

'A Quest for Confident Singers: A Study to Examine whether Reflection can improve the Performance Experience and Singing Self-Efficacy of Female Adolescent Singers'

BMPF7008

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Context

- ▶ CCM singing teacher
- ▶ Musical theatre, 6-18yr old's
- ▶ 40% of the female adolescent singers within my practice appeared to lack confidence
- ▶ Confidence and self-efficacy are linked (Porter, 2011)
- ▶ Previous study (BMPF7013) ascertained the importance of self-efficacy



Project Aims and learning objectives

Aims

- To create a strategy which enhances self-efficacy and improves the performance experience and confidence of female adolescent singers

Learning objectives

- To use knowledge gained in the study for future pedagogical practice
- Develop my academic and research skills

Self-Efficacy

“The conviction that one can successfully execute the behaviour required to produce the outcome.”

(Bandura, 1977, p.173)

4 sources of self-efficacy (Bandura, 1997)



Mastery
experiences



Vicarious
experiences



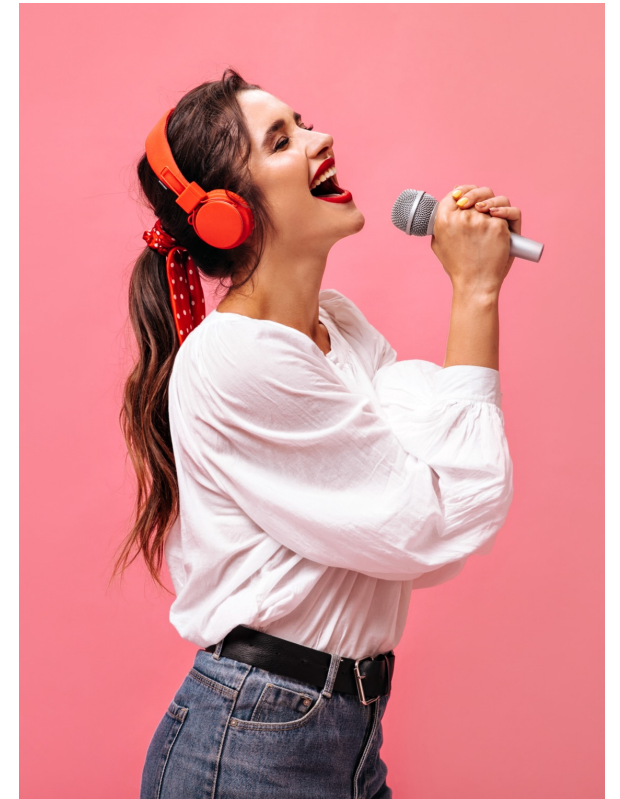
Verbal
persuasion



Physiological
and affective
states

Self-efficacy in singing

- ▶ Fisher (2014) examined self-efficacy among male adolescent singers
- ▶ Owen (2017) examined the use of vocal exercises on self-efficacy
- ▶ La *et al.*, (2023) created a singing self-efficacy scale
- ▶ No studies in the field singing has examined the use of reflection in developing self-efficacy



Methodology

- ▶ Mixed methods research to gain...”a more complete understanding of a research problem than either quantitative or qualitative data alone” (Creswell, 2014, p.48)
- ▶ Pragmatic paradigm (Morgan, 2014)

Experimental design

- ▶ Use of an experimental and control group to establish cause and effect (Walliman, 2020)



Methods



Literature
review



Survey



Questionnaire



Interviews



Field notes

Ethical Considerations



- **Insider research:** The risk of bias (Saidin and Yaacob, 2016)
- Mitigated against through triangulation (Noble and Heale, 2019)
- **Beyond the scope of my qualifications**
- Mitigated against through providing wellness leaflets from Aware NI
- **Experimental and control group**
- Therefore, the control group were provided with the same strategy afterwards
- All data was stored in compliance with GDPR regulations
- Project passed ethical review by University of Wales Trinity Saint David

Quantitative results



Groupings of participants

At pre-test

Experimental group
Mean = 82

Control group
Mean = 70.3

At post-test

Experimental group
Mean = 84

Control group
Mean = 71.6

T value = 1.35

P value = 0.13

Qualitative results



Independent learners

- A reliance on others



Performance anxiety



Preparation

- Practice
- Mindset

Creating independent learners

- ▶ Answers to reflection task (Alan and Vig, 2009) revealed instructional self-talk (Miles and Neil, 2013)
- ▶ Gave themselves goals and instructions for improvement
- ▶ Feedforward prompts (Hattie and Timperley, 2009) encouraged the participants to become autonomous thinkers
 - ▶ “what would you like to improve on?”
 - ▶ ”Do you know how you could make that improvement?”

Reliance on others

- ▶ Teachers can be a “source of confidence” on a learner (Bonshor, 2017, p.143)
- ▶ Negative impact of independent learning on novices (Robinson and Persky, 2020)

“There were obviously things to work on and that’s what we did”

“We sort of improved on”

“Because we talked about it”

Performance anxiety

- ▶ All participants felt nervous or had a fear of performing after the first performance and before the strategy began
- ▶ Dobos *et al.*, 2019

“fear of failure”

“I was so nervous”

“Sick and shaky”

- ▶ Yet all participants experienced a reduction in anxiety at the end of the strategy
- ▶ Hendricks (2014)

“I knew what I was doing more”

“I felt more confident”

“I was definitely less nervous”

Practice



- ▶ Participants believed that practicing had an important impact on their confidence levels

➤ Vaizman and Harpaz (2023)

“knowing if I’ve practised or not”

“Practice”

Mindset

- ▶ Participants often referred to a positive mindset or being relaxed when speaking about confidence
 - MacAfee and Comeau (2020)



“Shut out nerves”

“Try to relax”

“Think about
happy things”

Study reflections and conclusions

- ▶ Self-efficacy increased insignificantly yet there was a clear improvement in confidence and performance experience
- ▶ Potential benefits:
 - ▶ Increased confidence
 - ▶ Increased enjoyment for singing and performance
 - ▶ Reduced distress caused by voice maturation (Sweet, 2015; Sweet, 2018)
- ▶ Moving away from a master-apprentice model

Limitations



Small sample size

N=6. May have had significant impact on quantitative results



Small-scale

did not compare qualitative data between the two groups



Not generalisable

Personal learning reflections

- ▶ Challenging, felt beyond my academic abilities
- ▶ Reflection allowed me to slow down and develop critical analysis (Procter, 2020)
- ▶ Link theory to practice (Barbour, 2013)
- ▶ Meet the learning objectives

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