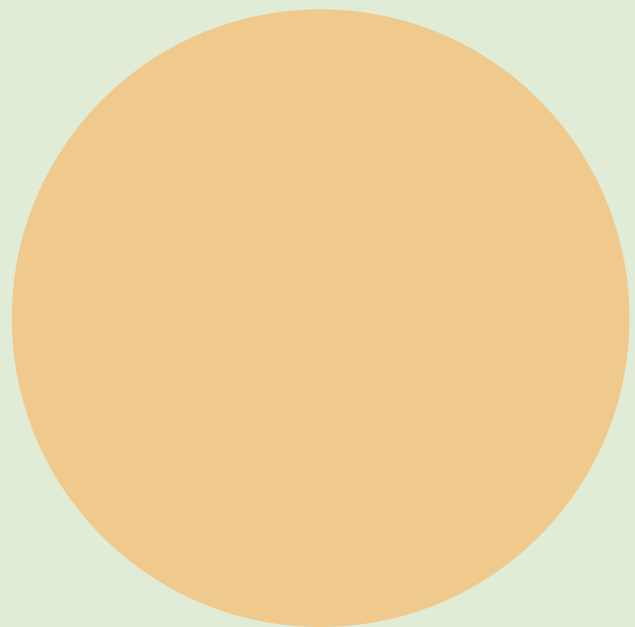


Coding The Data



IN VIVO

Using the voices of
participants.



EMOTION

Analyses emotional content.

(Saldana, 2005)

7 Cycles of Coding looking through the data for the main themes.

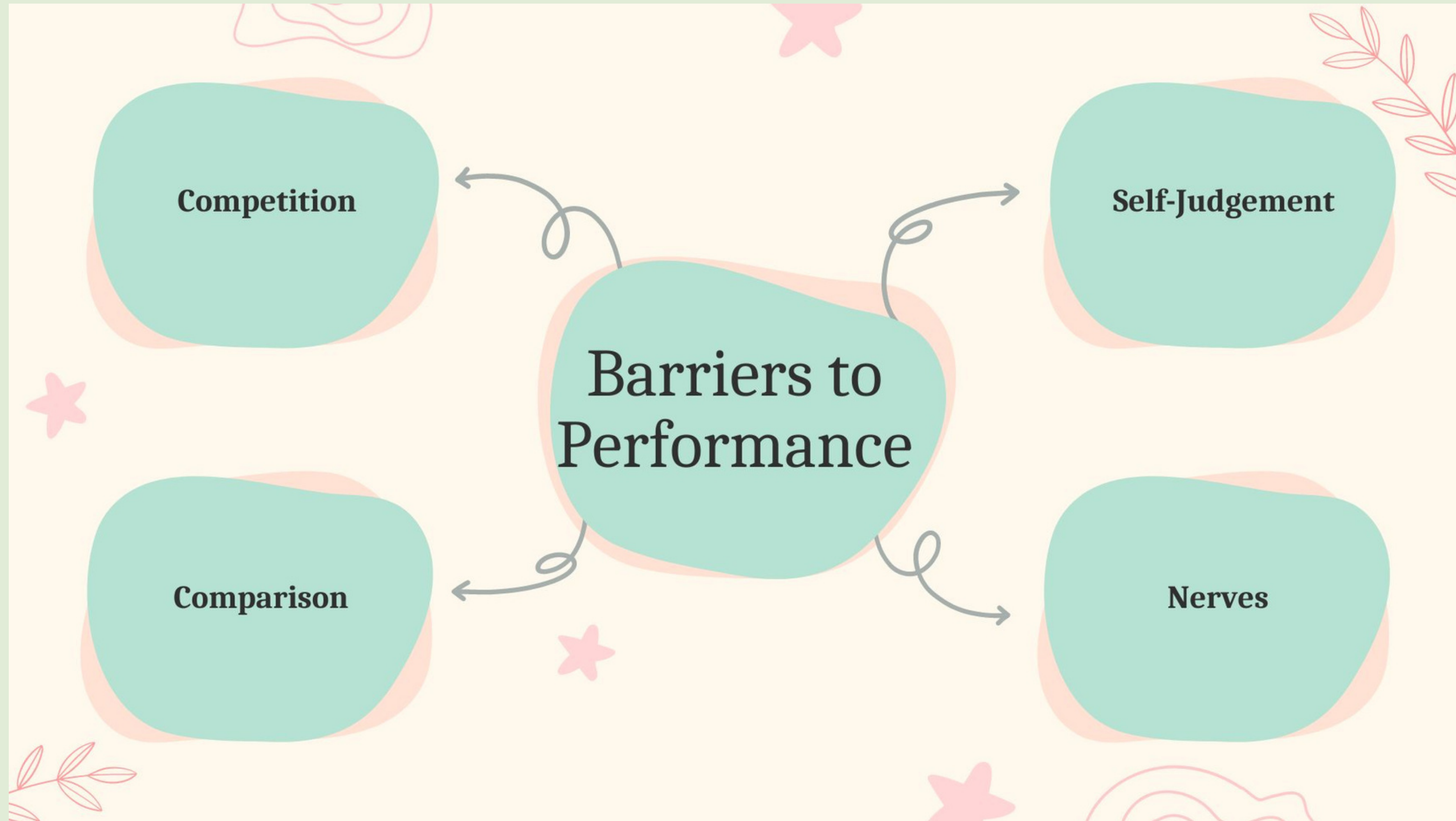
Using the themes to inform interview questionning.

