

Module 6 Presentation.

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An Investigation into the Relationship between Self-Esteem (SE), Self-Worth (SW) and Music Performance Anxiety (MPA) for Singers.

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Why?

- Observed a relationship between low SW & MPA.
- Literature examines relationship between low SE & MPA.



MPA.

- **Anxiety, related to performance.**
- **Physical, behavioural, & cognitive symptoms.**
- **Complex & individual.**
- **Feeling under threat/ being evaluated.**
- **Research mostly with musicians.**
- **Categorised as social anxiety.**
- **Feel negatively about themselves.**

(Salmon, 1990; Liston et al, 2003; Kirchner, 2003; Kenny, 2010; Matei & Ginsborg, 2017; Perkins et al., 2020; Henshaw & Collyer, 2022; Murphy et al., 2024)

- Self-Esteem & Self-Worth.
How one feels about oneself.
- Self-Esteem.
One's opinion of oneself,
shaped by successes.
- Self-Worth.
An overall inward sense of
worth often shaped by SE.

(Bandura, 1977; Crocker & Park, 2003, 2004;
Smith & Mackie, 2007)



MPA & low SE.

Negative correlational relationship.

(Ryan, 1998; Sinden, 1999; Liston et al., 2003; Kirchner 2003; Chan, 2003; Ottacioglu, 2020)



The relationship between SE & MPA.

- Child musicians & singers may connect SE to musical accomplishment (Ryan, 1998).
- Investigated with global measures of SE only.
- More research needed (Blair & Van der Sluis, 2022).



Singers.

- Instrument is your 'self'.
- Evaluated on physical appearance & vocal control.
- Required to build more eye contact and connection.
- Underrepresented in literature.

(Miller, 1997; Abril, 2007; Castiglione et al., 2018, Dobos et al., 2018; Davidson & Coimbra, 2001; Kuchelkom, et al 2021; Henshaw & Collyer, 2022; Chapman, 2023;)



Contingencies of Self-Worth Theory (CSW).

SE is contingent
on success in a domain.

- 7 domains where someone may place their sense of SE.
- 5 outward – Renders SE more vulnerable.
- 2 inward.

