



**On the connection between self-efficacy and
Stress perception in music education - an empirical study -**

Summary

Due to the transformation in modern society the component 'stress', previously considered a taboo, has recently become more prominent within psychological research. Current empirical data and results are still lacking for music lessons.

The goal of this work was to analyse the evaluation of stress of students in music lessons. By the use of a constructed questionnaire it was possible to carry forth written inquiry of a cross-section of 302 study participants. The main focus of the questionnaire was which situations in music lessons are experienced as negatively stressful, and whether there are differences between male and female study participants and their partially constructed gender-specific stress scales. Additionally, the scales were checked for their empirical suitability. Furthermore the influence of the self-efficacy expectation on the perception of stress and the influence of instrumental lessons could be studied. Due to the fact that it was empirically impossible to review the whole list of questions as scientific claims, the results are the best possible way to interpret as tendencies. The multi-dimensionality of the items, the development of the respondents and the gender make a more detailed analysis difficult.

It is believed that the constructed stress-scale provide gender-specific perceptions. Differences in the perception of stress of boys and girls appeared particularly in gender segregated samples. Usually, the respondents seem to adopt a perception of roles conditioned by society. A negative correlation between the self-efficacy expectation of reality and the perception of stress may be accepted by girls for this study, though with regards the assessment of the female subjects it was only rudimentary. The suspected influences of instrumental lessons seem to have an impact on the assessment of achievement and the approach to music lessons. Independent of gender and instrumental skills, exam situations and achievement situations lead to high level of the assessment of stress. According to this inquiry it drops as the girls and boys get older.

For the majority of the students music lessons are not associated with a negative perception of stress.