Continuing this process following each interview.

	Focus Group
In Vivo and Emotion Coding	
Cycle One	Highlighted sentences, paragraphs
	Example: "I think as well, like, there is a little bit of a competitive edge to the performances. Like even if you all stay behind as a class and you know, you work together on stuff you get on that stage and you feel like you have to be better than the last person. And that's it's hard to try and move past that and enjoy the music."
Cycle Two	Picking out the meaningful sentences or paragraphs
	Eaxmple: "there is a little bit of a competitive edge. you feel like you have to be better than the last person. it's hard to try and move past that and enjoy the music."
Cycle Three	First Order Codes
	1. Voice Shakes. 2. Adrenaline. 3. Confident in rehearsal. 4. Nerves. 5. People Watching. 6. Competition. 7. Comparison. 8. Second guessing. 9. Other peoples opinions. 10. Fear of making mistakes. 11. Responsibility. 12. Pressure to perform well. 13. Looking for support. 14. Self-Talk. 15. Affirmations. 16. Preparation. 17. Movement to reduce nervous energy. 18. breathing exercises. 19. Grounding. 20. Practical/Technical preparation. 21. Recognition of fears. 22. Self-consciousness. 23. measure of worth related to looks.
Cycle Four	Second Order Codes
	1. Nerves. 2. Competition. 3. Comparison. 4. Judgment. 5. Pressure. 6. Practical tools to reduce nerves. 7. Recognition of fears. 8. Self-consciousness
Cycle Five	Major Categories
	1. Anxiety (nerves and self-consciousness grouped into this), 2. Judgment, 3. Practical Tools (recognition has been put into this category as to offer tools is to recognise the need). 4. Pressure of competition.
Cycle Six	Themes or Concepts
	1. Judgement. 2. Practical Tools.
Cycle Seven	Theory Formation
	Students want practical tools to overcome their self- judgment and the resulting nerves that ensue.

