

INVESTIGATION OF RELATIONSHIP BETWEEN THE FEAR OF NEGATIVE EVALUATION AND MUSICAL INSTRUMENT ACHIEVEMENTS OF MUSIC TEACHER CANDIDATES (GAZIOSMANPAŞA UNIVERSITY SAMPLING)

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ABSTRACT

This study aims to test the relationship between the fear of negative evaluation and musical instrument achievement among music teacher candidates. The sample for the study consisted of 82 music teacher candidates who were undergraduate students in the Faculty of Education in Gaziosmanpaşa University during the 2010-2011 academic year. The Fear of Negative Evaluation Scale was used to determine the levels of fear of negative evaluation. In addition, achievement scores were acquired from student transcripts. A personal information form was used to gather demographic information. The results showed that there was a significant relationship between the fear of negative evaluation and musical instrument achievement. In addition, there was a significant difference between the fear of negative evaluation and musical instrument achievement on the basis of class variable. According to age and gender, there was not a significant difference.

Keywords: The fear of negative evaluation, music education, musical instrument education, musical instrument achievement, music teacher candidate.

INTRODUCTION

Many changes take place in university education period, which involves a period between adolescence and reaching complete responsibility and independence in social life. Social phobic symptoms appear in many students or the existing symptoms increase in this period (İzgiç, Akyüz, Doğan, & Kuğu, 2000). Social phobia is defined as the state of constant fear or anxiety in case of social interaction or social performance (American Psychiatric Association, 1994: as cited in Rapee & Heimberg, 1997) and has a significant impact on the cognitive and physiologic components of individuals (Kocovski & Endler, 2000). For example, social phobic individual speak less in social environments with the fear of the likelihood that what they say can be misunderstood by others; and physiologically, they might have difficulty in controlling their hand, arm movements (Wells, et al., 1995).

Principle characteristic of social phobia is that the individual feels an excessive and constant fear that he/she will be negatively evaluated, humiliated and embarrassed in front of other people (Çetin, Doğan & Sapmaz, 2010; Özdemir, 2004). In individuals with social phobia symptoms, negative opinions of other people on them and their performances gain importance. What they see, hear, television, cinema and daily conversations nolens volens develop the ideas which are the source of fears. The individual develops a pessimistic opinion that other people will think of him/her negatively (Karagün, 2008). It was reported that lifetime prevalence of social phobia ranged between 0.5-22.6% (İzgiç et al., 2000). This result reveals that social phobia is quite common in various groups of the society. In analysis of social phobia in cognitive terms, cognitive behaviorist approaches determined that fear of negative evaluation was the essence of social phobia (Weeks, Heimberg, & Rodebaugh, 2008).

The fear of negative evaluation (FNE) is a state of fear and anxiety that in interpersonal relationships or situations where one should show a performance, individuals will be evaluated by others in a pejorative, humiliating, derogative and insulting manner. In a study carried out to investigate social anxiety in terms of cognitive and self-evaluation processes, Doğan (2009) found that there were positive, statistically significant correlations between social anxiety and its social phobia, performance phobia, performance avoidance, social interaction fear, social interaction fear sub-dimensions and FNE. Negative self-evaluation of individuals might also lead to the expectation that other people will also negatively evaluate them (Leary and Kowalski, 1995: as cited in Kocovski & Endler, 2000). In

this context, low self-value level might increase the likelihood of social anxiety and the FNE in individuals (Kocovski & Endler, 2000). In other words, the individuals with a high level of the FNE feel that other people will also negatively define them (Watson & Friend, 1969; Winton, Clark, & Edelman, 1995). The structure of the FNE is explained with a comprehensive social-evaluation anxiety (Collins, Westra, Dozois, & Stewart, 2005).

