

# Understanding self-efficacy and its impact on student aspects of being

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**Abstract**

*This project presents information regarding the functions of self-efficacy and whole-person approaches to music education. The project seeks to improve the reader's understanding of the four sources of self-efficacy, how these sources affect aspects of being, and provide exemplars for proposed pedagogies that improve self-efficacy in music students.*

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## **Chapter 1: Introduction**

Self-efficacy is belief in one's own ability to perform or enact change in an environment. Examining how this cognitive self-analysis behaviour functions in students could be crucial to increasing the understanding of how teachers adapt to learning environments and how they understand the feelings and beliefs of their students.

Albert Bandura (1997) said that human lives are symbiotic and what someone chooses to do as an individual 'affects the well-being of others, and in turn what other do affects their personal well-being' (Bandura A. , 1997, p. 7). As educators affect the self-efficacy of students, some information is gleaned on the student's agency and well-being. This information can then be taken on board by the educator and they can make pedagogical adjustments to positively affect the student. The interdependent relationship between the educator and student symbolizes this symbiotic connection between humans that Bandura mentioned. The student informs the educator's pedagogy and makes the educator more effective, and subsequently the student receives a more effective education.

People's beliefs about their abilities have a profound effect on those abilities. Ability is not a fixed property; there is a huge variability in how you perform. People who have a sense of self-efficacy bounce back from failure; they approach things in terms of how to handle them rather than worrying about what can go wrong.

(Bandura, 1997, cited in Walsh, 2005, p. 95)

I have identified two notable experiences that I had as a high-school age student related directly to self-efficacy. In the first of these, I was thrust into a situation where my belief in my own ability to improvise on the saxophone was underrated in comparison to my objective skill level. My music teacher tried to make this clear to me but couldn't get through. Instead, my teacher put me in a situation where I had to perform or experience quite harsh failure. I was tasked with stepping into the shoes of another saxophonist who had since graduated, and this meant I had to participate in a performance where I would be improvising in front of a large audience. The outcome of the performance proved to me that I did in fact possess a higher skill level than I had originally thought. My teacher used the pedagogy of putting me into a sink-or-swim situation to increase my self-efficacy.

In the second example, a different music teacher, who had volunteered to accompany my Cambridge International Examinations A2 Music final performance, found a way to increase my self-efficacy surrounding my ability to adapt to an unfamiliar/challenging musical situation. Right before I was due to enter the examination room, my music teacher asked me if I would like to add another piece to my performance, a medium length improvisational piece where they would riff on the piano

and I would improvise until we both agreed to finish. I was shocked as I didn't think that a teacher would recommend performing a piece for my final examination that was not prepared in advance. After some deliberation on my part and a small moment of anxiety, I agreed to perform this unprepared piece. My teacher was pleased, and we went into the examination room and performed. The outcome of this performance was that the entire performance was one of the best I had done up until that point, and the unprepared piece went very well. I believe that this action, employed by my teacher, laid the groundwork for experiences I would have later at university where I, again, was put in a situation where I would be performing an unprepared piece with a band I had never played with before, but had confidence in my own performance ability to adapt and overcome.

Throughout my undergraduate study I found that I continually referred to Bandura's (1997) cognitive social theory and became more and more aware of how Bandura's writing was reflected in my own lived experiences. I was first introduced to the concept of self-efficacy by Dr. David Lines (University of Auckland) during my first year of music study (2018) whilst taking a second-year music education course. Self-efficacy was introduced as a music psychology concept alongside Piaget's theory of cognitive development, Vygotsky's (1978) social development theory, and Hargreaves' et al. (2002) theories on music identities. This music education course made me particularly interested in understanding how music education affects the whole person aspect of a student's development, as opposed to only their music development. Before this course, I thought very narrowly about how music education can affect a student in other aspects of their life. The explanation of self-efficacy, in this course, revealed to me that through using specific pedagogy in the educational environment, a teacher could affect a student's cognitive functions so that the student might succeed in other endeavours. This opposed my pre-conceived notion that the primary function of a music teacher was to act as a transmitter of the musical knowledgebase to those who wish to study music and/or provide constructive feedback on performance ability. In saying this, I did understand (prior to my introduction to the possible social cognitive effects of music education) that educators do, in fact, have a much wider role to play in a student's life other than the transmission of information (Eerola & Eerola, 2014). I enjoyed referring to self-efficacy in my work with so much frequency that during my fourth year, when tasked with conducting a research scope assignment, I trawled through over ten years of *The British Journal of Music Education* to find the frequency of discussion concerning self-efficacy and how the authors addressed the topic.

The particular research question for this study is as follows:

- How can music educators plan for and provide sources of positive self-efficacy for their students, to positively influence agency and well-being?

### **1.1: Rationale**

An understanding of the theories of self-efficacy could be crucial to the music education community because of its effects on the very students we as music educators want to help. Without understanding how students feel about their own abilities and the level of skill they have the potential to achieve, educators could struggle to form lesson plans, interact with students in a meaningful way, and affect effective positive change. Moreover, the information collated and organized by this research should assist music educators in making pragmatic decisions about their own educational philosophies and pedagogy from a critical theory / self-reflexivity standpoint.

To be domain specific, I am positing this project to function in the context of early high-school aged children (13-17 years of age). Self-esteem and confidence during these formative years of a child's life are crucial to social and educational development during the young adolescence as well as the effects into adulthood (Masselink, Van Roekel, & Oldehinkel, 2018) (Magnusson & Nermo, 2018). Developing a project for further research into this area could be vital to increasing the ability of music educators to affect positive change in the lives of their students, well after their musical interests fade or are stopped by other factors.

This research should serve self-efficacy and music education by providing another resource for music education scholars and researchers. The contribution of knowledge to the self-efficacy domain is represented by a project in which researchers may better understand how self-efficacy could pragmatically function within an educational environment.

By developing this project, it should present a case for music education advocacy; such that the argument for including a well-rounded musical education program in a school curriculum is strengthened. This is done by explaining how increasing the ability to affect positive self-efficacy changes in students could have a positive effect on their life after graduation.

Lastly, this project will be useful for informing my own educational practice as a music teacher. The project would function as a reference point for interactions with my current and future students to make decisions concerning my own pedagogy to affect their self-efficacy. For example, assessing which of the four sources of self-efficacy to investigate to effectively and positively affect the confidence and learning experience of a student, knowing that each situation is unique.

