

SELF-EFFICACY AS A MEDIATOR BETWEEN KNOWLEDGE STRUCTURE AND MUSIC STAGE PERFORMANCE OF MUSIC MAJOR STUDENTS: A PROPOSED MODEL

Nie Rong¹, and Lai Kuan, Kong^{2,*}

¹Faculty of Education and Liberal Studies, City University Malaysia, 46100 Petaling Jaya, Selangor, Malaysia.

¹Sichuan Conservatory of Music, Chengdu, Sichuan, China.

²MARA University of Technology, Pahang Branch, Raub Campus, Malaysia.

ABSTRACT – As an important part of music education, music stage performance has developed rapidly within the framework of modern university higher education. However, there are still many problems in the research and teaching practice. Music stage performance evaluation and related research did not consider students' psychology, resulting in poor teaching effects. Most of the research objects of knowledge structure are teachers, ignoring the promotion of students' knowledge structure to music stage performance. Besides, many existing studies focus on how music improves patients' self-efficacy but ignore how self-efficacy improves music stage performance. Thus, this study aims to propose a model to explore the stage performance of music major students in universities and the covariates that can improve stage performance.

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INTRODUCTION

Music Stage Performance

Music stage performance is a combination of 'performance' and 'singing'. 'Singing' refers to the mastery of vocal skills, and 'performance' mainly refers to the presentation of works on the stage.

In the study of influencing factors of music stage performance and education, Williamon and Philippe (2020) explore the challenges of reality and perception of performers in stage performances and, on this basis, explore the negative thinking patterns and avoidance behaviours brought about by stage performances and the input of performers and proposes that they may have serious consequences for the success of stage performances and the health of dancers. There is also research on stage performers' psychological state and performance skills. For instance, Zarza-Alzugaray, Casanova, McPherson, and Orejudo (2020) discussed the self-efficacy of music stage performance based on the explanatory model of social support. Their research demonstrated that the success of music stage performance is affected by the actor's social support and performance anxiety. Problem Statement

A problem statement is an explanation in research that describes the issue that is in need of study. What problem is the research attempting to address? Having a Problem Statement allows the reader to quickly understand the purpose and intent of the research.

KNOWLEDGE STRUCTURE

In the field of teaching education, researchers put forward the idea of subject knowledge structure in teaching (Bruner, 2018). Shulman (1986) proposed that knowledge structure includes content and syntactic, and his views on the subject are the same as those of Schwab. Shulman (1986) emphasises that the conceptual analysis of teaching knowledge needs to be based on a framework that includes two categories: one is the field and category of teaching knowledge, and the other is the form that represents knowledge. In the field of music education, the basic course of music major is the first course for university students majoring in music to learn professional courses. It is a series of courses to cultivate students' basic ability and quality, and it is also a necessary condition for them to learn the main course of music major well. Only with a relatively solid professional foundation can the learning of subsequent professional courses be more efficient and relaxed, and can they successfully adapt to the needs of the rapid development of social, cultural, and artistic undertakings. As such, we can conclude that the design and implementation of modern higher music education is based on the systematic knowledge education

structure whereby the structured music teaching courses and music stage performance knowledge can improve students' music stage performance level. As an important way to test the achievements of music teaching, music stage performance evaluation should be matched with the knowledge structure of music education.

SELF-EFFICACY

Self-efficacy is defined as people's beliefs about their capabilities to produce effects (Bandura, 1994). Hewitt (2015) conducted a study on self-efficacy and self-assessment of students in middle school bands. The results show that students' self-assessment strongly affects individual self-efficacy, and compared with the actual performance effect, boys are more likely to overestimate their self-efficacy than girls. Fulford, Ginsborg and Goldbart (2011) found in a study on musicians with hearing impairment that musicians' family environment, including their parents' love of music, has been proved to be the earliest and most direct driving factor for musicians' early self-efficacy in learning music. Papageorgi (2022) found in a study of university students' music learning methods and music performance that students' self-anxiety about performance is related to self-efficacy and that high levels of performance anxiety can lead to low levels of self-efficacy.