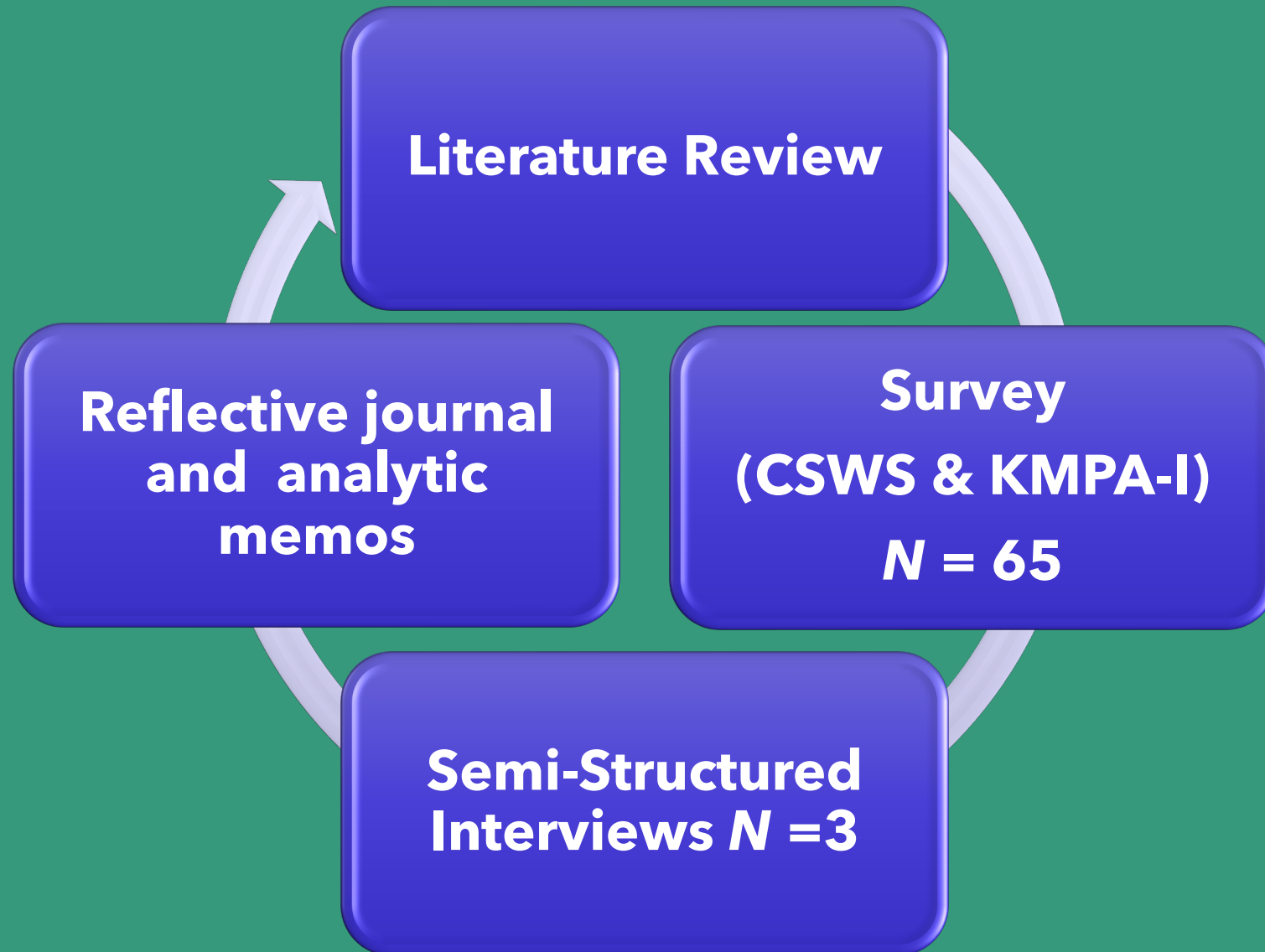
(Crocker et al., 2003; Crocker & Park, 2004;
Crocker et al., 2006; Park et al., 2007)



Contingencies of Self-Worth (Crocker 2003).

Contingency	Measures how much someone finds their sense of SW in:
Appearance (A)	How someone feels about their physical appearance (outward).
Competition (C)	The need to outperform others (outward).
Academic competence(AC)	Academic Success such as exams and qualifications (outward).
Other's approval (OA)	Other people's opinions of them (outward).
Family support (FS)	The context of what family and friends think (outward).
Virtue (V)	Meeting their inward moral code (inward).
God's love (GL)	Adherence to religious principles (inward).

Methodology.



Critical Realist Paradigm.

Value in both positivist & interpretative approaches.



Mixed Methods Enquiry.

Quantitative - Deductive - Hypothesis.

Qualitative - Inductive - Themes from Interviews.

Deductive - Themes from CSW.

Theory to new context (Mahoney, 2016)

Mixed Methods Enquiry - Quantitative.

1. Adapted Contingencies of Self-Worth Scale for Singers (CSWS-S).
 - Addition of an eighth contingency - 'singing competency'. Wording taken from 'academic competency' domain.
 - Good psychometric properties.
 - Internally consistent.
 - Reliable when tested multiple times.
2. The Kenny Music Performance Anxiety Inventory (KMPA-I).
 - Widely used to measure MPA.
 - Cross-cultural validity.
 - Good psychometric properties.
 - Measures cognitive, somatic and physical symptoms of MPA.

(Crocker et al., 2003; Kenny et al., 2004; Chang-Arana, et al., 2018; Kenny, 2023).

Mixed Methods Enquiry.

Qualitative Inductive & Deductive.

Semi-structured interviews.

Interpretative Phenomenological Analysis (IPA).

- **Systematic.**
- **Utilised with study exploring MPA (Perkins et al., 2020).**
- **Seeks to understand MPA from each participant's perspective.**

Deductive.

- **Looking for evidence of CSWS themes in interviews.**

Ethical Considerations.

