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Article

Factor Effecting Music Performance Self-Efficacy and Music Performance Anxiety: Moderating Role of Lack of Emotional Experience

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Abstract

This study investigates the interplay between perfectionism and music performance anxiety, focusing on the mediating role of music performance anxiety and the moderating influence of adolescent emotional experience in Saudi Arabian music courses. Data were collected from 383 music education adolescents in Saudi Arabia using a purposive sampling technique and self-administered questionnaires. Employing a deductive quantitative and cross-sectional research approach, the results from Partial Least Structural (PLS)-Structural Equation Modelling (SEM) indicate a positive and significant impact of music education, personal standard perfectionism, and evaluative concern perfectionism on self-efficacy. Self-efficacy is found to negatively and significantly influence music performance anxiety, while also serving as a significant mediator between perfectionism and music performance anxiety. The lack of emotional experience is identified as a negative and significant moderator in the relationship between music performance self-efficacy and music performance anxiety. This study's significant mediating and moderating effects contribute to the literature, offering insights for future research and guiding educational institutions in recognizing the importance of self-efficacy and emotional experience in addressing performance anxiety among adolescents engaged in music education in Saudi Arabia.

Keywords

Perfectionism, Music Education, Self-Efficacy, Music Performance Anxiety, Saudi Arabia

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Adolescent musicians frequently experience apprehensions associated with performance anxiety, posing a potential hindrance to their capacity for artistic self-expression and exerting adverse effects on their overall well-being (Wilson & Roland, 2002). Recognizing the pivotal role of music performance self-efficacy (SE) in fostering confidence in musical abilities, it provides a potential avenue for aspiring musicians. Cultivating a robust sense of self-efficacy serves to enhance confidence and serves as a protective factor against the debilitating effects of performance anxiety (LeBlanc, 2021).

Enhancing self-efficacy could be crucial in alleviating performance anxiety. Previous studies indicated that music education (MUE), personal standard perfectionism (PSP), and evaluative concern perfectionism (ECP) are noteworthy factors influencing SE (Huang et al., 2023; MacAfee & Comeau, 2020; Saraç, 2017; Wan et al., 2022) that could potentially influence students' music performance anxiety (MPA). Theoretically, substantial evidence exists supporting the impact of MUE on the enhancement of SE. MUE provides a structured environment for skill development, fostering a sense of competence that is integral to the cultivation of self-efficacy (MacAfee & Comeau, 2020). Furthermore, PSP, characterized by the pursuit of elevated personal standards and objectives, may potentially contribute to increased levels of MPA (Butković et al., 2022).

Moreover, integral to our investigation is the examination of the role of PSP as a catalyst for excellence, which may concurrently contribute to elevated levels of stress and anxiety (Cooks, 2017). In alternative terms, Evaluative Concerns Perfectionism, which underscores apprehensions regarding negative evaluations from others, is likely to exacerbate performance anxiety (Marko, 2019). Furthermore, our investigation delves into the influence of SE on MPA.

This inquiry is especially relevant for adolescents contending with escalated pressures linked to public performances (Huang et al., 2023). The relationships among these factors suggest the need for a focused investigation into the mediating role of SE in the pathway from PSA, ECP, and MPA. Additionally, the lack of emotional experience (LEE) may influence the impact of SE on music MPA, as individuals lacking direct exposure to performance situations may rely more on perceived competence than actual achievements. This proposition suggests that self-efficacy beliefs may play a crucial role in alleviating anxiety for those with limited direct performance experiences (Sharma & Kumra, 2022b). In instances of limited direct performance experiences, the impact of envisaged capabilities may function as a pivotal determinant in shaping an individual's reaction to challenges in music performance. Consequently, LEE could play a significant moderating role in the relationship between SEE & MPA.

Despite prior investigations linking the aforementioned characteristics to MPA, prior studies have predominantly concentrated on direct effects, neglecting potential mediating and moderating influences. Notably, existing studies have identified the influence of perfectionism on SE (Arbinaga, 2023; Karaman et al., 2020) and impact on MPA (Karababa, 2020; Wright et al., 2021). Research has examined the impact of SE on MPA, but there is limited attention to the mediating role of SEE in relationships involving MUE, personal standard perfectionism (PSP), ECP, and MPA. Prior scholars propose that SEE may mediate these relationships, as self-efficacy, rooted in Bandura's Social Cognitive Theory, reflects an individual's belief in their ability to successfully perform a specific task (Bandura, 2014; Sharma & Kumra, 2022b).

In the realm of adolescent musicians, SEE are anticipated to serve as a pivotal mediator. Factors such as MUE, PSP, and ECP may shape the development of SE beliefs, potentially enhancing the level of efficacy in managing MPA (Huang et al., 2023; MacAfee & Comeau, 2020; Saraç, 2017; Wan et al., 2022). Hence, this study added SE as a mediating variable. Moreover, prior literature has demonstrated inconsistent findings regarding the association between SE and MPA. Notably, studies have revealed a mixed relationship (González et al., 2018; Hayat et al., 2021; MacAfee & Comeau, 2020). The divergent findings in the research may be attributed to diverse musical contexts and individual variances (Dempsey & Comeau, 2019; Eindor-Abarbanel et al., 2020; Ng & Lovibond, 2020).