Although music education which is defined as the science, art of music teaching in its narrowest sense, involves theoretical learning domains, it mainly involves applied learning domains. In this sense, music teaching process requires music teacher candidates to show performance within the scope of applied course contents (chorus, orchestra/chamber music, musical instrument education etc.) and thus to actively be in social interaction. In this process, musical instrument education, which constitutes the scope of kinetic skills, aims to make the students acquire various technical and musical skills. Kinetic skills define behaviors which require mental and muscle coordination (Yokuş & Yokuş, 2010). Considering that musical instrument education, which is one of the most important dimensions of music teaching education, requires music teacher candidates to show performance in front of a community (concert, examination etc.), FNE, which is defined as the core of social phobia causing excessive fear, anxiety and excitement can be considered as an important factor affecting musical instrument achievement of music teacher candidates.

Analysis of the studies on the effects of anxiety and FNE on achievement in various fields of education or the relationship between these variables found that the students with a high anxiety level have low achievement levels (Aydın & Zengin, 2008) and that there is a significant relationship between FNE and performance achievement (Sevimli, 2009). This study analyzed the relationship between FNE and musical instrument achievements of music teacher candidates and whether various variables affected the relationship between the FNE levels and musical instrument achievements. The significance of the study is that it determines the relationship between FNE levels and musical instrument achievements of teacher candidates and whether the relationship between FNE levels and musical instrument achievements of teacher candidates varies according to age, grade level and gender variables.

The following questions were tried to be answered:

1. Do FNE levels and musical instrument achievements of teacher candidates vary according to "grade level, age and gender"
2. Is there a statistically significant relationship between FNE levels and musical instrument achievements of teacher candidates?

METHOD

Study model

This is a field study which used survey method. These types of studies have an appropriate and advantageous design to determine the present situation in terms of certain variables (Balci, 2005). This study was designed to investigate whether there was a relationship between FNE and musical instrument achievements of music teacher candidates and to determine whether various variables affected the relationship between FNE and musical instrument achievements of music teacher candidates.

Study group

Study group consisted of 1. grade (n=23), 2. grade (n=20), 3. grade (n=19) and 4. grade (n=20) students (n=82) enrolled in Program of Music Teaching, Department of Fine Arts Teaching, Faculty of Education, Gaziosmanpaşa University. Of the students who volunteered to participate in the study, 54.9% were female, 45.1% were male. Of music teacher candidates, 17.1% were between the ages of

17-19; 63.4% were between the ages of 20-22; 17.1% were between the ages of 23-25 and 2.4% were between the ages of 26-28. On the other hand, 59.8% of music teacher candidates graduated from the department of music (Anatolian Fine Arts and Sports High School and music department of other high schools) while 40.2% graduated from other high schools (with no music department).

Data collection tools

A Personal Information Form was prepared by the researcher to collect data about demographic characteristics of teacher candidates. This form consisted of 5 personal questions about music teacher candidates who participated in the study. Among these questions, the ones necessary for the study were selected and used. In addition, musical instrument achievements of music teacher candidates were obtained from their transcripts.

The Brief Fear of Negative Evaluation Scale (BFNE) which was developed by Leary (1983) to measure the tolerance of an individual to negative evaluation by others, and was adapted into Turkish by Çetin, Doğan and Sapmaz (2010) was used to determine FNE levels of teacher candidates. Validity and reliability of the scale was conducted by Çetin, Doğan and Sapmaz (2010). BFNE consists of 11 items containing statements of fear and anxiety. The items were graded in 5-item Likert scaling varying from (1) Strongly Unfavorable (2) Unfavorable (3) Somewhat Favorable (4) Favorable (5) Strongly Favorable. A total of 8 items of the scale contained fear and anxiety statements about negative evaluation. Psychometric properties of the scale were performed on data collected from a total of 325 university students. Internal consistency coefficient of the scale was found to be .84. Reliability coefficient was calculated by split half method (.83). The scale was administered to a total of 76 people to determine the reliability of the scale using test re-test method. Test re-test reliability coefficient of the of the scale was found to be .82.

Data analysis

Frequency and percentage calculations were performed to determine demographic characteristics of music teacher candidates in terms of specified variables. One Way Analysis of Variance (ANOVA) was used to determine FNE and musical instrument achievement levels according to grade level and age variable and independent group “t” test was used to determine FNE and musical instrument achievement levels according to gender and school type variable. In addition, “Pearson’s Product Moments Correlation Coefficient” was used to determine the relationship of FNE and musical instrument achievement levels of music teacher candidates.