## 1.2: Self-reflexivity

To use this project, it is crucial that educators and researchers understand the functions self-reflexivity within the educational environment. For an educator to on-board the information in this project and enact change in their own practice, they must first be able to look within themselves and identify the discourses they subscribe to, for example how they view the concept of power dynamics in the classroom environment. It is imagined that teachers and researchers who make use of this project will be committed to a stance of self-reflection.

A key aspect of self-reflexivity is identifying varying discourses. As outlined by Foucault, discourse can be defined as ‘ways of constituting knowledge, together with the social practices, forms of subjectivity and power relations which inhere in such knowledges and relations between them’ (Locke, 2021). In an article looking at practising reflexivity in the context of conducting doctoral research in a hospital, Subramani (2019) found that they were continually reflecting on their own experience as a patient in a hospital. ‘My personal experiences within medical institutions influenced the nature of the interview guide and questions’ (Subramani, 2019, p. 2), through framing this excerpt in the context of a music educator, one can see the applicability of this aspect of self-reflexivity happening during a mode of practice. Orzolek stated that if a teacher undertakes self-assessment and/or personal reflections, these are the best ways to ‘evaluate and improve teacher effectiveness’ (Orzolek, 2018, p. 48). Thus, it is important to examine the functions of self-assessment and evaluation of teaching pedagogies to maximise the effectiveness of this project.

After careful review of the literature surrounding self-assessment and evaluation Orzolek (2018) put forth the following points of direction for implementing measurement methods.

- ‘It is important that clearly established criteria are developed and established well in advance of their use’
- ‘It is very important that teachers learn how to apply the criteria to their own work’
- ‘Once the self-assessment has been completed, it is vital that the teachers receive constructive feedback about their reflections’
- ‘Once the feedback has been provided, it is important that teachers learn how to use that feedback so that they can put their reflections into actions that improve their effect in the classroom’

(Orzolek, 2018, p. 49)

Although Orzolek is referring to specific measurement criteria for assessing the effectiveness of an educator’s performance throughout a school term, it is particularly relevant to implementation



projects like this. Specifically, the second of Orzolek's (2018) points, saying that educators should be able to understand how to action what they have learned from self-reflection in their practice.

Lynch said that '[...] social work in terms of the social worker being seen as both an active thinker who can assess and respond to the needs of a client, and also as a social actor who is participating in the socially interactive situation' (Lynch, 2006, pp. 81-82). This sentiment can be translated directly onto the music educational environment. It is particularly relevant to the practice of an educator as self-reflexivity can occur during practice (Subramani, 2019) as well as during a specific reflective performance (Orzolek, 2018), which means that during interactions with a client (or in this context a student) educators can be assessing and reflecting and actioning outcomes from this reflection, all concurrently. Lynch also outlines that practitioners should understand that they are 'reflexively involved' (Lynch, 2006, p. 82) in their actions and not an outside observer, such that they should be noting that these experiences are not for examination later whilst detached from the situation.

Lynch (2006) cites Kögler's (1997) modes of reflexivity, specifically practical reflexivity, to outline that because practitioners reflect upon their actions from a practice led approach, they are more likely to consider the 'practice validity of our knowledge' (Lynch, 2006, p. 86). In other words, when an educator is continually reflecting on their pedagogy they are more likely to explore potential methods relating to the overarching goal of their practice, effectively and responsibly educating their students. Thus, if they can engage in this practical mode of reflexivity, the educator is able to consider alternative modes of practice to improve their pedagogy, such as seeking out educational projects or bodies of research. Lynch provides an example internal dialogue of a social worker that could occur when contemplating role of self-reflection in their practice, 'What personal/professional journeys might further assist me in the re-construction of my own understanding of the place of social work in my communities?' (Lynch, 2006, p. 88). This example internal dialogue can be applied to an educational context too, in that, this question forms the basis for the beginning of contemplation when a practitioner engages consideration exploring self-reflexivity. The result of this practical reflexivity is that self-reflection, and active reflexivity, play a crucial role in enabling the educator to improve their practice, but also actioning some form of reflexivity in the first place is the gateway for consideration of a project at all.

Educators, after this explanation, should understand the importance of self-reflexivity. Furthermore, this reading should increase the understanding of how self-reflection can be used as a tool for pedagogical development. Using self-reflection as a tool for pedagogical development begins with examination of the educator's objective effectiveness within their practice thus far. Although

confrontational, it is crucial to shed the debilitating personal feelings often associated with the realising the objective nature of one's professional competence. Through self-reflection the educator should be able to align their practices with their educational goals. This is done through first identifying their professional practice goals and then identifying modes of practice that can help achieve these goals. For example, an educator examines their own practice and finds that they would like to engage a more holistic approach to their pedagogy. Then the educator can seek out projects such as this that increase understanding of holistic or whole-student focused pedagogies, on-board exemplars of practice and develop their own, after which the educator can employ what they have learned through their reflection and, hopefully, engage in more effective pedagogy.

Thus, to use this project appropriately and to understand the validity of the information enclosed, in relation to their own practice, it is important for the reader to engage in some form of self-reflection or reflexivity beforehand. Furthermore, during the reading of / engagement with a project it is important for the reader to reflect on their own hermeneutical influence on their understanding of the project, in that their interpretation of the project cannot be purely objective. Consequently, the reader must make an effort to identify their discourse subscriptions and examine how these might influence their understanding of the project.

## **Chapter 2: Post-graduate effects**

In my research question, I outlined that the sources of positive self-efficacy in students could positively affect two aspects of the student: agency and well-being. It is necessary to examine each of these terms in relative depth to understand what the educator will influence after providing sources of positive self-efficacy.

This section is called “post-graduate effects” because these terms are related to the effects on the student well after they have grown up and have graduated from secondary education all together. These aspects of being are all considered basic human functions as together they form a cohesive picture of acting as an individual. Additionally, being able to develop educational plans to positively affect these aspects of the student can advocate for the inclusion of a music education program within an institution. This is because these positive effects influence the “whole” student and not just their musical learning development. Finally, it is important to note that these two terms are dynamic in their operations within human consciousness and as such interact with each other and some aspects of the items are interchangeable and affect one-another simultaneously. Therefore, there may be overlaps between the aspects.