The inconclusive findings indicate the necessity for additional moderating variables to elucidate the relationship between SE and MPA. The absence of PEE might enhance the influence of SE on MPA, as individuals with limited exposure may possess reduced confidence in their abilities. According to Shao et al. (2020) emotional characteristics enhance the performance of adolescents. Consequently, this study introduced LEE as a moderating variable in assessing the influence of SE on MPA. Furthermore, existing literature has predominantly centred on various countries (Eindor-Abarbanel et al., 2021), with limited attention directed towards Saudi Arabia. This gap in research leaves a void in our understanding of these dynamics within the

specific socio-cultural context of emerging nations, such as Saudi Arabia. Given the distinctive cultural and educational landscapes, it is imperative to investigate how these factors manifest and interact in the Saudi Arabian milieu. This exploration is crucial, considering the potential of music to enhance mood and significantly influence mental anxiety (LeBlanc, 2021). Consequently, this research aims to contribute to the existing body of literature by focusing on adolescent musicians in Saudi Arabia, providing insights into the mediating influence of music performance self-efficacy in the relationships among MUE, PSP, ECP, and MPA among Saudi Arabian musicians.

Additionally, the study explores the moderating effect of LEE on the relationship between SEE and MPA among music students in Saudi Arabia. This study significantly contributes to understanding the influence of perfectionism on the musical performance of Saudi Arabian adolescent musicians. It employs an extended model with music performance self-efficacy as a mediator and explores the moderating role of lack of emotional experience.

The findings align with existing literature, affirming the positive association between music performance self-efficacy and organized music education, personal standard perfectionism, and evaluative concern perfectionism. The study extends this understanding by revealing self-efficacy as a mediator in the relationship between both forms of perfectionism and performance anxiety, elucidating intricate pathways through which perfectionistic tendencies impact emotional well-being.

Additionally, identifying the moderating effect of lack of emotional experience on the relationship between self-efficacy and music performance anxiety introduces a novel aspect to existing models, emphasizing the role of emotional factors. The study is organized into four chapters, encompassing a literature review, research methodology detailing the design and approach, data analysis techniques, and results interpretation. Finally, the results are discussed, supported by relevant studies.

Literature Review and Research Hypothesis

Educators specializing in MUE typically receive training for roles such as elementary or secondary music instructors, school music directors, or directors of music conservatories. Scholars engage in innovative research within the realm of MUE, exploring teaching and learning methods (Sun, 2022). Prior research has extensively investigated the influence of MUE on students' SE, particularly in middle school and high school settings (Royo, 2014).

Notably, students exhibiting heightened musical skills tend to demonstrate elevated levels of positive and significant self-efficacy (Zelenak, 2019). Additional studies have affirmed the positive impact of MUE on students' self-efficacy. Even when students possess equivalent motor skills, musical abilities, and cognitive aptitude, those who receive formal piano lessons exhibit a notable advantage in cultivating self-esteem compared to peers without access to MUE tutoring (Benetti & Costa-Giomi, 2020). Furthermore, research has indicated that individuals who perceive progress in their musical endeavors experience a fulfilling sense of engagement, enhancing their self-efficacy (Peltier et al., 2022). Another study corroborates the impact of MUE on self-efficacy (Sun, 2022). Based on the comprehensive examination of existing literature, the following research hypothesis is formulated.

H1: Music education has significant impact on music performance self-efficacy.

PSP involves the relentless pursuit of attaining elevated benchmarks and objectives set by an individual for themselves (Blankstein & Dunkley, 2002). Prior investigations have established a negative correlation between PSP and self-efficacy (SE) (Kruger et al., 2023). Despite this established knowledge, there exists a notable research gap regarding the specific examination of how PSP influences self-efficacy. In another study, a significant and positive impact of PSP on SEE was identified (Akkaya et al., 2021). Therefore, based on the preceding discussion, the following research hypothesis is formulated.

H2: Personal standard perfectionism has significant influence on music performance self-efficacy.

A socio-cognitive factor that exhibits independent associations with maladaptive perfectionism, adaptive perfectionism, and psychological well-being is SE. Self-efficacy is defined as an individual's belief in their capability to effectively accomplish tasks, and it serves as a crucial intermediary in the relationship between perfectionism and psychological outcomes (MacAfee & Comeau, 2020). The existing literature consistently

indicates a positive association between ECP and SEE (Kruger et al., 2023). Additionally, ECP may manifest attributes such as a fear of failure, resulting in diminished self-efficacy in task management and a propensity to avoid situations characterized by uncertain success (Kruger et al., 2023). Other studies have contended that perfectionism significantly impacts SEE (Hart et al., 1998). They further asserted that comprehending these relationships is essential for formulating targeted interventions aimed at enhancing the adaptive facets of perfectionism and attenuating its potential adverse effects on self-efficacy. Such interventions can contribute to the overall well-being and performance of individuals. Consequently, building on the preceding discussion, the study formulates the following research hypothesis.

H3: evaluate concern perfectionism music performance self-efficacy efficacy.

Furthermore, SE exerts a direct influence on MPA. Benight and Bandura (Benight & Bandura, 2004) posit that individuals with high self-efficacy engage in self-regulatory processes, viewing challenges as opportunities for mastery, persisting, and intensifying efforts despite encountering failure. Moreover, self-efficacy beliefs act as a protective barrier during setbacks, supporting the notion that the performance anxiety of adolescent musicians is significantly influenced by their self-efficacy beliefs in their ability to play, a proposition substantiated by empirical research.

González et al. (González et al., 2018) also demonstrated a relationship between self-efficacy and music performance anxiety among adolescents, indicating that elevated levels of self-efficacy are associated with diminished anxiety during musical performances. Additionally, the broader context of musical self-concept and motivation, as investigated by Sharma and Kumra (Sharma & Kumra, 2022b), provides insights into the interconnected elements influencing perseverance in learning an instrument, including the emotional facets of self-efficacy.

The cumulative empirical evidence suggests the likelihood that adolescents with higher levels of self-efficacy in their musical performance abilities experience lower levels of music performance anxiety when participating in musical activities. Consequently, the study formulates the following research hypothesis.