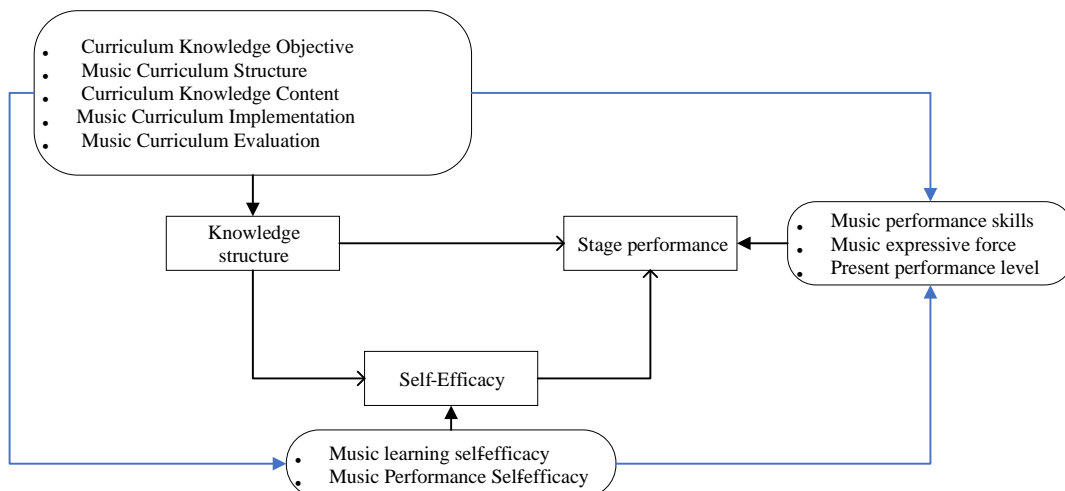
To date, music stage performance evaluation and related research have not considered students' psychology, and most of the research objects of knowledge structure are teachers, and the promotion of students' knowledge structure to music stage performance is ignored. As such, this study aims to add to the body of knowledge by examining the influence of knowledge structure on music stage performance from the student's perspective, which is still lacking in the music stage performance study. This study will also propose self-efficacy as a mediator in the relationship between knowledge structure and stage performance, which complements the existing model of music stage performance study. Besides, the current study also provides a reference for policymakers regarding ecological music teaching and stage performance. Therefore, this study would like to hypothesise (H) that:

H1: There is a positive relationship between knowledge structure and music stage performance of university's music major students.

H2: There is a positive relationship between knowledge structure and self-efficacy of university music major students.

H3: There is a positive relationship between self-efficacy and music stage performance of university music major students.

H4: Self-efficacy mediates the relationship between knowledge structure and music stage performance of university music major students.



CONCLUSION

This study proposes that self-efficacy, as an important supporting means in the construction of knowledge framework and music stage performance of music majors, brings certain convenience to the establishment of knowledge structure and excellent stage performance. Self-efficacy affects what activities we choose, how persistent we stick to them, our attitude towards difficulties, and our emotions as we do these things. People with high self-efficacy usually can respond actively to stress, while people with low self-efficacy often take escape ways to relieve the stress. Therefore, students with high self-efficacy can repeat the role of music knowledge structure, reduce the anxiety of stage performance, and then improve the level of stage performance. The construction of a knowledge framework based on self-efficacy enables music majors to break through the limitation of time and space in ideology, create performance problem situations, help music majors in colleges and universities to find problems, provide ways of using knowledge structure, obtain argument materials and carry out argument methods. The knowledge structure built with self-efficacy can improve the participation, interest and investment of college music students and help them play an excellent role in stage performances (McPherson & Thomas, 1989; Van de Wiel, Szegedi & Weggeman, 2004).

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