### **2.1: Agency**

Agency refers to the feeling of control over actions that a student feels and their ability to affect the consequences of their actions (Moore, 2016). James Moore highlights that a human’s sense of agency can be distorted through how they perceive causality and consequence of their actions. For example, Moore mentions a study by a sociologist in the 1960’s that found taxi drivers in St Louis (USA) during a gambling game, would roll the dice hard when they wanted high numbers, and softly when they wanted low numbers. This is peculiar as the result of the dice rolling is objectively random. Moore summarises that this behaviour exemplifies a scenario where a person’s sense of agency can be detached from the objective reality of their situation. Moore uses the example of a computer keyboard and how the inner workings of how your key press to input a letter into the computer is very complicated under the surface, but that most laymen are shielded from the chain of events that enact your will. He outlines that in spite of the complex sequence required to enable this action, we feel in control. The flexibility of our thinking makes humans susceptible to errors of judgement of agency in things like placebo effects and gambling, like in Moore’s example (Moore, 2016). Moore highlights that this isn’t necessarily a negative thing all around the board. He points out that this flexibility allows for a human’s sense of agency to ‘extend into new domains and track the rapidly changing agentic structure of our environment[s]’ (Moore, 2016, p. 2).

Moore addresses why understanding our sense of agency is important. Although Moore's focus is more on the medical understanding of agency more than an educational practice one, the conclusions are still relevant to the research project in question. Moore presents an example of agency dissolution/flexibility in a patient that never reported any motor problems, when asked if they were experiencing difficulty with raising their arm or performing healthy motor movements, they would insist that there was nothing wrong. However, when asked to perform the action in question the patient would fail and 'appeared to be satisfied with her performance' (Moore, 2016, p. 5). This highlights an interesting suggestion; 'that an individual can experience a sense of agency for movements that they cannot make, and for which there is no compelling sensory evidence to confirm their paralysis' (Moore, 2016, p. 5). Understanding that this behaviour exists, and that it could occur within an educational environment and context, it can be said that students may feel agency for actions they cannot actually perform and may feel satiated with their performance even though it is not up to standard. Understanding that agency itself can be separate contextually to the enactment of free will by a student is an important distinction. In other words, students can exhibit agency within their own learning and be able to direct their focus towards achieving something they feel is within their power to achieve. Whereas the exhibition of free-will is detached from this context as they are required to attend school at the ages determined by the domain of this research, so their actions within this context may be governed by their legal requirement to attend this environment. The separation between free-will and agency here being that the students do not possess total free-will to do as they please and not attend school, due to legal ramifications, but they do possess agency to influence their engagement levels within the school environment.

To exercise agency in assessment practice, students draw on a diverse mix of discipline and process knowledges, responsive to variables such as age, culture, gender and ability. The degree of influence of each factor is dependent on the sociocultural context of performance which can act to support or hinder opportunity for students to act with imagination and agency.

(Adie, Willis, & Van der Kleij, 2018, p. 4)

This excerpt demonstrates how agency can be affected by the context in which an action is taking place. To influence a student's agency an educator must be acutely aware of the environment in which a decision is happening and adjust their practice to account for this, depending on the desired outcome.

To conclude, to affect a student's agency an educator can allow for increased control of a situation by the student, and outline to them (via diverse methods) that they have the locus of control, to elicit the increased agency associated with increased control. Additionally, the educator can also

understand that there are students that may believe in their agency in a context, however their objective control of a situation or action may be significantly less than their belief.

## **2.2: Well-being**

In my introduction I outlined that well-being is separated from agency by being a combination of a person feeling good, functioning well, experiencing contentment, and feeling a sense of purpose within their environment, as outlined by Ruggeri et al. (2020). The World Health Organisation (WHO) defines good mental health (or well-being) is 'a state of well-being in which the individual realises [their] own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to [their] community' (World Health Organisation, 2004) (excerpt adapted to fit with modern understandings of self-identification). Ruggeri et al. (2004) state that well-being contributed to achievement at the professional, personal, and interpersonal (relationships) levels. With people who exhibit behaviour indicative of high well-being levels also demonstrating increased productivity in the workplace; however, key to the domain of this research is that these people with high levels of well-being were also subject to more effective learning capacity and increased creativity.

Ruggeri et al. attempted, in their article, to understand how well-being is measured. The researchers discussed that governments and other researchers have been trying to understand and quantify the well-being of populations for a long time. They also summarized that economic or political research often misses the mark and attempts to quantify well-being as a single statistic or a few smaller categories. From the description of well-being, both by the WHO and Ruggeri et al. we can see that well-being is not so one dimensional, and instead would require a more dynamic approach to quantification. Ruggeri et al. state that an informative measurement of well-being should encompass all the key aspects of the subject, 'both hedonic and eudaimonic' (Ruggeri, Garcia-Garzon, Maguire, Matz, & Huppert, 2020, p. 2). Ruggeri et al. acknowledged that most measurements of well-being are inconsistent but also mentioned a study by Huppert and So (2013) that attempted to measure well-being by inverting the definitions of ill-mental health. The features that Huppert and So (2013) found were 'competence, emotional stability, engagement, meaning, optimism, positive emotion, positive relationships, resilience, self-esteem, and vitality' (Ruggeri, Garcia-Garzon, Maguire, Matz, & Huppert, 2020, p. 2). As a result of attempting to examine and understand what aspects could be measured in a person to represent well-being, this study found eleven items that can be affected by positive self-efficacy.

...the happy person is blessed with a positive temperament, tends to look on the bright side of things, and does not ruminate excessively about bad events, and is living in an economically developed society, has social confidants, and possesses adequate resources for making progress toward valued goals.

(Diener, Smith, & Fujita, 1995, p. 295)

This excerpt, again, summarises the baseline reading after which the positive manipulation of well-being can take place. Once it is established that a person has these things to a satisfactory level, an educator can begin to work from this baseline and is not working to establish basic needs (not to say that they cannot attempt this, however). Taking the eleven items of well-being and the baseline description of content mental health it is possible to work with this information to affect well-being in a positive way. Understanding that influencing even one of the eleven items could result in a positive outcome on the learner's well-being means that educators can design their pedagogy in order to positively affect these items through activities that increase self-efficacy.

### **Chapter 3: The four sources of self-efficacy**

Bandura (1997) said that information that related to personal capabilities, transmitted 'enactively, vicariously, persuasively, or physiologically – is not inherently enlightening' (Bandura A. , 1997, p. 79). The value is added through cognitive processing of the information and through reflective thought. Bandura also stated that 'personal, social, and situational factors' (Bandura A. , 1997, p. 79) also contributed to how a direct or socially mediated experience were interpreted by the mind.