Adapted from Yudhistir (2022)

**WHAT WE ARE
TALKING ABOUT
HERE IS MUSIC
PERFORMANCE
ANXIETY (MPA) AND
IT'S SOURCES!**



**Competition,
Comparison and
Self-Judgment**

"I think they're constantly comparing themselves and comparing themselves in a negative light'. (Teacher 2)

**"I think...there is a little bit of a competitive edge to the performances. ... you have to be better than the last person"
(Speaker 3).**

Being a female adolescent



**More Need for Peer Approval
(Steinburg, 2005)**

**More Negative Emotions
(Prinstein et al, 2004)**

Adolescent Girls

**Perfectionist Mentality
(McAlister, 2018)**

**Less confidence in
ability (OECD, 2015)**

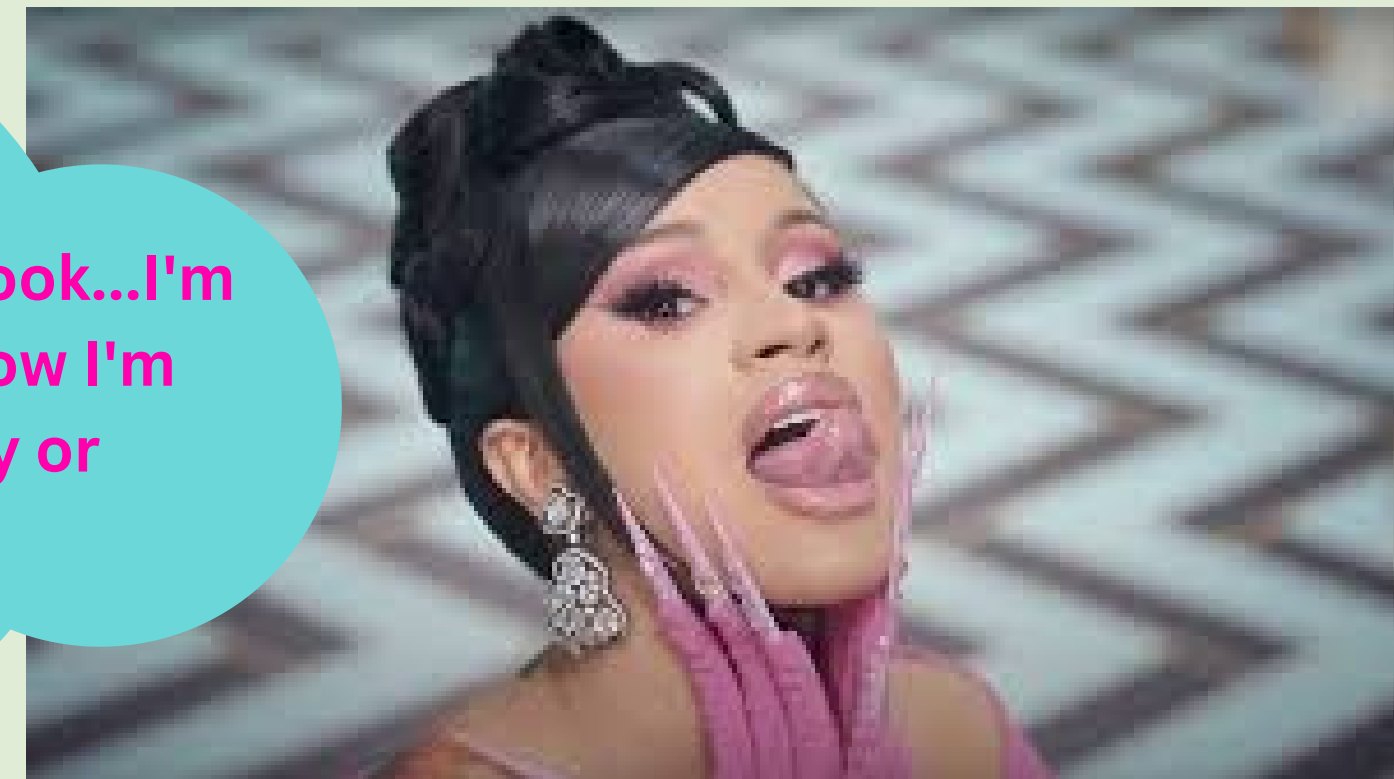


**An industry where women are
objectified and sexual
attractiveness is of higher
value than talent**

(Leib, 2018)