- Approval from University.
- Consent.
- Confidentiality and data protection.
- Therapeutic misconceptions.
- Exploitation.
- Vulnerability.

“to ensure that participants are safe from harm & protected from unnecessary stress” (Cacciattolo, 2015, p.55).

Issues for insider researchers.

Issue	Counteractive measures taken
• Bias	• Bracket thoughts & feelings. • Keep thoughts & opinions separate. • Transparency with tutor. • Member checking.
• Role duality	• Research with subjects other than my students. • No conflict of interest or financial gain. (Olsen, 2004; Unluer, 2012; Holian & Coghlan, 2013; Romain, 2015; Rogers, 2018; Fleming, 2018)

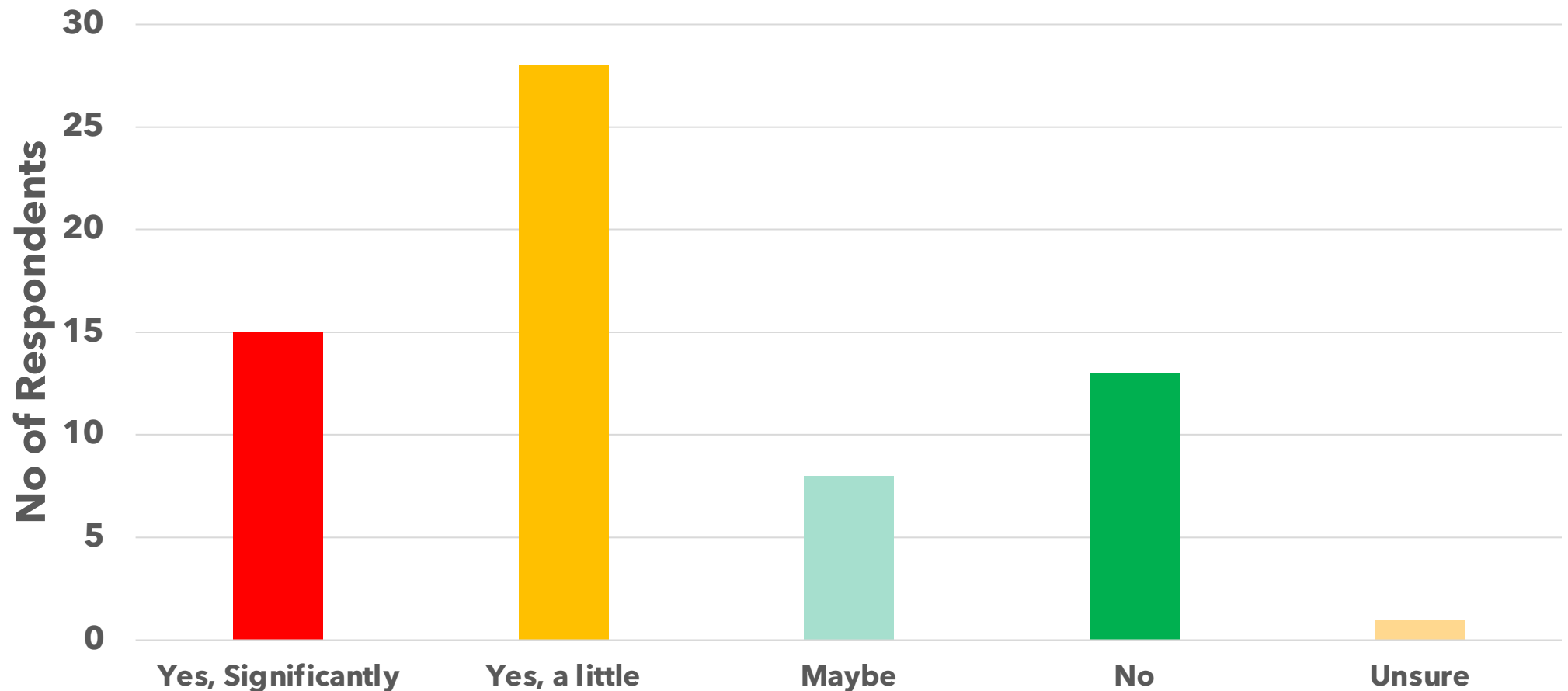
Quantitative Hypothesis.