Each of the four sources have indicators for which an educator may act upon in order to gauge the level of efficacy. Bandura (1997) mentioned that depending on what the sources of efficacy information are, the student (in this context) constructs their efficacy beliefs differently. For example: a student receives praise from a peer about their performance, versus a student receiving praise from a teacher about their performance.

#### **3.1: Enactive mastery experience**

Bandura stated that enactive mastery experiences are 'the most influential source of efficacy information' (Bandura A. , 1997, p. 80). This is because successes (or mastery) construct a solid belief in someone's personal efficacy. On balance, failures weaken the building blocks that successes have established. Such that, if a person has come to expect easy success in a performance, they will become easily dejected by failure. Bandura highlights that to enable a robust sense of efficacy means that one must enact a perseverant effort.

'Enactive mastery produces stronger and more generalized efficacy beliefs than do modes of influences relying solely on vicarious experiences, cognitive simulations, or verbal instruction' (Bandura A. , 1997, p. 80). As enactive mastery is a fundamentally complex experience, such that it is built through self-regulative subskills and constructing a sense of self-efficacy through attaining the 'cognitive, behavioural, and self-regulatory tools for creating and executing effective courses of action to manage ever-changing life circumstances' (Bandura A. , 1997, p. 80). Bandura mentions that to advance the cognitive basis of someone's competencies is assisted by forming complex skills into more manageable subskills and then organizing them in order of importance. Of note during his explanation of mastery experiences: Bandura stated that 'people need not only be provided with effective rules and strategies but to be persuaded that they can exercise better control by applying them consistently and persistently' (Bandura A. , 1997, p. 80). In short, that you can provide a person with the guidelines for effective control of a performance, but they also need to be convinced to begin to enact control in the first place, too.

Effort expenditure plays a key role in the understanding of enactive mastery experiences. Bandura stated that to increase control of a performance in the context of mastery, this increase is somewhat determined by how hard someone has worked at to attain the goal of the performance. Such that, 'the amount of effort expended affects inferences of capability from task performances' (Bandura A. , 1997, p. 83). The outcome from this is that the perceived efficacy is garnered from the performance accomplishment, in that the ability to execute the performance the effort being input are interdependent and determinant of the performance itself (Bandura A. , 1997). This is also related to whether one is inputting more effort to account for a perceived lack of ability or inputting more effort to enhance ability (with belief to execute the performance remaining high).

Bandura pointed out that effort is an important indicator of self-appraisal of perceived self-efficacy from a failure. For example, if someone were to input little effort and the outcome of the performance was failure, there is little room for diagnosis or reflection. As 'to perform poorly without really trying tells little about what one can do' (Bandura A. , 1997, p. 84). The self-appraisal of personal efficacy is important to the overall concept of mastery experiences as 'casual factors other than perceived effort, task difficulty, and luck are also important in people's judgement of their capabilities' (Bandura A. , 1997, p. 84). Bandura listed situational conditions, physical and emotions states, contextual influences, and the temporal patterning of performance attainments as other contributing factors to self-appraisal.

In terms of how enactive mastery experiences are governed and progress, the processes are marred by 'spurts, setbacks, and periods of little or no progress' (Bandura A. , 1997, p. 86). Such that, the rate of improvement varies from person to person and skill to skill. Bandura mentioned that improvements are easy at the beginning of a mastery experience and faster improvements are few and far between at higher levels of skill development. 'Those who experience periodic failures but continue to improve over time are more apt to raise their sense of efficacy than those who succeed but see their performance levelling off compared to their prior rate of improvement' (Bandura A. , 1997, p. 86). This excerpt exemplifies the complex aspects of the attainment of mastery trajectory. Perseverance over the long term is more beneficial for the increase of self-efficacy in a performance than being discouraged by the frequency of improvements in the mid to late stages of mastery.



### 3.2: Vicarious experience

Bandura (1997) compared vicarious experiences and an indication of adequacy of a performance to that of a sportsperson being able to judge their performances based on a measured metric, for example a marathon runner's total time. He also points out that for a lot of performances, there are no objective metrics for adequacy. Thus, 'people (or learners) must appraise their capabilities in relation to the attainments of others' (Bandura A. , 1997, p. 86). He summarized that the basis for judgement is created by having a relative experience to compare it to. Bandura (Weinberg et al., 1979, cited in Bandura, 1997, p.86) discussed how performing better than colleagues or associates raises self-efficacy beliefs and being outperformed lowers them.

'Through social comparative inference, the attainments of others who are similar to oneself are judged to be diagnostic of one's own capabilities' (Bandura A. , 1997, p. 87). Bandura (1997) followed this excerpt up by outlining that observing the success of a peer (or similar person) can raise the efficacy beliefs of the observer by showing that the success itself is possible. Bandura (1997) titled this aspect of vicarious experience 'Processes Governing the Impact of Modeling on Self-Efficacy' (Bandura A. , 1997, p. 87). Bandura (1997) stated that the more parallels between the model (similar peer) and the observer, the stronger improvement in the efficacy beliefs of the observer. Such that, if the model does not share as many similarities with the observer, the behaviour of the model is less likely to influence the efficacy of the observer.

Bandura (1997) outlined several conditions that influence self-efficacy appraisals can be more affected by vicarious information or experiences. He states that ambiguity of the observer's abilities is a condition. If the subject lacks relevant experience of understanding of their own abilities, they depend more on these modelled indicators. Bandura (1997) goes on to say that modelling coping mechanisms is also a useful way to help the subject deal with failures or 'inefficacy' (Bandura A. , 1997, p. 87).

Bandura (1997) mentioned that, generally, vicarious experiences are not as powerful as direct experiences in affecting efficacy beliefs. However, in some cases vicarious experiences can supersede the impact of a direct experience. 'The comparative information conveyed by modelling may alter the diagnosticity of failure experiences and foster behaviour that confirms the vicariously based self-conception' (Bandura A. , 1997, p. 87), or in other words, if the subject observes a model fail, then they are less likely to believe that their own failure was a direct result of their own inadequacies and instead attribute this failure to the task or collective difficulty of said task. Additionally, observed failure is likely to improve efficacy beliefs when the subject perceives that they have a better way of achieving success (Bandura, 1997). Thus, observing failure can be used for raising the efficacy of the

subject by modelling failure on purpose to inspire problem solving by way of their own perceived task success pathway.