H4: Music performance self-efficacy has significant impact on adolescent musician's performance anxiety.

Moreover, prior research lacks exploration of SE as a mediator between PSP, ECP, and MPA. MUE is identified as a potential avenue for enhancing self-efficacy by developing students' skills and knowledge to excel in musical pursuits (Sun, 2022). Systematic learning and practice within MUE can foster a sense of competence, reinforcing individuals' belief in their abilities (Chung, 2021). This heightened self-efficacy serves as a potent tool in mitigating performance anxiety, as increased confidence in musical capabilities reduces the fear of judgment, fostering a positive mindset during performances (Chung, 2021). The emphasis on skill development and discipline in music education contributes to cultivating a healthy self-efficacy that acts as a potential mediator in alleviating performance anxiety.

Additionally, another study found that MUE plays a vital role in improving self-efficacy, thereby potentially reducing music performance anxiety (Akçay et al., 2021). Conversely, perfectionism is identified as a significant factor influencing self-efficacy (Chufar & Pettijohn, 2013), ultimately impacting performance anxiety. Sinden (1999) contends that perfectionism can enhance self-efficacy, affecting performance anxiety (Sinden, 1999). Individuals with a perfectionistic mindset tend to set high standards, fostering a continuous drive for improvement. This continual pursuit of excellence fosters a robust conviction in one's abilities, ultimately enhancing self-efficacy and contributing to increased performance anxiety.

Si, Yoon, and Kim (Si et al., 2022) provide additional support to this concept, affirming that self-efficacy serves as a mediator in the relationship between self-oriented perfectionism, self-critical perfectionism, and life satisfaction (hedonic well-being). However, psychological well-being encompasses elements from both hedonic (life satisfaction) and eudaimonia (effective functioning) perspectives (Cansoy et al., 2020). Other investigations have also delved into self-efficacy as a significant mediating variable between mindfulness and anxiety (Sharma & Kumra, 2022a). Similarly, Victoira L, Andrews, and Nordstokke (Victoira L et al., 2021) tested self-efficacy as a mediator between peer victimization and anxiety, revealing a significant relationship and proposing the potential use of self-efficacy as a mediator among other endogenous and exogenous variables. Another study demonstrated the significant mediating effect of self-efficacy between neuroticism and attainment (Piechurska-Kuciel, 2021).

They also proposed that future research could explore the mediating effect of self-efficacy in different countries or developing nations, considering other variables. While these relationships have been examined with various exogenous variables, the connection between music education, perfectionism, and performance anxiety has been overlooked, particularly in the context of Saudi Arabia. Previous literature has suggested that both music education and perfectionism play crucial roles in enhancing self-efficacy, subsequently influencing performance anxiety. Hence, there is an opportunity to investigate whether the effects of PSP & ECP on university students' music performance anxiety are mediated by their sense of self-efficacy. Consequently, the study formulates the following research hypothesis.

H5: Music education and music performance anxiety significantly mediated by performance self-efficacy.

H6: The personal standard perfectionism and music performance anxiety significantly mediated by performance self-efficacy.

H7: evaluate concern perfectionism and music performance anxiety significantly mediated by performance self-efficacy.

Previous literature indicates ambiguity in the impact of SE on MPA, necessitating exploration in alternative contexts. Dempsey and Comeau (Dempsey & Comeau, 2019) reveal a significant negative correlation, suggesting that musicians with higher self-efficacy experience lower MPA levels, indicating a protective role of strong musical belief against anxiety. However, empirical studies introduce complexities. Schönfeld, Preusser, and Margraf (Schönfeld et al., 2017) propose a non-linear relationship, indicating extreme levels of self-efficacy may not uniformly predict lower anxiety. Mamolo (Mamolo, 2022) suggests testing the SE and MPA relationship in diverse contexts, with studies emphasizing the moderating effect of personal emotions, particularly LEE in adolescent characteristics (Shin et al., 2023). This highlights the intricate nature of the SE and MPA relationship, capturing complexity through the moderating effect of LEE. Therefore, the study formulates the following research hypothesis.

H8: “The impact of performance self-efficacy on music performance anxiety significantly moderated by Personal emotional experience”.

The research has developed the subsequent research framework, which is anticipated in the forthcoming Figure 1.