- **Singers who score more highly on outward contingencies in CSWS would also score more highly on KMPA-I.**

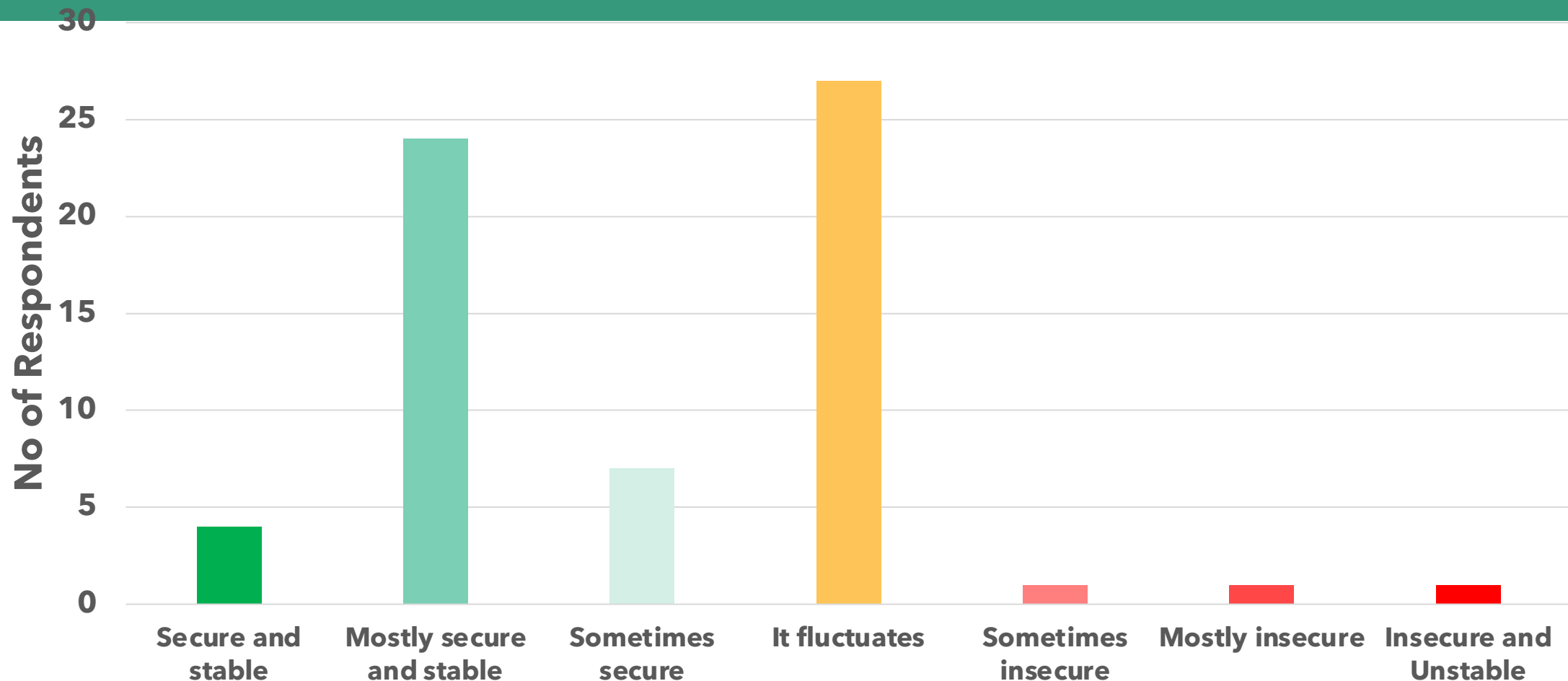
(Appearance, other's approval, competition, academic competence, family support & additional contingency, singing competence)

- **Singers who score more highly on inward contingencies in CSWS would not score as highly on KMPA-I** (Virtue and God's love).

Results - whether singers felt their careers had been hindered by MPA.



Results - How singers perceived their sense of SW.