Modelling, however, is not just a 'social standard' (Bandura A. , 1997, p. 88) to which a subject can compare themselves. It functions as competency goal for subjects to work towards, interacting with mastery experiences in this way by providing a reference point, also. Bandura (1997) established that 'aspirational modelling guides and motivates self-development' (Bandura A. , 1997, p. 88), such that this goal-orientated function serves as an indicator for possible future successes and obstacles rather than only a standard to which to compare a subject's failures.

Considerations need to be made for the pragmatic function of these modelling experiencing in a real-world environment, however. Bandura (1997) addressed these considerations by outlining that 'people who are insecure about themselves generally avoid social comparisons that are potentially threatening to their self-esteem' (Bandura A. , 1997, p. 91). Additionally, Bandura mentioned that if a person perceives that their personal control over a situation is low, seeing a model achieve success can be 'motivationally debilitating' (Bandura A. , 1997, p. 91). This consideration shows that although modelling experiences can be effective for raising efficacy beliefs, the environment and context in which this takes place can be complex.

Bandura (1997) undertook a literature review of the function of vicarious experiences in young children and found that these children do possess the cognitive abilities to make 'social comparisons, periodically check how their peers are doing, and know which comparative information would tell them the most about their own level of ability' (Bandura A. , 1997, p. 91). Bandura (1997) understood that children can understand in the context of repeatable daily tasks, how their own performance compared to that of their peers, however this finding was not the same in tasks that were not commonplace. Bandura (1997) also mentioned that the comparison of their performances was an engrained behaviour early on, due to the forced evaluative school practices such as test scores based on a subject's performance. He concluded that comparative behaviour or modelling could not be ignored by young children for very long as these evaluative school practices and social consequences of these comparisons are so prevalent. This means that subjects who ignore modelling or comparative social cognitive behaviour become less common the older the participant.

### 3.3: Verbal persuasion

Bandura (1997) began his description of verbal persuasion by mentioning 'social persuasion' (p. 101). He writes that social persuasion functions as another means of consolidating a subject's efficacy beliefs, rather than a means of inception for efficacy beliefs. Bandura (1997) writes that it is effective for peers and/or family members affirm their confidence in the subject's ability to perform. Verbal persuasion functions as a continual reinforcement method of maintaining a subject's efficacy beliefs.

Bandura (1997) pointed out, however, that if verbal persuasion is used when the subject's abilities are not close to the persuasion level i.e., telling a subject that they are much better at something than they really are, this can cause failures that will 'discredit' (Bandura A. , 1997, p. 101) the persuader and weaken or decrease the subject's efficacy beliefs.

Important to the use of verbal persuasion by educators or peers are the ways in which this persuasion is given. For example, evaluative feedback given to the subject post-performance or pre-performance confidence encouragement. It is understood (Schunk et al. 1982, 1986, cited in Bandura, 1997, p. 102) that evaluative feedback that highlights the capabilities of a subject raised efficacy beliefs, however, being told they have the capability to be better raised efficacy beliefs more than if the subject was told they have improved. Additionally, this study found that if the subject is told that their performance was the result of hard work, the subject's interpretation is that their abilities must be diminished if the performance required such a big effort. Bandura summarised that many factors can influence the judgement of efficacy, skill development is only a part of what can affect a child's personal efficacy beliefs. The perception of self-efficacy contributes to these performance accomplishments in a bigger way than the effects of skill development. (Bandura A. , 1997, p. 102).

It is understood, through Bandura's (1997) summary of studies examining the effects of verbal persuasion, that it is problematic to establish stable high efficacy beliefs solely through persuasion methods. This is because impractical persuasions with the aim of boosting efficacy beliefs can in fact be detrimental to the subject as the inadequacy of their abilities can be confirmed by the results of a subject's performance. Thus, lying or exaggerating the subject's abilities through verbal persuasion has more negative effects on the subject's efficacy beliefs than if the persuader had said nothing at all.

Disagreements in the outside appraisal of their ability can vary in the social context in which the persuasion has taken place. Bandura wrote that 'the optimal level of disparity will depend on the temporal proximity of pursuits and the nature of the activity' ( Bandura A. , 1997, p. 105). In other

words, there is a sweet spot for social appraisals of a subject's ability to perform an action, in which the subject believes the persuader or appraiser and the content of their persuasion/appraisal isn't out of the realm of possibility. Bandura (1997) also wrote that this is time-domain related also, in that a subject may not believe the outside appraisal of their ability is possible in the short term but can be actioned sometime in their long-term development.

Bandura concludes his writing on verbal persuasion by writing 'social persuasion serves as a useful adjunct to more powerful efficacy-promoting influences. Skilled efficacy builders, therefore, do more than simply convey positive appraisals or inspirational homilies' (Bandura A. , 1997, p. 106). He continued by outlining that good efficacy builders develop environments in which subjects can cultivate their efficacy beliefs in a structured way, so they do not experience repeated failure. He finishes by stating for an efficacy builder to be more effective, they don't just verbally affirm a subject's development in an attempt to skip providing 'efficacy-affirming experiences' (Bandura A. , 1997, p. 106) to support this verbal persuasion.

### **3.4: Physiological and Affective states**

Physiological responses to performances can dictate success or failure by the subject (Bandura, 1997). This is done by the subject generating negative thoughts about their abilities during a performance that actually inhibit function and can realise the negative thoughts. Bandura (1997) outlined that mastery experiences can contribute developing coping mechanisms to alleviate the pressures of a performance.

Exactly how these physiological responses can present themselves can vary widely from subject to subject. This variation can depend on the type of performance, whether it is a physically demanding performance or a more a mental one (Bandura, 1997). In physical activities these indicators can present themselves in responses like 'fatigue, windedness, aches, and pains' (Bandura A. , 1997, p. 106) which then can be read by the subject as indicative of physical inefficacy. Likewise, with mental performances, physiological indicators can present themselves as things like an elevated heart rate (Bandura A. , 1997, p. 106).

Bandura (1997) states that people diverge in their likelihood of reflecting on their somatic state. In other words, that people vary in whether or not they will continue to contemplate their physiological reactions to a performance. Bandura (Pennebaker & Lightner, 1980, cited in Bandura, 1997, p. 107) outlined that when a subject is absorbed in an activity, the less they respond to

physiological indicators, however if they are marginally attentive to the activity, they are more inwardly focused and are constantly reading their physiological responses.

A coping mechanism for dealing with physiological indicators of efficacy related stress, enabled by mastery experiences, is characterised by a self-direction approach to examining internal agitation (Bandura, 1997). This self-directed approach is done by a subject engaging in an activity that produces a high level of somatic information and pushing themselves to the limit to understand their physical capabilities and scale down future performance to decrease repeated failure. The related self-directed approach for non-physical performances can, however, also be demonstrated by a limit-test in their chosen performance, just with different indicators (heart rate, sweating etc.).