FINDINGS

In this section, data obtained according to sub-problems of the study were presented in tables and were interpreted.

Sub-problem 1: Do FNE levels and musical instrument achievements of teacher candidates vary according to “grade level, age and gender independent variables”.

Table1. One Factor Anova Results for “FNE and Musical Instrument Achievements” of Music Teacher Candidates According to Grade Level Variable

FNE Levels	Sum of Squares	df	Mean Square	F	p	Significant Difference
Between Groups	937.665	3	312.555	14.218	.000	1-3, 1-4, 2-3, 2-4
Within Groups	1714.726	78	21.984			
Total	2652.390	81				
Musical instrument Achievements	Sum of Squares	df	Mean Square	F	p	Significant Difference

FNE Levels	Sum of Squares	df	Mean Square	F	p	Significant Difference
Between Groups	0437.782	3	3479.261	16.351	.000	4-2, 4-1, 3-2, 3-1
Within Groups	16597.614	78	212.790			
Total	27035.395	81				

According to one-factor Anova results for “FNE and musical instrument achievements” according to grade level variable presented in Table 1; FNE scores significantly varied at a significance level of .01. [$F_{(3-78)}=14.21$, $p<.01$]. According to Scheffe results, FNE scores of 1. grade ($\bar{X}= 32.60$) and 2. grade ($\bar{X}= 32.75$) were higher than those of 3. grade ($\bar{X}= 24.94$) and 4. grade ($\bar{X}= 27.15$). In conclusion, this finding indicates that FNE levels of 1. grade and 2. grade students were higher than those of 3. grade and 4. grade students. In addition, “musical instrument achievements” of music teacher candidates statistically varied according to grade level variables at a significance level of .01 [$F_{(3-78)}=16.35$, $p<.01$]. Scheffe results showed that 3. grade ($\bar{X}= 83.52$) and 4. grade ($\bar{X}= 77.65$) musical instrument achievements were higher than those of 1. grade ($\bar{X}= 61.78$) and 2. grade ($\bar{X}= 55.34$) musical instrument achievement levels. This finding indicates that 1. grade and 2. grade students had lower musical instrument achievement levels than 3. grade and 4. grade students.

Table 2. One Factor Anova Results for “FNE and Musical Instrument Achievements” of Music Teacher Candidates According to Age Variable

FNE	Sum of Squares	df	Mean Square	F	p
Between Groups	47.731	3	15.910	.476	.700
Within Groups	2604.659	78	33.393		
Total	2652.390	81			
Musical Instrument Achievement	Sum of Squares	df	Mean Square	F	p
Between Groups	65.778	3	21.926	.063	.979
Within Groups	26969.618	78	345.764		
Total	27035.395	81			

As indicated in Table 2, there was no significant difference between “FNE and musical instrument achievements” of music teacher candidates according to age variable.

Table 3. Independent Group T Test Results for “FNE and Musical Instrument Achievements” of Music Teacher Candidates According to Gender Variable

FNE	N	$\bar{X}$	S	df	t	p
Female	45	29.13	5.68	80	.702	.485
Male	37	30.02	5.80			
Musical Instrument Achievement	N	$\bar{X}$	S	df	t	p
Female	45	69.63	17.98	80	.280	.781
Male	37	68.49	18.84			

As indicated in Table 3, according “t” test results, there was no statistically significant difference between “FNE and musical instrument achievements” of music teacher candidates according to gender variable. It was found that FNE and musical instrument achievements of female and male students did not vary.

Sub-problem 2: Is there a statistically significant relationship between FNE levels and musical instrument achievements of teacher candidates?

Table 4. “Pearson’s Product Moments Correlation Coefficient” Results for The Relationship Between “FNE and Musical Instrument Achievements” of Music Teacher Candidates

	N	$\bar{X}$	S	r	p
FNE	82	29.53	5.72		
Musical Instrument Achievement	82	69.12	18.26	-.737	.000

It is understood from Table 4 that there was a statistically significant relationship between “FNE level and musical instrument achievements” of teacher candidates at the level of .01. In conclusion, it is understood that the FNE levels and musical instrument achievements of the students affected each other. On the other hand, considering determination coefficient ($r^2=0.54$), it can be stated that FNE level, 54% of total variance affected musical instrument achievement or the reverse.