Results - Can CSW help to account for fluctuating sense of SE & SW?

The CSW may “help to account for the emotional intensity and self-esteem instability in response to negative events” (Park, et. al., 2007, p.513).

Results - Quantitative.

Significant relationship between total outward contingencies

$$r(63) = 0.47, p = <0.00$$

as well as each individual outward contingency

Compared to non-significant relationship total inward contingencies

$$r(63) = -0.10, p = 0.45$$

Results - Quantitative

What does this mean?

- **SE & SW are one factor among many for MPA.**
- **MPA is a form of social anxiety.**
- **Outward CSW contingencies may provide bridge from extrinsic motivators which impact SE & SW & contribute to MPA.**

Summary of Singers.

Singer (Pseudonym)	Summary
Lisa	Mature singing teacher and opera singer: • Felt her singing career might have been slightly impeded by MPA. • Described an intense experience of MPA. • Physical symptoms. Secure sense of self-worth.
Alice	Student: • Consciously seeks to separate her sense of SW & SE from her singing. • MPA may have affected singing career. • Physical symptoms but once she's singing she's fine. • Fluctuating sense of SE & SW .
Jack	Professional singer: • Severe MPA, anxiety, depression & low SE & SW. • Does not describe symptoms of MPA.

Qualitative Results

Inductive Theme: Self-Talk.

**(Juncos & de Pona, 2022;
Irie et al., 2023; Kenny, 2023)**

Lisa: "you get into the mindset whereby you're saying to yourself 'just relax', & that makes it worse...you get into your head..."

"Can you talk to that negative inner voice & maybe thrash it out, maybe be kind to it..."

Alice: "my singing and my voice are not related to who I am too much. They're kind of a separate entity and my singing doesn't define who I am...how I think of myself".

"Say 'hi' to anxiety and put it to one side".

Jack: "lack of focus", and "worries at the top of my mind".



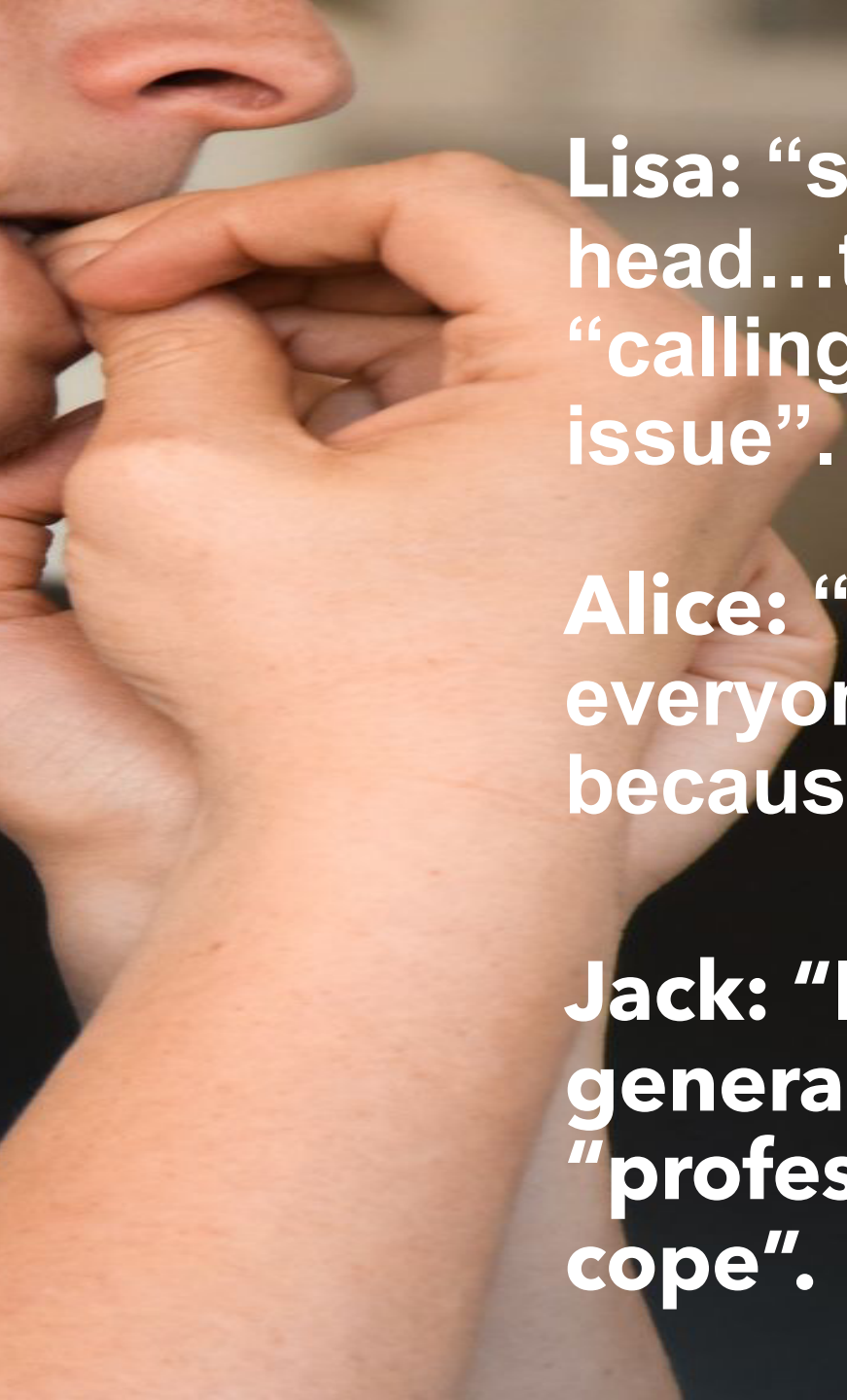
Self-Talk - Key Findings.