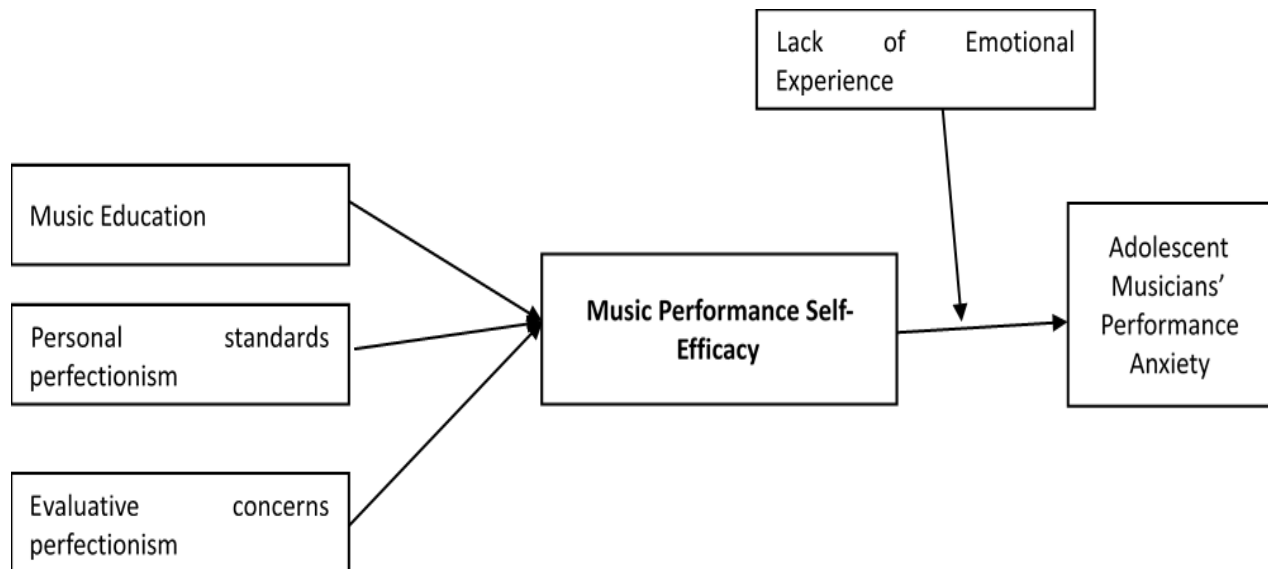


Figure 1: *Conceptual Framework*

Methods and Research Design

The primary objective of this current research is to explore the association between perfectionism and music performance anxiety by investigating the mediating role of self-efficacy. Additionally, the study examines

the moderating impact of the lack of emotional experience among adolescents in music courses at institutions in Saudi Arabia. Regarding research design, it is conceived as a strategic plan to achieve the study's objectives (Saunders et al., 2015).

The research adopts a quantitative deductive approach and aligns with the positivist research philosophy, as its aim is to explore the hypothesized connection between the variables (Bell et al., 2022). For data collection, the study employed a cross-sectional study design, marking its inaugural utilization in this research context (Rindfleisch et al., 2008). Furthermore, the researcher utilized explanatory research, a method deemed advantageous when examining and testing pre-existing theories (Bentouhami et al., 2021).

Questionnaire Design and Pre-testing

All variables were assessed through a self-administered questionnaire constructed based on prior literature. The measurement of music performance anxiety, serving as the moderating variable, was conducted using 8 items adapted from a previous study (Butković et al., 2022). The assessment of music education involved the use of 10 items adapted from a prior research study of (Wang et al., 2022). Music performance self-efficacy measured by 9 items, taken from the study of (Ritchie & Williamon, 2011).

The lack of emotional experience measured by six items, which were comprised from (Zhang et al., 2022). The personal standard perfectionism measured by 7 items which were adapted from the study of (Stöber, 1998). Evaluation concern perfectionism measured by 9 items which were adapted from the study of (Stöber, 1998). The adapted questionnaire utilized a Likert scale, ranging from 1 for strongly disagree to 5 for strongly agree. Despite the use of measurements derived from previously validated research, pre-testing was conducted to ensure the accurate representation of the respective concepts by the scales. To this end, a panel of academic experts participated in the pre-testing process.

The questionnaire was distributed to three academic specialists for review, and minor adjustments were made based on their feedback. No significant modifications were suggested by the experts. A total of forty questionnaires were administered to respondents for pilot testing. The reliability of the questionnaire was assessed through reliability analysis.

Sampling and Data Collection

The study focuses on university students enrolled in music education courses as the target population. Due to the unknown size of the target population, a non-probability technique is deemed advantageous for sampling (Sekaran & Bougie, 2016). In this context, the research utilized purposive sampling as there were specific criteria for inclusion, specifically targeting students enrolled in music education courses (Sekaran & Bougie, 2016).

The study employed the purposive sampling technique to gather data from 500 university students in Saudi Arabia. Consequently, self-administered questionnaires were distributed, and 500 responses were chosen as the sample size for the current investigation. Of the 393 questionnaires returned, 385 were deemed suitable for further analysis. The collected data were analysed using SPSS and Smart PLS software.

Results

Descriptive Statistics

Table 1 presents predicted values illustrating the descriptive statistics of the collected data, offering insights into the attributes of music education, personal standard perfectionism, evaluative concern perfectionism, lack of emotional experience, self-efficacy, and music performance anxiety among adolescents pursuing music degrees in Saudi Arabian universities.

Participants reported relatively high levels of music education ($M = 3.46$, $SD = 0.72$) and evaluative concern perfectionism ($M = 3.42$, $SD = 0.75$), with somewhat lower ratings for personal standard perfectionism ($M = 3.25$, $SD = 0.81$) and music performance anxiety ($M = 3.28$, $SD = 0.64$). The subjects exhibited comparatively high self-efficacy ($M = 3.90$, $SD = 0.32$), indicating a robust belief in their ability to excel in musical pursuits. There was a moderate lack of emotional experience ($M = 3.35$, $SD = 0.78$). The detailed outcomes are presented in Table 1.

Table 1: Descriptive Statistics

	Average	SD	Minimum	Maximum
Music education	3.46	0.72	1	5.00
Personal standard perfectionism	3.25	0.81	1	5.00
evaluating concern perfectionism	3.42	0.75	1	5.00
music performance anxiety	3.28	0.64	1	5.00
Self-efficacy	3.90	0.32	1	5.00
Lack of emotional experience	3.35	0.78	1	5.00

Measurement Model Assessment

In the assessment of hypotheses, inferential analysis was applied to two models: the measurement model and the structural model (Henseler et al., 2012; Nitzl & Chin, 2017). In the measurement model, the researchers proposed two types of validity, specifically convergent and discriminant validity (Henseler et al., 2012; Nitzl & Chin, 2017). Convergent validity can be evaluated through measures such as alpha, composite reliability, factor loadings, and average variance extracted (Hair et al., 2017). The Composite Reliability (CR) values for this measure should be below 0.8. Additionally, an assessment of factor loadings was conducted, and (Hair et al., 2017) state that factor loading levels should be more than 0.5. Each value in Table 2 surpasses 0.5. Furthermore, the assessment of convergent validity (CV) employs the Average Variance Extract (AVE), with values required to exceed the minimum threshold of 0.5 (Hair et al., 2017). Furthermore, Table 2 incorporates values exceeding 0.5 for AVE. Based on these findings, over fifty percent of the variation in each latent construct's corresponding indicator has been elucidated (refer to Figure 2). The aforementioned outcomes are outlined in Table 2.