**“I'm more self-conscious about how I look...I'm
always thinking, oh, they don't like how I'm
dressed, they think I'm fat and ugly or
something”. (Speaker 4)**



MPA Research has Found:

Gender Differences

(Dobos et al, 2019; Fishbein et al, 1988; Kenny et al, 2014; Ginsberg, 2004; Abel & Larkin, 1990; LeBlanc et al, 1997; Coşkun-Şentürk, & Çirakoğlu, 2018)

General Anxiety can be a predictor of MPA

(Andrade et al, 2012; Vaag et al, 2016; Osborne & Franklin, 2008)

MPA increases in Adolescence

(Kenny & Osborne, 2006; Dempsey & Comeau, 2019)

Literature on Females in Adolescence

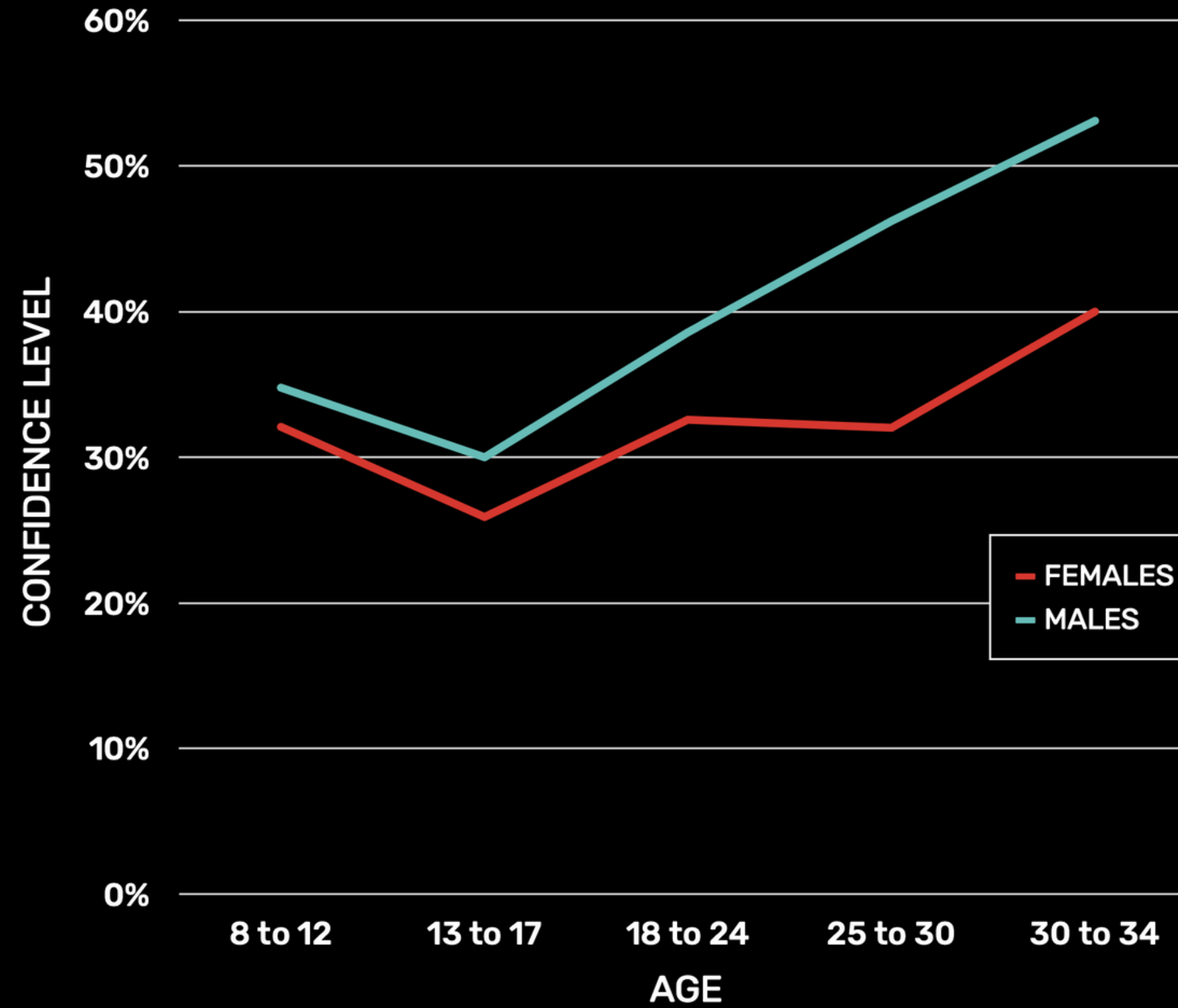
**Girls More
Anxious Than
Boys**

(Wise, 2016;
Needham, 2009;
Moksnes et al, 2011;
Torsheim et al,
2006)

**Self-Esteem
lower in Girls**

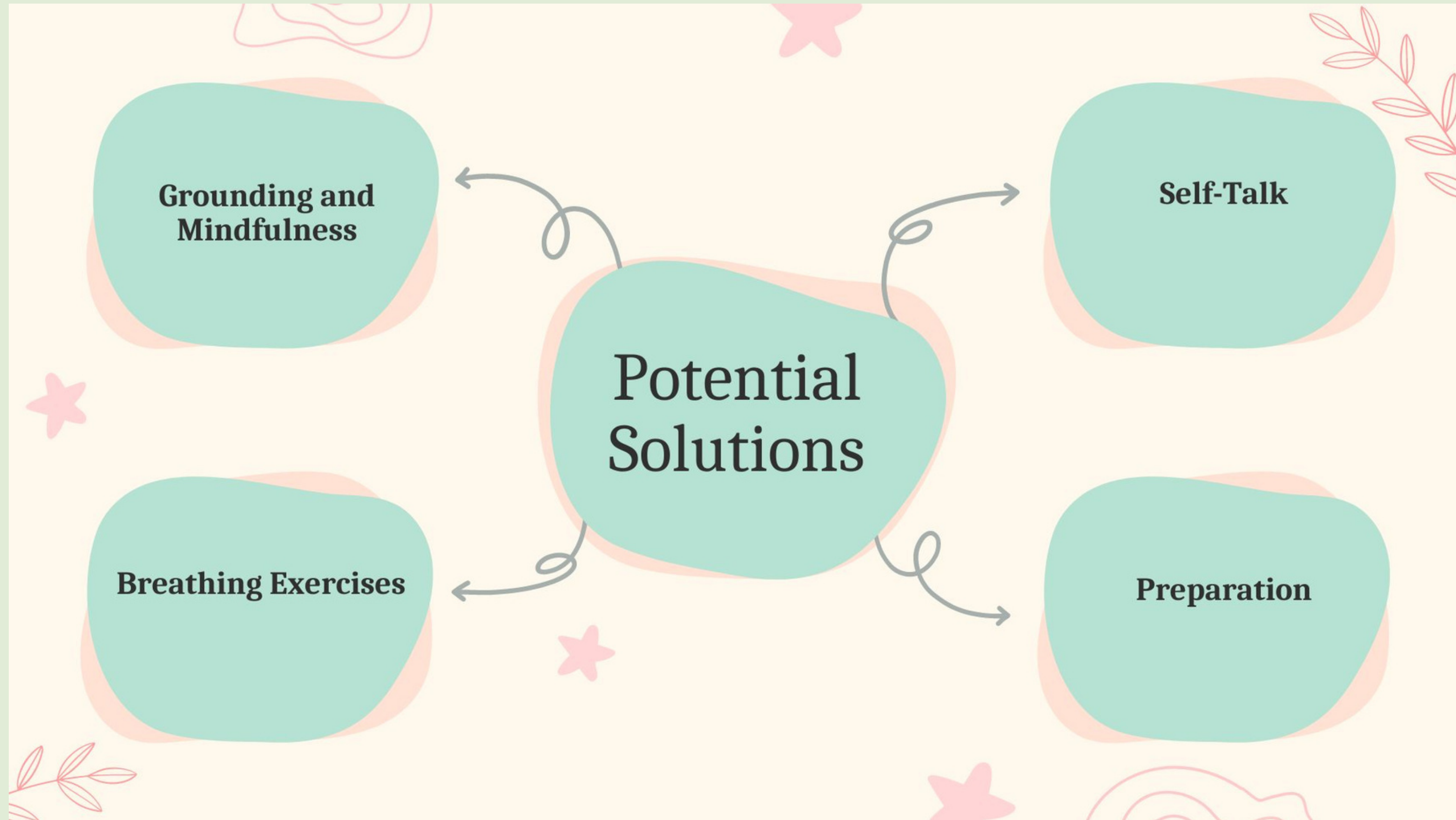
(Bachman et al,
2011; Frost &
Mckelvie, 2004)