- Can be positive or negative.
- Can be deliberate, intentional and constructive.
- Unhelpful while performing.



**Qualitative Results.
Inductive Theme:
Self-Coping & Shame.**

**(Patston, 2014;
Herman & Clark, 2023)**



**Lisa: “sorting out your own life and head...that’s massive, of course it is...”
“calling it MPA...that’s potentially part of the issue”.**

Alice: “so alone” ...“No, that’s normal and everyone does it. But you wouldn’t know because it’s not really spoken about much”.

**Jack: “I’ve been coping with anxiety in general by myself for the last 16 years”.
“professionals aren’t going to really help you cope”.**



Self-Coping and Shame - Key Findings.

- **Singers deal with MPA alone.**
- **MPA is difficult to talk about.**
- **MPA is kept secret.**

Qualitative Results Lack of Support from Colleges & Singing Teachers.

(Blair & Van Der Sluis, 2022;
Herman & Clark, 2023)





Lack of Support from Colleges & Singing Teachers.

Lisa: "There is nothing in the vocal studies curriculum that I know that deals with MPA & given that about one in four or maybe one in five of my students has dealt with this at some stage in their college life I think that's parlous".



Lack of Support from Colleges & Singing Teachers.

Alice: “I don’t feel prepared by the training I’ve been given”.

Jack: “I was not psychologically prepared for my degree not being worthwhile”.



Lack of Support from Colleges & Singing Teachers - Key Findings.

- **Ignore MPA.**
- **Lack of Strategies to counter MPA.**



Limitations:

- **Modification of survey** (Juniper, 2009).
- **American non-inclusive language in survey** (Evans, 2018).



Conclusions:

- A positive correlation between outward contingencies & MPA – Does this repeat with a larger sample with a properly validated adapted CSWS-S?
- Colleges & singing teachers to be better equipped (Herman & Clark, 2023).
- CSWS-S & KMPA-I together could provide a resource to support singers and teachers.



Personal Reflections:

Strategies to reduce shame around MPA in singing lessons:

1. Talk about it / normalize it.
2. Foster a self-compassionate approach, encouraging positive self-talk.
3. Know limits as a singing teacher & refer when personal issues are impinging.

(Neff & Vonk, 2009; Farley & Kelley, 2022;
Juncos & de Pona, 2022; Herman & Clark, 2023)

Which contingencies is my self-worth invested in?

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