Table 2: Confirmatory Factor Analysis

Constructs	Alpha	rho_A	CR	AVE
Music education	0.91	0.926	0.943	0.806
Personal standard perfectionism	0.746	0.748	0.81	0.589
evaluating concern perfectionism	0.847	0.849	0.898	0.689
music performance anxiety	0.798	0.807	0.868	0.622
Self-efficacy	0.78	0.801	0.874	0.699
Lack of emotional experience	0.75	0.773	0.82	0.859

Discriminant Validity

Moreover, the researcher evaluated discriminant validity through three criteria: heterotrait-monotrait correlation (HTMT), cross loadings, and the Fornell and Larcker criterion (Hair Jr et al., 2020; Henseler et al., 2015). The Fornell and Larcker diagonal values are considered to be higher than the below values. Factor loadings and cross-loadings values should be consistent. According to Henseler et al. (2015), the HTMT, recommended to have values below 0.85 or 0.90, serves as the third criterion. All the expected values in Table 3.0 are below 0.85, indicating satisfactory discriminant validity. It is asserted that HTMT can be employed as a means to assess discriminant validity (Henseler et al., 2015). The results pertaining to discriminant validity are presented in Table 3.

Table 3: Discriminant Validity

	VIF	MUE	PSP	ECP	SE	LEE	MPA
MUE	1.34						
PSP	1.45	0.189					
ECP	1.34	0.626	0.296				
SE	2.45	0.503	0.327	0.756			
LEE	2.41	0.324	0.396	0.614	0.705		
MPA		0.724	0.102	0.15	0.769	0.741	

Note: MUE-music education, PSP-personal standard perfectionism, ECP-evaluation concern perfectionism, MPA-music performance anxiety, SE-music performance self-efficacy, LEE-lack of emotional experience.

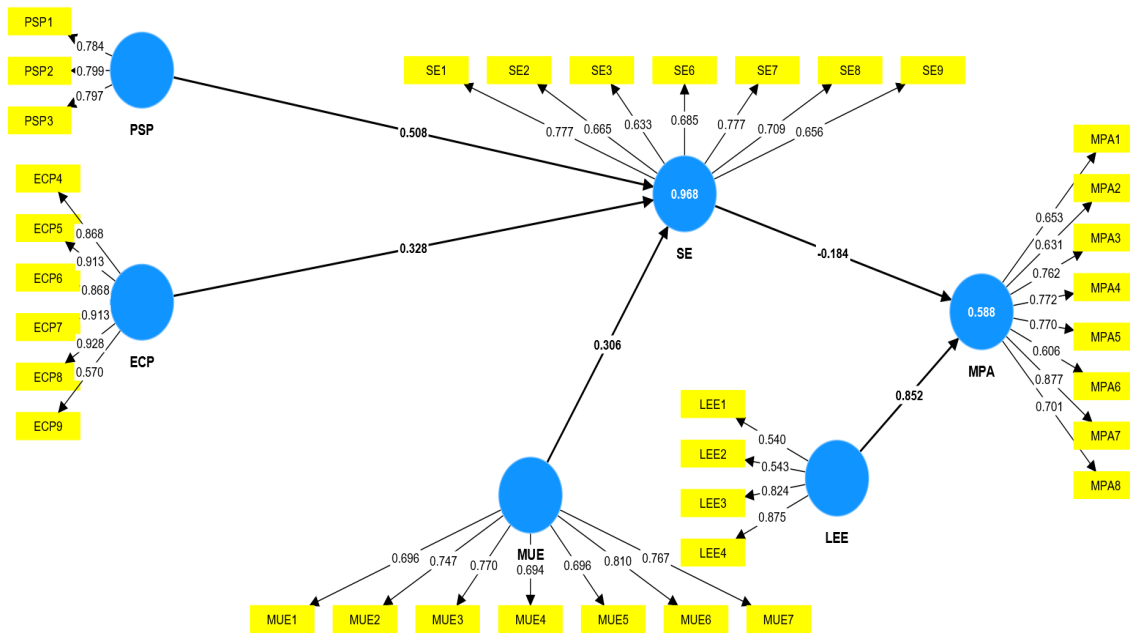


Figure 2: Measurement Model

Empirical Results

After completing the measurement assessment, the subsequent step involves testing the hypotheses of the study. To accomplish this, the researchers employed the bootstrap 5000 resampling technique using PLS-SEM. The results of the structural model indicate that in Saudi Arabian adolescents, music education has a positive and significant impact on music performance self-efficacy (Beta = 0.25, $p < 0.001$), supporting the proposed hypothesis. Additionally, personal standard perfectionism is also positively and significantly associated with music performance self-efficacy among Saudi Arabian adolescents (Beta = 0.18, $p < 0.001$), corroborating the proposed hypothesis. This suggests that individuals with higher personal standards in their musical pursuits tend to experience increased self-efficacy, reflecting the influence of personal standards on confidence in musical abilities. Furthermore, evaluative concern perfectionism is also positively and significantly linked to music performance self-efficacy among Saudi Arabian adolescents (Beta = 0.12, $p < 0.001$), supporting the proposed hypothesis. This indicates that adolescents with higher levels of evaluative concern perfectionism, related to meeting external expectations, tend to have increased self-efficacy in music performance.