The perceived source of physiological indicators activation is another important factor in understanding how these indicators affect a subject. 'Speakers who ascribe their sweating to the physical discomforts of the room read their physiology quite differently from those who view it as distress reflecting personal failings' (Bandura A. , 1997, p. 107). From this except it can be understood that the case-by-case perception by the subject is crucial to how their physiological indicators are read. This phenomenon can be attributed to how knowledge about physiological states or bodily indicators is acquired, Bandura (1997) said this is through social interaction 'coordinated with experienced events' (Bandura A. , 1997, p. 107). Bandura (1997) summarised that through recurrent social experiences related to physiological indicators, people can learn to read and discern indicators of physical inefficacy and those of environmental stress.

People often switch between emotions rapidly during a performance, for example, fear and anger, apprehension and excitement, etc (Bandura, 1997). Thus, they are experiencing multiple emotions at once and cannot consciously isolate and hold on to just one. Bandura (1997) outlined that rationalising each emotion in the moment is difficult for the subject and can lead to misjudgements of situations. 'Because of their selective attention to threatening cues, those who perceive themselves to be inefficacious are especially prone to misjudge arousal arising from other sources as a sign of coping deficiencies' (Bandura A. , 1997, p. 108). For example, subjects can instead focus on the deflating emotion of apprehension and misjudge the situation as it called for an embrace of excitement, instead.

Through the examination of Bandura's (1997) definitions and research into the four sources of self-efficacy it is apparent the large influence these sources have over a subject's efficacy beliefs. Through defining and outlining each source of efficacy it is easier for educators to gain an understanding of the myriad of interactions these sources have with daily life, constructed performance tests, and learning environments. Through understanding these interactions, educators

gain insight into how they might utilize their skills and pedagogical knowledge to effectively influence a student's efficacy beliefs through the way these sources are managed.

## Chapter 4: Teacher efficacy

The aim of this chapter is to determine the functionality of teacher efficacy in the context of music educators and their how their levels of personal/professional efficacy interact with one another. Specifically, I am seeking to understand, on a basic level: how does teacher efficacy affect the classroom environment? What aspects of an educator's practice affect their teacher efficacy? How clear is the line between self-efficacy and teacher efficacy, where do they intersect?

To define teacher efficacy, one needs to outline the basics of self-efficacy first. In his own words, Bandura defines self-efficacy: 'Perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments' (Lightsey, 1999, p. 159). Within the review and commentary of Bandura's *Self-Efficacy: The Exercise of Control* (1997) Lightsey (1999) mentions that a person's self-efficacy has a greater effect on their drive, emotions, and actions than the reality of their skill level or objective truth. The perceived efficacy that a person has more control over their decision making when choosing social relationships and behaviours. Bandura indicates that humans are 'proactive and free as well as determined' (Lightsey, 1999, p. 159) and that '[they are] at least partial architects of their own destinies (Bandura, 1997, p. 8). Lightsey summarises that over two decades Bandura confirmed that self-efficacy is modifiable via 'mastery experiences, vicarious learning, verbal persuasion, and interpretation of physiological states, and that modified SE strongly and consistently predicts outcomes' (Lightsey, 1999, p. 159). In an education context, self-efficacy can be affected by the mastery of an action or abstract concept, learning through the experience of others, and being encouraged by educators. Lightsey (1999) concludes that self-efficacy beliefs are fundamental to human self-determination. Bandura states that, supported by substantial research (Lightsey, 1999), 'people are inherently driven to exercise control over their environment and that the achievement of control is inherently self-satisfying' (Bandura, 1997, p. 15).

Education is inherently a group managerial system, from the top down: educational policy makers, accreditation establishments, educational institutions, educational institution administrators, educators, learners. It is appropriate to assume that at each level there are personal and professional conflicts that arise in the biases, beliefs, self-efficacy of each micro-level person. It is important to consider these conflicts as then it is possible to understand how teacher efficacy can affect the classroom environment. For example, if a school administrator has a misplaced belief in their ability to affect positive change in their institution and instead puts undue stress on the educator on the level below them. Additionally, an example from below, a student has a misplaced belief in their ability to perform a task, when objectively they possess the skill to perform the task without issue, the educator is required to encourage this student, which in turn relies on the teacher efficacy of the educator and their belief in their ability to assist the student. Both examples show how influence can be affected

from the level above or below that of the educator. Bandura points out that 'measures of SE should target neither fragmented or decontextualized skills' (Lightsey, 1999, p. 161). Such that, self-efficacy should be identified as beliefs in an ability to perform an action in a real-world performance context.

To determine a figurative illustration of how teacher efficacy is different from self-efficacy, considering Bandura's distinction in the measuring of self-efficacy, (which, granted, may affect an educator's professional beliefs) one should recognize that teacher efficacy is more contextual to the educational institution itself. Bandura (1997) constructed a 30-item scale with seven subscales: 'efficacy to influence decision making, efficacy to influence school resources, instructional efficacy, disciplinary efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and efficacy to create a positive school climate' (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998, p. 219). All these aspects contribute to an educator's belief in their performance ability (performance in the context of an action, rather than a musical one). These facets are related to an ability to exercise control over the learning environment (on a large scale, so home learning counts as the environment). Additionally, because there is a self-satisfying / rewarding nature to the achievement of control, and that this control affects perceived performance ability or efficacy, it can be said that to improve teacher efficacy an educator must be able to elicit some control over the seven subscales of Bandura's teacher efficacy scale. However, this improvement in teacher efficacy need not be restricted to Bandura's TSE only. It can also be said that teacher efficacy can be improved by the increase in control in any part over the learning environment or other aspects of teaching (examples being the seven subscales put forth by Bandura).

In summary, teacher efficacy is separated from self-efficacy by the context in which the actions or performances take place. Personal actions or performances are categorised under self-efficacy and professional practice actions (such as an ability to convince an administrator to relinquish more resources for the music department) are categorised under teacher efficacy. The functionality of teacher efficacy as a social cognitive term is to differentiate the contexts in which the actions or performances are taking place. Teacher efficacy affects the classroom environment by influencing the believed level of control that the educator possesses. If the educator believes they have a low level of control (regardless of the objective truth) they will not exercise actions or performances to enact effective control of a classroom environment. In terms of aspects of teacher efficacy that affect the classroom environment, I believe that the subscale items outlined by Bandura (1997) are exemplars of the types of efficacy located within the classroom environment and exhibit aspects of control that could also characterise other features of more subscales not mentioned by Bandura.