DISCUSSION

Fundamental sociological outlook of social phobia is the state of excessive fear of being ashamed or humiliated in social environments due to the opinion that he/she will be evaluated as inadequate for what he/she does (Karagün, 2008). İzgiç et al. (2000) investigated the prevalence of social phobia among university student and found that social phobia was more prevalent in females than males and that although it was not statistically significant, life-long and the last one year prevalence of social phobic disorder was higher in 21-24 age group. The core of social phobia is the desire to create a positive impression on other people, however, a significant insecurity towards achieving this. When social phobic individuals encounter a feared social situation, they feel that their behaviors will cause loss of value and social status due to the interaction of negative opinions about past experiences and concentrate their attention on negative situations. Anxiety also has an effect on selectively concentration of social phobic individuals on negative situations to find proof to their opinion and beliefs about negative evaluation (Karagün, 2008).

Kocovski and Endler (2000) investigated the relationship between social anxiety, self-regulation and FNE levels of university students and found that particularly low self-esteem was related with FNE and social anxiety. Aydın (2008) analyzed the relationship between FNE and language anxieties of the students studying foreign language and found that there was a significant relationship between FNE and language anxiety. It was reported that FNE was a strong source of language anxiety. FNE was analyzed in terms of various variables and it was found that there were significant relationships between FNE and language anxiety in terms of grade level and gender variable and that students with lower age and grade level experienced higher foreign language anxiety and FNE. In addition, it was reported that females experienced language anxiety more than males and that FNE levels did not vary according to gender.

Sevimli (2009) examined the relationship between exam results and FNE levels of the students applying to special talent exams of Çukurova University School of Physical Education and Sports and found that after taking exam anxiety scores of the participants under control, FNE scores of the candidates who were not placed in any program were higher than those who were placed in a program. On the other hand, there was no statistically significant difference between FNE scores of the participants according to gender. It was found that there was a positive relationship between FNE and general achievement of the participants after they took exam anxiety scores under control. In the present study significant differences were found between FNE and musical instrument achievements of music teacher candidates according to grade level variable. It was found that FNE levels of 1. grade and 2. grade students were higher than those of 3. grade and 4. grade and additionally, musical instrument achievement level of 3. grade and 4. grade were higher than those of 1. grade and 2. grade. In conclusion, as grade level increased, FNE decreased, musical instrument achievement decreased. This result can be explained with the fact that music teacher candidates gain experience and have lower anxiety levels in line with increased grade level.

On the other hand, there was no relationship between “FNE and musical instrument achievements” of music teacher candidates according to age and gender variable. It can be stated that this result is in parallel to the results obtained by Aydın (2008) and Sevimli (2009). Greca and Lopez (1998) examined social anxiety among young people and found that females experienced higher levels of FNE than males. Ridgers, Fazey and Fairclough (2007) analyzed the relationship between athletic competencies and FNE perceptions during physical education of primary education and secondary education schools and found that female students experienced higher levels of FNE than males and that they had lower athletic competency perceptions.

In terms of music education, FNE can cause individuals to be unable to perform behaviors, which they can easily perform alone, due to the fear of being negatively criticized or embarrassed. FNE can play an important role on musical instrument achievement. In this study it was found that there was a significant relationship between FNE and musical instrument achievements of music teacher candidates and that FNE and musical instrument achievement significantly affected each other. In conclusion, the findings of the present study show that FNE has a significant role on musical instrument achievements of music teacher candidates.

Based on the findings of the study, it is believed that it would be helpful to serve psychological services to music teacher candidates to help them reduce or control FNE which particularly appears in cases when they should show a performance. Considering that FNE is related to fear of being criticized and low self-confidence, music educators can contribute to coping strategies with FNE of the students by arranging educational environments to develop social skills and build comfort.

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