Music performance self-efficacy also has a positive impact on adolescent musicians' performance anxiety in Saudi Arabia (Beta = 0.30, $p < 0.001$), supporting the proposed hypothesis. The correlation between reduced performance anxiety and higher self-efficacy underscores the importance of building confidence to mitigate anxiety during performances. Moreover, indirect path analysis reveals that music performance self-efficacy significantly and negatively mediates the relationship between music education and performance anxiety (Beta = -0.22, $p < 0.001$), aligning with the proposed hypothesis.

Self-efficacy also serves as a negative and significant mediator between personal standard perfectionism and music performance anxiety among Saudi Arabian adolescents. The pursuit of high personal standards not only has a direct impact on anxiety but also indirectly influences it through its effect on self-efficacy (Beta = -0.15, $p < 0.001$), supporting the proposed hypothesis. Additionally, self-efficacy negatively and significantly mediates the relationship between evaluating concern perfectionism and music performance anxiety among Saudi Arabian adolescents. The impact of external evaluations on anxiety is partially explained by their effect on self-efficacy (Beta = 0.10, $p = 0.003$), corroborating the proposed hypothesis. Furthermore, the lack of emotional experience negatively and significantly moderates the relationship between self-efficacy and adolescent musicians' performance anxiety in Saudi Arabia (Beta = -0.08, $p = 0.005$), supporting the proposed hypothesis. This suggests that the presence or absence of emotional experiences moderates the impact of self-efficacy on anxiety, indicating that emotional experiences may play a protective role in this connection. The aforementioned relationships are outlined in Table 4.

Table 4: Empirical Findings

Hypothesis	Beta	Standard Error	T Statistics	P-value	Decision
MUE->SE	0.25	0.05	5.00	0.000	Supported
PSP->SE	0.18	0.04	4.50	0.000	Supported
ECP->SE	0.12	0.03	3.97	0.000	Supported
SE->MPA	-0.30	0.06	5.10	0.000	Supported
MUE->SE->MPA	-0.22	0.05	4.40	0.000	Supported
PSP->SE->MPA	-0.15	0.03	5.00	0.000	Supported
ECP->SE->MPA	-0.10	0.02	4.98	0.003	Supported
LEE*SE->MPA	-0.08	0.02	4.00	0.000	Supported

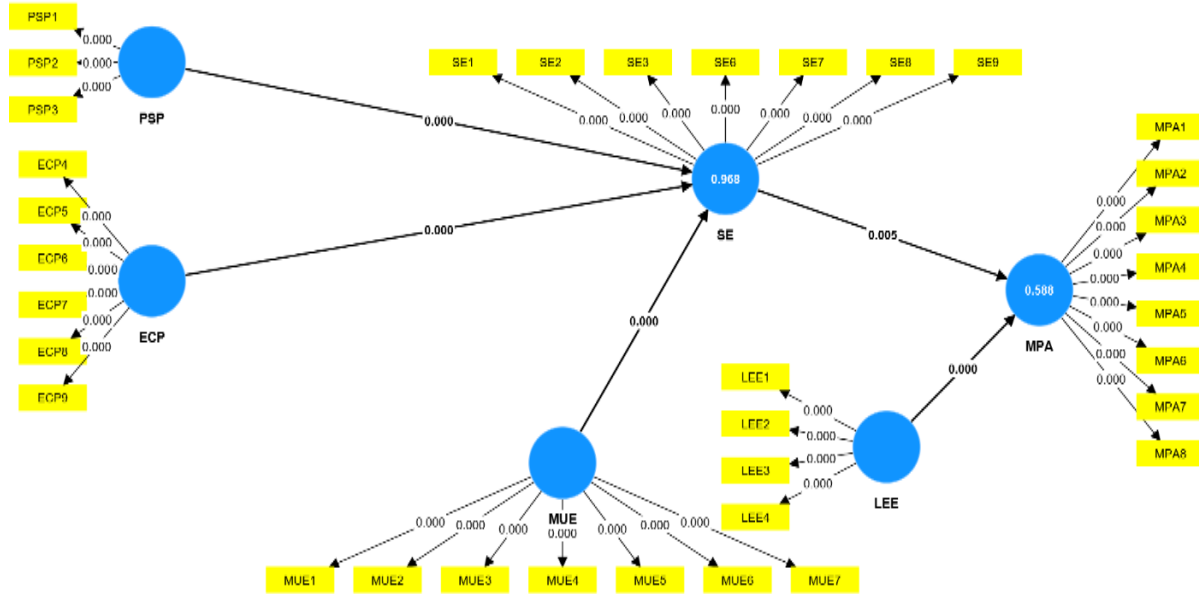


Figure 3: Structural Model

Discussion

The current study investigated the relationship between perfectionism and anxiety, with a focus on the mediating role of performance self-efficacy and the moderating impact of adolescent lack of emotional experience in Saudi Arabian music education. Data were gathered from 285 music students, and the PLS-SEM results revealed a positive and significant effect of MUE on the music performance SE of Saudi Arabian students. This suggests that well-organized MUE in Saudi Arabian universities positively influences students' SE, aligning with previous studies (Chung, 2021; Sun, 2022). Furthermore, a significant positive relationship between PSP and SE was observed among Saudi Arabian adolescents. Those who uphold higher personal standards in their musical pursuits tend to experience increased self-efficacy in music performance. This finding is consistent with existing studies (Butković et al., 2022; González et al., 2018; Huang et al., 2023), emphasizing the positive correlation between high PSP and elevated SE in the domain of expertise. Similarly, Suh, Kim, and Lee (2021) highlighted the psychological impact of PSP on SE (Suh et al., 2021). In the context of Saudi Arabian universities, these results underscore the crucial role of MUE in enhancing students' SEE.

