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The Relationship between Self-Confidence and Social Anxiety in Students with and without Music Education

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Abstract
The aim of this descriptive survey study is to determine the relationship between self-confidence and social anxiety among university students who have undergone music education and those who have not. The sample for this study consists of students enrolled at a state University. The researchers used a 'Personal Information Form' as a data collection tool. To determine the students' self-confidence levels, they employed the Self-Confidence Scale developed by Akın (2007). Additionally, the researchers used The Social Anxiety Scale, which was developed by Liebowitz and adapted into Turkish by Eren-Gümüş (1997), to determine the students' social anxiety levels. The research revealed that the students had moderate levels of both inner and external self-confidence, and low levels of anxiety and avoidance. Additionally, a weak negative correlation was found between the students' inner self-confidence and their anxiety and avoidance levels, specifically for those with music education. Research has shown that students without music education have a negative correlation between their inner self-confidence and anxiety levels. It is important to note that these findings only apply to students without music education. Additionally, a weak negative correlation was found between the external self-confidence and anxiety levels, as well as between the self-confidence and avoidance factors.

Keywords: Music, Music Education, Self-Confidence, Social Anxiety, University Students

Introduction

Music has been an integral part of human history as it gives significance to the emotions and ideas that first arose with Adam (Yılmaz & Şen, 2016). People have always been around music if this claim is to be believed. Every single person on Earth is going about their day doing something really essential. Human psychology places a premium on these activities. As a result, individual characteristics like 'social anxiety' and 'self-confidence' have shown themselves psychologically. What kinds of changes might people experience in these situations due to music has long been an intriguing subject of study.

Music is the unbridled expression of human feelings; it spreads like wildfire and refuses to be stifled because it is an absolute need. Music is a tangible idea that is thought to influence people's psyches. Some of these ideas, like 'social anxiety' and 'self-confidence', work on people consistently. A person's 'self confidence' can be defined as their belief in their own sufficiency, in contrast to 'social anxiety' which manifests as 'internal' and 'external' restlessness. What follows is an explanation of what 'self-confidence' and 'social anxiety' mean.

Confidence is described as the state of being at ease with oneself, having the impulse to act promptly, knowing oneself to be valued and adequate, and accepting and acknowledging oneself as one is (Otacıoğlu, 2008). As cited by Günalp (2007), 'self-confidence' was defined by Mckay and Fanning as the state of having a firm grasp on one's own identity and a sense of distinctness

from all other forms of life. 'Social anxiety' is not something that a person who possesses 'self-confidence' is likely to experience in everyday life. One could argue that 'self-confidence' and 'social anxiety' go hand in hand.

'Social anxiety' refers to a person's apprehension about interacting with others. Yıldırım et al. (2011) state that anxiety occurs when a person is conscious of being watched by others both within and outside of themselves. This happens when there is a need for or requirement for performance, and the individual is being evaluated by others. The individual experiences fear of failing in these situations. 'Social anxiety disorder' can be described as a behavior where an individual avoids situations involving social interaction, such as being introduced, having meals, or talking, because they fear being scrutinized or ridiculed by others. This behavior occurs in settings where social interaction is required (Erkan, 2002; Yeniçıktı, 2010).

'Social anxiety' is a disorder with multiple symptoms that typically shows up in social situations, typically begins in childhood or adolescence. People with this illness experience extreme anxiety while in public or around large groups of people. People around them perceive them as reserved, icy, uncaring, and frigid. Fear prevents persons with 'social anxiety' from engaging in all of their desires, including making friends, joining new communities, and taking part in activities that require a lot of talking and interacting with others (Erkan, 2002).

When considering the 'self-confidence' and 'social anxiety' aspects of an individual's musical education, it becomes clear that musical training plays a significant role in developing social confidence, improved self-expression, a positive self-image, a sense of well-being, a calm demeanor in two-way interactions, appropriate social behavior, and a lack of fear and anxiety in challenging situations. Given the significance of this topic, the purpose of this study was to compare the levels of 'self-confidence' and 'social anxiety' among students who participated in music education programs with those who did not. The research's sub-questions are outlined below.

1. What are the 'self-confidence' and 'social anxiety' scores of the students with and without music education?
2. Do the 'self-confidence' and 'social anxiety' scores of the participants differ according to whether taking music education or not, Gender and the faculty/school
3. Is there a relationship between 'self-confidence' and 'social anxiety' scores of students with music education?
4. Is there a relationship between 'self-confidence' and 'social anxiety' scores of students without music education?