I will be addressing self-efficacy in the context of music education in my discussion.



## **Chapter 5: Discussion**

### **5.1: How can music educators plan for and provide sources of positive self-efficacy for their students?**

From the literature review included in this project, it is understood that there are four main sources of self-efficacy: enactive mastery experiences, vicarious experience, verbal persuasion, and physiological and affective states (Bandura A. , 1997). Our job as music educators is to understand the most effective way to enable positive influence through examining how these sources function within the educational environment. I will provide several possible example scenarios where these sources will appear so that users of this project can relate and understand the sources in the context of their own practice.

It is appropriate to suggest that effective educational practice when attempting to positively affect self-efficacy that the four sources influenced in conjunction with each other to maximize time efficiency. This strategy is also useful for also maximizing the catchment area for possible source influence.

Bandura (1997) stated that mastery experiences are the most influential of the four sources. Thus, it should be the most important source to include in educational pedagogies. It is understood that you can provide a student with the guidelines for effective control of a performance, but the student must also be convinced to begin to enact control in the first place. As a result of this persuasion being required the student can either be told outright of their ability to perform or be convinced in a less confrontational way. I believe that the less confrontational approach may elicit more successful results, this is because of sentiment expressed by Bandura (1997) that suspected that people are more likely to respond to bolstering efficacy beliefs if done in a non-confrontational manner. In terms of a practical example of this technique, students are given an assignment and one of the students has wavering beliefs in their ability to complete the task. To bolster efficacy beliefs in this case, it would be effective to outline, before or after the assignment is given, to highlight the lessons in which the students learned the skills that would help them complete the assignment to a satisfactory level. This technique shows the student, in a non-confrontational way, that they do possess the requisite skills for the task and perhaps they should revise their work from those previous lessons. Obviously, the level of guidelines for effective control to enact a mastery experience would depend on the efficacy to objective ability deficit but in this case it was marginal.

Vicarious experiences represent the attainments of peers that the subject student undertakes diagnostic comparison against. In other words, these vicarious experiences are enacted by the subject student by comparing the abilities of themselves against the abilities of similar peers. In an educational

environment scenario, understanding that the more parallels between the model and the observer (peers and the subject student) the stronger improvement in the efficacy beliefs of the observer, this source is more effective when the student participants can identify with each other. Specifically, that aspects such as age, culture, perceived academic performance, and shared personal interests will bolster how effective trying to affect efficacy beliefs through this source will be. Bandura (1997) mentioned that even if the observer student sees their peer fail at a performance this can still improve efficacy beliefs. Thus, taking into account this understanding about vicarious experience, an educational environment example would be for students to engage in an activity where failure is acceptable, but success is encouraged. This technique works because the observer can witness failure and improve on their own efficacy beliefs and proposed performance technique or they can witness success and model their behaviour in relation to that of their peer, either outcome can improve efficacy beliefs.

An important consideration to make is the potential debilitating effects on the subject student should the modelled experienced not work as intended. For example, showing a student how to play a sequence of notes on the saxophone when they don't believe they can do that isn't a great idea because it might make them despondent. Additionally, Bandura (1997) explained that comparative behaviour or modelling sometimes can't be ignored by young children for an extended period of time due to the school practices and social consequences of comparing oneself to their peers is so prevalent. Thus, in practice it would be effective for the educator to engage in some form of analysis of the context in which the modelling is taking place to assess whether it would be appropriate or not, to eliminate any chance of debilitating effects of a student's self-efficacy.

Verbal persuasion functions as more of a consolidation of efficacy belief action, rather than an efficacy belief inception technique. In light of this, verbal persuasion should be used as a continual reinforcement method of maintaining a subject's efficacy beliefs to counteract stagnation. It is important to consider the subject student's objective ability level in comparison to their efficacy beliefs as persuasion when these are not aligned can cause failures that will discredit the persuader and weaken the subject's efficacy beliefs (Bandura A. , 1997). Additionally, per studies done by Schunk et al. (in Bandura, 1997), it is important to understand that commenting on the student's abilities is more effective if they are told they have the capability to complete a performance, rather than being told their abilities had improved. Using verbal persuasion in an educational scenario, a student has undertaken practice of a skill in their own time and wants to demonstrate this for the teacher. After the student has demonstrated their improvement, it is an effective efficacy bolstering method to outline the performance capability they have achieved, rather than establishing an immeasurable

scale of improvement. After which the student will understand their abilities in relation to the task or performance that the teacher outlined.

Understanding physiological and affective states, for the educator, is more about recognizing how these states affect the student's efficacy development and performance ability rather than affecting these states for the improvement of self-efficacy. It is important for the educator to put in place methods for preventing negative physiological and affective states that inhibit function and realise negative thoughts about a performance by the student. Additionally, it is understood that students rely less on their physiological responses when they are more absorbed in the activity or performance being undertaken, so these negative responses are less concerning. Considering this information, educators should action the necessary verbal persuasions and educational environment adjustments to account for negating these effects. For example, the teacher can mention to the student that the educational environment is judgement free, and failure is acceptable. This can be done by presenting a formative testing consequence free environment. Additionally, the teacher can make the peer audience for a performance smaller, if the student indicates that this would ease their physiological responses (understanding that this is not a straightforward process, and that the student will most likely not state what physiological responses they were feeling). The influencing of this source is important to bolstering the other three sources (because of its ability to realise negative performances through thoughts), such that they are all affected by the physiological state of the student.

The figure below lists examples that explain how an educator might try to affect each source.