The results further reveal a significant positive association between ECP and SE among Saudi Arabian adolescents. Those with heightened levels of ECP, characterized by apprehensions regarding meeting external expectations, tend to experience elevated SE in music performance. This finding resonates with studies conducted by Saraç (Saraç, 2017) and Huang (Huang et al., 2023), which indicated that perfectionism linked to concerns about errors and uncertainties about behaviours can impact self-efficacy. Researchers, such as Stoeber, Damian, and Madigan (2017), underscore the importance of addressing the influence of external assessments on self-

efficacy when devising effective support programs for young musicians (Stoeber et al., 2017). In line with these insights, it can be argued that music education in Saudi Arabian universities plays a pivotal role in enhancing the evaluating concern perfectionism and, consequently, the self-efficacy of their adolescent students.

Moreover, the findings indicate a negative and significant correlation between SE and MPA among adolescents in Saudi Arabia. Elevated SE in musical performance is associated with reduced MPA. This outcome aligns with existing studies that consistently emphasize the inverse relationship between SE and MPA. Scholars such as Pajares (Pajares, 2012), and Usher and Pajares (Usher & Pajares, 2008) have demonstrated that individuals with heightened SE beliefs tend to experience lower anxiety levels, as SE serves as a protective factor against the adverse impact of stressors. These results suggest that the relationship between PSP and MPA is, in part, mediated by SE. Ijaz et al. (2022) reported similar findings, asserting that SE can function as a mediator between perfectionism and anxiety (Ijaz et al., 2022). Akkuş, Vardar, Tunçel, and Tekinsav Sütcü (Akkuş et al., 2023) have also underscored the role of SE in the interplay between perfectionism and anxiety, supporting the notion that heightened self-efficacy may mitigate the negative effects of perfectionistic tendencies on anxiety. The results further reveal that SE significantly mediates the relationship between ECP and MPA among adolescents in Saudi Arabia. The influence of ECP on MPA is partially elucidated by its impact on SE. This pattern is consistent with findings from various studies, such as Farag (Farag, 2020), which emphasize the role of SE in mediating the connection between perfectionism and anxiety. Damian, Stoeber, Negru-Subtirica, and Băban (Damian et al., 2017) have also supported the notion that SE plays a crucial role in explaining how performance anxiety is affected by perfectionistic concerns. Consequently, the findings underscore the negative mediation of self-efficacy in the relationship between perfectionism and MPA within the cultural context of Saudi Arabia. In this cultural setting, heightened perfectionism contributes to increased self-efficacy, subsequently reducing performance anxiety among individuals in Saudi Arabia. This underscores the importance of addressing both perfectionism and self-efficacy to alleviate performance-related stress in this specific cultural context.

The study reveals that the relationship between SE and MPA among adolescent musicians in Saudi Arabia is moderated by the LEE. The negative coefficient suggests a mitigating effect, indicating that the association between MPA and SE is weakened in the absence of LEE. While direct support for this moderation effect is limited, studies by Etherton et al. (Etherton et al., 2022) and Shkoler & Tziner (Shkoler & Tziner, 2017) underscore the intricate interplay between emotions and cognitive functions, suggesting that emotional experiences may influence how self-efficacy impacts performance anxiety. To fully grasp the dynamics and implications of this moderating effect in the specific context of Saudi Arabian teenage musicians, further research is warranted. These findings highlight the significant moderating role of LEE, indicating that music students with limited emotional exposure may perceive their SE more profoundly, linking it to MPA. This underscores the importance of tailoring interventions to enhance emotional resilience and self-efficacy within the unique context of music education in Saudi Arabia.

Implications

The research yields both theoretical and practical implications, particularly within the context of Saudi Arabian music education for adolescents. Firstly, by establishing the mediating role of self-efficacy in the associations between music education, personal standards, evaluating concern perfectionism, and music performance anxiety, the study enhances our comprehension of the psychological mechanisms influencing performance-related stress within this cultural milieu. Additionally, the identification of the lack of emotional experience as a significant moderator introduces new perspectives into the interplay of emotions, self-efficacy, and performance anxiety among adolescent musicians in Saudi Arabia. These theoretical advancements not only extend the current literature on perfectionism, self-efficacy, and performance anxiety but also provide a foundation for tailored interventions that account for the unique cultural and emotional intricacies inherent in Saudi Arabian music education. Moreover, these findings underscore the theoretical foundations that may guide the development of culturally sensitive approaches addressing the psychological aspects of music education and performance anxiety in Saudi Arabian adolescent musicians. The study also lays the groundwork for future research endeavours, encouraging other researchers to explore new avenues within this relationship.

From a practical standpoint, the findings offer valuable insights for mental health practitioners and educators engaged with Saudi Arabia's teenage musicians. The significant impact of music education on self-efficacy suggests that investing in well-organized music education programs could extend benefits beyond skill

development, positively influencing students' self-esteem and confidence in their musical abilities. The identification of personal standard perfectionism and evaluating concern perfectionism as factors influencing self-efficacy underscores the necessity for tailored interventions addressing these perfectionistic tendencies. Educators can use these findings to implement strategies fostering a healthy pursuit of excellence while mitigating the potential negative impact of perfectionism on self-efficacy and anxiety. Moreover, recognizing the moderating role of emotional experience in the relationship between self-efficacy and performance anxiety highlights the importance of interventions considering the emotional context within which self-efficacy beliefs operate. Culturally sensitive approaches that acknowledge and integrate emotional experiences into music education and performance training may effectively contribute to supporting the well-being of adolescent musicians in Saudi Arabia. Therefore, the study, with its discussed findings, provides a practical foundation for developing targeted interventions and educational programs aimed at creating a positive psychological environment for young musicians, addressing the specific cultural nuances in Saudi Arabia.

