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Notice for the PhD Viva-Voce Examination

Ms Sonia Elizabeth Prasadam (Registration Number: 1850093), PhD scholar at the School of Psychological Sciences, CHRIST (Deemed to be University), Bangalore will defend her PhD thesis at the public viva-voce examination on Friday, 27 September 2024 at 9.00 am in Room No. 044, Ground Floor, R & D Block, CHRIST (Deemed to be University), Bengaluru - 560029.

Title of the Thesis	:	The Development and Feasibility of a Self-Efficacy and Self-Esteem Based Intervention on Music Performance Anxiety among Music Majors
Discipline	:	Psychology
External Examiner (Outside Karnataka)	:	Dr Vaishali V Raval Professor Miami University 308, Psychology Building Miami University Oxford, OH 45056, USA
External Examiner (Within Karnataka)	:	Dr G S Shylashree Associate Professor Department of Psychology Mount Carmel College No 58, Palace Road, Vasanth Nagar Bengaluru - 560052 Karnataka
Supervisor	:	Dr Elizabeth Thomas Associate Professor School of Psychological Sciences CHRIST (Deemed to be University) Bengaluru – 560029 Karnataka

The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Place: Bengaluru
Date: 18 September 2024

Registrar

ABSTRACT

Music Performance Anxiety (MPA) has been seen to adversely affect a student's goal-setting with respect to careers in music. The aim of this research is to present the experiences of students with MPA and the feasibility of an intervention to help reduce MPA among music majors. The study followed a mixed method, exploratory sequential design. Ten participants were recruited for the qualitative phase and were interviewed using a phenomenological approach. Data from these interviews were analysed using Interpretive Phenomenological Analysis. Themes that were found in the qualitative phase such as 'blocks growth of performer', 'Fear of judgment', 'lacking confidence in skills', 'comparison with peers', 'need for appreciation', pointed toward the need to build self-efficacy and self-esteem among the performers. The themes from this analysis were then used, along with previous research evidence to develop a self-esteem and self-efficacy based intervention. A quasi-experimental design was used to carry out and test the effectiveness of this intervention. The intervention lasted for eight sessions, where the experimental group took part in these sessions that consisted of both theoretical and practical components, which lasted for one hour each.

The control group on the other hand did not receive any treatment and were not a part of any of these sessions either. The experimental group that consisted of 13 participants and the control group that consisted of 12 participants were assessed on their MPA, Musical Self-Efficacy & Musical Self-Esteem levels at the start of eight weeks and then at the end of eight weeks. The scale used to assess these variable were the K-MPAI (Kenny, 2009), the Musical Self-efficacy scale (Ritchie & Williamon, 2010), and the Self-esteem of music ability scale (Schmitt, 1979) respectively. The data from the quantitative phase was analysed using the Wilcoxon Signed Rank Test. Results from the quantitative phase indicated that there was a significant difference in MPA, Musical Self-Efficacy & Musical Self-Esteem among the experimental group. However the results of the control group indicated no significant difference for either of those measures at the end of eight weeks. Given the study's findings, content provided to the experimental group could be used in the field of music education as well as a tool for group counselling among anxious musicians to help address their music performance anxiety and enhance their experience as a performer.

Keywords: music performance anxiety, self-esteem, self-efficacy, intervention

Publications

1. Prasadam, S.E., Thomas, E. (2022) The effect of hopeful lyrics on levels of hopelessness among college students. *Current Psychology*. <https://doi.org/10.1007/s12144-022-02934-1>
2. Kuriakose, A & Prasadam, S.E. (2023). Sibling influence on musical identity in emerging adults. *Current Psychology*. 1-13. 10.1007/s12144-023-04889-3