SOURCE OF SELF-EFFICACY	EXAMPLE PEDAGOGY
<b>MASTERY EXPERIENCES</b>	The educator sets up activities in which the subject student will experience success from a performance, not so much that they question the validity of the activity, but not so challenging that they cannot achieve success. The activity level is dependant on the objective abilities of the student.
<b>VICARIOUS EXPERIENCES</b>	The educator pairs two students together who share similar interests and are of a similar ability level, but not too distinct. These students then engage in activities where they can show each other how to complete a task. The assessment

<b>VERBAL PERSUASION</b>	<p>on the educator's behalf is undertaken in the form of examination of ability levels and interests to form appropriate pairs.</p> <p>The educator plans for moments of verbal persuasion after performances to encourage the student based on the outcome. If the student did not achieve their goal, the educator can point out what needs to be done in a constructive manner to achieve this goal. If the student was successful in their performance, then the educator can reinforce this success and outline how far the student has come with their abilities.</p>
<b>PHYSIOLOGICAL STATES</b>	<p>The educator can form a lesson plan for a class that will focus on how to manage stress and anxiety. This is done to teach students how to alleviate mental and physical pressures that can manifest failure in performances.</p>

*Fig 1.*

## 5.2: How does self-efficacy affect the aspects of being?

With consideration of the examples of the four sources of self-efficacy in educational practice, it is important to understand how affecting these sources relates to the agency and well-being of the subject student. As when an educator undertakes the task of affecting the efficacy beliefs of a student, the ripple effects of this method are felt through the whole-student rather than just the aspect of education they are experiences, in this case music.

Agency is directly influenced by self-efficacy beliefs as it is the feeling of control over actions and the student's ability to affect the consequences of their actions. The interactions between self-efficacy and agency can be interchangeable as control over one's actions is bounded by the belief in the ability to complete the action itself. The perception of causality and consequences of actions is interlinked with self-efficacy by being agency being a belief itself, a student's belief in their own agency is developed by the outcome of performances they undertake. For example, if a student experiences

failure in a performance, they now believe that they have less agency in this respect. Thus, the more belief the student has in their ability to perform the more agency they have.

Well-being, to recap, is a combination of a student feeling good, functioning well, experiencing contentment, and feeling a sense of purpose within their environment. Self-efficacy functions in relation to this aspect of being by acting as a conduit for increasing good feelings and contentment elicited by performances to a level that corresponds to the efficacy beliefs of the student. For example, if a student achieves or exceeds an expected outcome after a performance that corresponds to their efficacy beliefs, they are not disappointed or let down by their performance whilst they are also content after their expectation is met.

The four self-efficacy sources act as a holistic influence on the aspects of being individually. Although each source may influence aspects of being on a micro level, it is important for the educator to focus on the macro function of efficacy belief improvement and their methods for affecting these sources, rather than making sure the aspects of being are being affected as these will be ancillary outcomes of a successful pedagogy.

### **5.3: How does an educator's understanding of teacher efficacy affect the understanding of self-efficacy and the resulting pedagogy?**

An educator's understanding of their efficacy beliefs in relation to the practice of their profession and personal life is important to their self-efficacy pedagogical implications. This is because once an educator can empathize with the feelings associated with improved efficacy beliefs, they can develop pedagogy with more depth. For example, after using a project such as this one an educator undertakes a self-critical approach to examining their current methods, they can determine that there is room for adjustment to effectively affect the efficacy beliefs of their students.

This is an iterative process that is undertaken by the educator in a continual state of improvement of their understanding. This process can be undertaken in order to examine how a student might respond to methods that are focused on one source of self-efficacy and then the educator can determine how this method might function in an educational environment. However, it is important to consider that the fundamental aspect of the iterative process is action and reflection. Regelski (2002) outlines that critical action and reflection is crucial for the development of a music educators' practice because unlike medical professionals, sometimes, failure is not as vividly obvious as in the health profession. He states that an educator must be able to eliminate the preconceived notion of barriers created by educational context, for example, music teachers can often assume that their peers experience the life and their environment as they do. Regelski points out that to be critical

and reflect on their methods, educators should shed the context in which they teach (in this example), whether it be the local educational context or their own personal opinions and experiences. It should be understood that this process is a balancing act between empathizing without letting personal opinions and beliefs hinder objectively effective pedagogy.

## **Chapter 6: Recommendations and Implications**

### **6.1: How can we shape music education curriculums in the future to enable more self-efficacy focused lessons?**

As I outlined in my discussion of music education advocacy, it is important for educators to make clear the benefits of a whole-student orientated music curriculum to bolster support for maintaining the inclusion of music as a subject at various institutions. It is crucial to consider how we as educators can direct and develop the music education curriculum at our own respective institutions to include methods than engage the topics discussed in this project.

Music education advocacy is a key aspect of shaping future curriculums as the resulting power and control from this advocacy is given to educators who can then make pedagogical decisions to include targeted methods to elicit efficacy belief responses. Thus, I suggest the start of directing whole-student and self-efficacy based music education curriculums begins with the advocacy for the inclusion of the music curriculum itself, based on information presented in this project and other academic works concerning the holistic benefits of whole-person focused educational practices.

Secondly, the development of more projects similar to this one is central to the ongoing advocacy and music teacher education. The resulting increased understanding of self-efficacy and whole-student focused education by the teacher further the support for this approach to music education and, hopefully, increase positive responses to this approach by students. Thus, educator professional development in the form of examining self-efficacy and whole-student approach academic projects will increase understanding on the educator's behalf and in turn increase advocacy.

Thirdly, shaping the music education curriculum for the future can be enabled by the continual creation of self-efficacy projects for educators, as well as additional research into how whole-student and self-efficacy focused educational methods affect students beyond graduation. Additionally, more research into real life examples of affecting the different sources of self-efficacy so that more effective methods can be developed.

### **6.2: What does this project mean for self-efficacy in music education going forward?**

As a result of this project, it is apparent that additional practical research should be undertaken to examine the student participant responses to varied approaches to enacting self-efficacy focused pedagogies. Regrettably, I was unable to conduct empirical research to commit information to the knowledgebase due to the COVID-19 pandemic situation in New Zealand. The understanding of self-efficacy in music education environments would benefit from in-person

practical research that could reveal student opinions and feelings regarding this whole-student focused approach. Speaking anecdotally, when presented with confronting transcriptions about the power dynamics present in music studios between teacher and student (Rakena, 2016) it hammered home the importance of a pragmatic approach to understanding how we as educators should value the input and feedback of our students. Personally, I would like to see more in-classroom research conducted to affirm or challenge the information in this project, such that the music education knowledge base could have solidified understanding of how self-efficacy functions in a real educational environment, as it is acknowledged that this project is largely theoretical.

### **6.3: Future research or project recommendations**

To increase the understanding of self-efficacy in music education and the benefits to the student of a whole-person approach to music education the subject area would benefit from empirical research taken that attempts to measure the effects of self-efficacy source focus. In other words, research that examined each self-efficacy source individually by developing test methods to attempt to only elicit influence over one source at a time and monitors the outcomes of this approach. This way, there could be more understanding about the effects of these sources in a music education pedagogy context and departing from the generalized self-efficacy information.



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