Conclusion

The study investigated the relationship between perfectionism and anxiety, incorporating the mediating role of performance self-efficacy and examining the moderating influence of adolescent lack of emotional experience in music courses at Saudi Arabian institutions. Data from 385 music education adolescents in Saudi Arabia were analysed using PLS-SEM. Regression results revealed that music education positively and significantly impacts self-efficacy, highlighting the benefits of organized learning initiatives in fostering confidence and belief in one's musical abilities. Moreover, the influence of personal standards and evaluating concern perfectionism on self-efficacy underscores the importance of interventions addressing perfectionistic tendencies and external evaluations. The mediating role of self-efficacy in the relationship between perfectionism and performance anxiety emphasizes the need to develop self-beliefs to mitigate anxiety. Additionally, the moderating effect of emotional experience on the relationship between self-efficacy and performance anxiety emphasizes the necessity for culturally sensitive approaches integrating emotional factors into music education. In summary, the study contributes to a deeper understanding of the psychological processes affecting the well-being of Saudi Arabia's teenage musicians, offering theoretical insights and practical recommendations for educators, policymakers, and mental health professionals supporting the development of young musicians.

Limitations and Future Directions

The study is subject to several limitations. Firstly, the utilization of a cross-sectional research design presents challenges in establishing causal relationships between variables. Future investigations could benefit from adopting a longitudinal research design to provide a more in-depth exploration of this emerging research area. Secondly, the reliance on self-report measures introduces the possibility of response biases. Subsequent research might consider incorporating objective measures or observational data to enhance the generalizability of the findings. Thirdly, the study's focus on two perfectionism factors may constrain the model's comprehensiveness. Future research should explore additional perfectionism factors to augment the predictive capability of the proposed model. Finally, expanding the sample diversity beyond adolescents would offer a more comprehensive understanding of dynamics across various age groups. Addressing these considerations will contribute to a more nuanced understanding of the relationships described, facilitating the development of interventions tailored to the specific needs of adolescent musicians in Saudi Arabia.

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Appendix A

Research Instrument

Statements	1	2	3	4	5
Lack of emotional experience					
I am not satisfied with the musical education provided by this institution.					
I do not recommend joining this institution to anyone interested in music.					
The institution has not provided the promised facilities to the students for musical training.					
The lack of experienced faculty in the institution negatively impacts my musical learning.					
I am not interested in my musical education due to the inadequacies of my institution.					
I feel uncomfortable during my music studies in this institution.					
Performance self-efficacy					
I am confident in my ability to give a successful musical performance.					
Although I set important musical goals, I struggle to achieve them during performances.					
I tend to avoid difficulties and challenges during musical performances.					
If the music or performance context is perceived as too stressful, I may hesitate to attempt the performance.					
I can handle unexpected occurrences well during musical performances.					
If the music appears too difficult, I am likely to avoid the performance altogether.					
I feel insecure about my playing during musical performances.					
I am prone to giving up easily if faced with challenges during a musical performance.					
I believe in my capability to resolve problems that may arise during musical performances.					
Personal standard perfectionism					
Setting the highest standards for myself in music is crucial; otherwise, I might not achieve excellence.					
It is important to me to be thoroughly competent in every musical endeavor.					
I set higher musical goals compared to most people.					
I excel at focusing my efforts on attaining musical goals.					
My musical aspirations are exceptionally high.					
I expect higher musical performance standards in my daily tasks than most people.					
I often observe that other musicians accept lower standards than I do.					
Evaluate concern perfectionism					
- If I fail in a musical performance, it feels like a personal failure.					
- Making a mistake in my musical pursuits upsets me.					
- If someone performs a musical task better than me, I feel like I failed the entire task.					
- Partial failure in a musical endeavor is perceived as equally detrimental as a complete failure.					
- I dislike being less than the best at musical activities.					
- I worry that people will think less of me if I make a musical mistake.					
- Performing less well than others in music implies being an inferior musician.					
“People will probably think less of me if I make a mistake If I do not do as well as other people, it means I am an inferior human being”					

“Inferior human being If I do not do well all the time, people will not respect me”

Music Education

The music education curriculum adequately covers a variety of musical genres. I feel confident in my ability to understand and apply musical theory concepts taught in the music education program.

The practical components of the music education program contribute significantly to my overall learning experience.

The music education program provides sufficient opportunities for collaboration and ensemble playing.

Instructors effectively use technology to enhance music education (e.g., music software, online resources).

The music education program promotes creativity and encourages students to compose or arrange music.

Assessment methods used in the music education program accurately measure students' understanding and skills.

The music education program has a positive impact on my overall academic performance and cognitive skills.

I believe the music education program adequately prepares students for future careers in the music industry.

Resources and facilities provided by the music education program are sufficient for effective learning.

Music performance anxiety

I experience anxiety before musical performances due to concerns about my own competence.

Thoughts of possible mistakes during a musical performance make me anxious.

Criticism from others about my musical abilities significantly impacts my performance anxiety.

I often worry about negative evaluations from the audience or fellow musicians during performances.

Fear of judgment and evaluation by others affects my ability to focus and enjoy musical performances.

The fear of being negatively compared to other musicians contributes to my music performance anxiety.

I tend to magnify the potential consequences of making mistakes during musical performances.

Feeling unprepared or lacking sufficient practice contributes to my pre-performance anxiety.