Method

This study compared the 'self-confidence' and 'social anxiety' levels of students in the music education and non-music education groups using a survey technique. To put it simply, survey models are ways of doing research that try to capture the essence of a certain moment or event. A definition is sought for the event, person, or thing under study 'in its own conditions and as it is.' (Karasar, 2005).

Study Group

The study group included 220 students from a state university's education faculty, departments of classroom teaching, preschool teaching, mathematics teaching, science teaching, social studies teaching, Turkish language teaching, psychological counseling and guidance (PCG), and state conservatory. However, because students who completed the scale inaccurately or incompletely were omitted from the study, the study group consisted of 199 students in total.

Table 1 Demographic Information of the Participants

Variables		f	%
Gender	Male	95	47,7
	Female	104	52,3
Status of whether taking music education or not	Yes	56	28,1
	No	143	71,9
Department	Turkish	35	17,6
	Science	19	9,5
	Social Studies	17	8,5
	Mathematics	11	5,5
	PCG	60	30,2
	Conservatory	57	28,6

Looking at Table 1, 47.7% of the students studying at the conservatory are male and 52.3% are female. 28.1% of the students with music education answered 'yes' and 71.9% answered 'no'. 17.6% of the student at the department of Turkish Teaching, 9.5% Science, 8.5% Social Studies, 5.5% Mathematics, 30.2% PCG, 28.6% Conservatory.

Data Collection Tools

Personal Information Form: 'Personal Information Form' was developed by the researchers in order to collect information regarding the demographics of the individuals participating in the study.

Self-Confidence Scale: The Self-Confidence Scale developed by Akın (2007) can be administered to adolescents and adults in education and psychology and the like. The scale comprised of a five-point Likert scale, was utilized for the purpose of determining the levels of self-confidence. The 33-item scale is a 5-point Likert-type scale expressed as '1' strongly disagree, '2' disagree, '3' undecided, '4' agree, '5' completely agree rating scale. A person's self-confidence level is calculated by dividing the total scores, which are lower than 2.5 points indicate low levels of self-confidence, scores between 2.5 and 3.5 points indicate moderate levels of self-confidence, and scores above 3.5 show high levels of self-confidence. Akin (2007) determined the Cronbach's alpha value of the Scale as 0.83. The reliability coefficient in the present study was 0.95indicating that the scale had a high level of reliability.

Social Anxiety Scale: The study utilized the 'Self-Assessment Inventory in Social Situations', originally developed by Liebowitz and then adapted into Turkish by Eren-Gümüş (1997), to assess pupils who had and had not had music education. The inventory comprises 24 items and is a 4-point Likert-type scale encompassing anxiety and avoidance sub-factors (Eren-Gümüş, 1997). Eren-Gümüş (1997; 2002) conducted validity and reliability assessments of the scale in Turkey using a sample from a normal university. The scale's internal consistency coefficients were calculated as follows: total (r=0.96), total anxiety (r=0.92), anxiety in social interaction situations (r=0.89), anxiety in performance situations (r=0.81), total avoidance (r=0.92), avoidance in social interaction situations (r=0.89), performance avoidance (r=0.83). The correlation coefficients between the total scores of the scale and its subscales exhibit consistently high values, ranging from 0.68 to 0.98. The two-factor solution accounted for a total variance of 34.98%, with the first factor explaining 19.28% of this variance and the second factor explaining 15.70% (Eren-Gümüş, 1997).

Data Analysis

Statistical analyses were performed and reported using data that was input into the SPSS (Statistical Package for the Social Sciences) application. The gender and music education status factors were considered in a t-test for independent samples that compared 'self-confidence' and 'social anxiety' scores; the department provided the basis for a one-way analysis of variance (ANOVA). A correlation study was carried out to investigate the association between the degrees of 'self-confidence' and 'social anxiety' in student swith and without music education. A correlation coefficient of 1.00 signifies an absolutely positive correlation, a value of -1.00 an absolutely negative one, and a value of 0.00 the absence of any correlation at all. The following coefficient are commonly used to interpret the correlation coefficient in terms of size: a high correlation coefficient is between 0.70 and 1.00 considered high, a medium correlation is between 0.70 and 0.30, and a low correlation is between 0.30 and 0.00. However, there is no universally accepted range for this interpretation. The following limits are commonly used to interpret the correlation coefficient in terms of size: a high correlation coefficient is between 0.70 and 1.00 in absolute value, a medium correlation is between 0.70 and 0.30, and a low correlation is between 0.30 and 0.00 (Büyüköztürk, 2018).

