ABSTRACT

RESEARCH PAPER: Music Performance Anxiety and Teaching Anxiety: A Review of Literature and Implications for Music Education

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The purpose of this inquiry was to synthesize the research related to the issues of music performance anxiety and teaching anxiety and to offer relevant implications for the field of music education. Twenty-two research studies spanning from 1982 to 2012 were analyzed according to purpose, research methods, and results. Evidence suggests that anxiety is a deterrent for performers and teachers at all educational levels. For students, commons sources of anxiety include performance setting, personality type, and preparation of the musical task itself. Teachers, on the other hand, often report feelings of stress related to classroom management, knowledge of class content, and high-stakes evaluation. Because the act of music teaching inherently involves aspects of performance, such as modeling, music teachers are vulnerable to both forms of anxiety. Various strategies for coping with performance anxiety and teaching anxiety are also explored.