"I feel CONFIDENT"



Results based on Ypulse survey research conducted Feb 8th – Feb 13th, 2018 among 1394 8-18-year-olds and Ypulse syndicated research conducted May 19th – May 30th, 2017 among 1442 13-34-year-olds.

(Ypulse, 2018)



Self-Talk

Positive and Reframing

"I just speak to myself.
Saying...you can do this;
you are doing amazing"
(speaker 5)

Farley & Kelley (2022) -
increase in self-kindness
and reduced MPA.

Breathing Exercises

Dealing with physiological symptoms of MPA

"...till you can feel your heart generally slow down" (speaker 2).

Wells et al (2012) and Su et al (2010) - reduced MPA - Recommended as a combination of strategies

Grounding and Mindfulness

Presence in the moment

"So, you observe what's really, really happening... I know, I'm shaking. But everything's okay... I'm not about to be eaten by lions and tigers."
(Teacher 3).

Czajkowski et al (2022) - many advantages to mindfulness practices.

Preparation

Task Mastery and Self-Efficacy

"...you need to know this better than your own name" (Teacher 2)

Tahirbegi (2022) - HE students said preparation was most successful in reducing MPA

OTHER SOLUTIONS IN THE LITERATURE

CBT

Not New in MPA

Braden et al (2015) -
Collection of strategies
reduced MPA significantly
in girls 13-15 years old

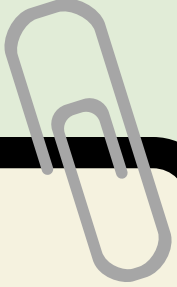


ACT

New to MPA

Growing area of research.
Mahony et al (2022) -
successful 6 week
intervention-led by singing
teacher!

Limitations of this Study



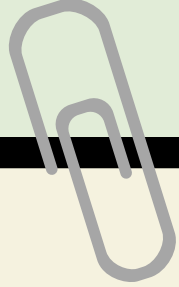
SAMPLE SIZE

- * 4 Focus Group Participants
- * 4 Teachers Interviewed



REPRESENTATION

- * Only 1 non-white British participant
- * Geographically narrow



GENRE DIFFERENCES

- * MT Students different to CCM.
- * Narrowing scope to just CCM

Conclusions

Girls-low self-worth, high perfectionism

Solutions-
Lots of
options-
combination
may be best!

Barriers-
Competition,
Comparison
and Self-
Judgment
leading to
MPA

Responsibilities

Encourage gender-sensitive research to support womens' needs and address gender bias

Engage with female students in discussions around gender inequality in the music industry.

Future Research Opportunities?

**More longitudinal,
qualitative studies
into causes of
MPA**

Kenny (2005); Kenny &
Osborne (2006)

**Specific
treatment options
for adolescent
females.**

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