Findings

'What are the self-confidence and social anxiety scores of the students with and without music education?' Table 2 presents the findings related to this research question.

Table 2 Descriptive Analysis Results on Self-Confidence and Social Anxiety Score Levels of Students with and without Music Education

Self-Confidence and Social Anxiety	Status of whether taking the Music Education or not	N	x̄	SS	Min. Point	Max. Point
Inner Confidence	Yes	56	67,59	10,32	50	111
	No	143	65,59	10,89	17	65
External Confidence	Yes	56	63,20	10,70	38	110
	No	143	60,15	10,78	16	102
Anxiety	Yes	56	46,43	12,16	24	75
	No	143	51,01	12,93	23	86
Avoidance	Yes	56	44,32	11,94	22	75
	No	143	49,38	12,81	11	84

Table 2 shows a comparison of the 'self-confidence' and 'social anxiety' scores of students with and without music education. The mean inner self-confidence score for students who answered 'yes' in the 'self-confidence' sub-dimension was 67.59 while the mean external self-confidence score was 63.20. For students who answered 'no', the mean inner self-confidence score was 65.59, and the mean external self-confidence score was 60.15. The students' levels of inner and external self-confidence are moderate. When comparing the 'social anxiety' scores of students with and without music education, the average anxiety score for students who answered 'yes' in the 'social anxiety' sub-dimension was 46.43, while the avoidance score was 44.32. For students who answered 'no', the average anxiety score was 51.01, while the avoidance score was 49.38. Therefore, it can be concluded that the students' anxiety and avoidance levels are low.

The study's findings, displayed in Table 3, examine whether there are disparities in the ratings of students' 'self-confidence' and 'social anxiety' based on their participation in music education.

Table 3 T-Test Results for Independent Samples of Students' Self-Confidence and Social Anxiety Score Levels in terms Status of Participation in Music Education

Self-Confidence and Social Anxiety	Status of whether taking the Music Education or not	N	x̄	SS	SD	t	p
Inner Confidence	Yes	56	67,59	10,32	197	1,179	,240
	No	143	65,59	10,89			
External Confidence	Yes	56	63,20	10,70	197	1,794	,074
	No	143	60,15	10,78			
Anxiety	Yes	56	46,43	12,16	197	-2,287	,023*
	No	143	51,01	12,93			
Avoidance	Yes	56	44,32	11,94	197	-2,554	,011*
	No	143	49,38	12,81			

Table 3 presents an analysis of the 'self-confidence' and 'social anxiety' scores of students, categorized by whether or not they participate in music education. Among students who answered 'yes' in the 'self-confidence' sub-dimension, the average inner self-confidence score is 67.59, while the average external self-confidence score is 63.20. The students who responded 'No' have an average inner self-confidence score of 65.59 and a mean outward self-confidence score of 60.15. The participants who answered 'yes' and 'no' did not show any notable disparity in their ratings for inner self-confidence and exterior self-confidence ($p>.05$). When analyzing the students' enrollment status in the music education, no statistically significant difference was observed in regards to their levels of

inner self-assurance ($t_{.05:197}$=1.179) and outward self-assurance ($t_{.05:197}$= 1.794).

Upon analyzing Table 3, it becomes evident that there is a significant difference in the anxiety ($t_{anxiety}$=-2.287, p<.05) and avoidance ($t_{avoidance}$=-2.554, p<.05) scores, which represent the sub-factor dimensions of the 'social anxiety' scale, depending on whether the students enroll in the music education. Students with music education had lower levels of anxiety and avoidance, which are sub-factors of the 'social anxiety' scale. Upon analyzing the scores of the 'social anxiety' scale among students with and without music education, it was observed that students who responded affirmatively had lower levels of 'social anxiety'.

The findings regarding the differentiation of the 'self-confidence' and 'social anxiety' score levels of the students with and without music education in terms of gender are given in Table 4.

Table 4 T-Test Results for Independent Samples of Self-Confidence and Social Anxiety Score Levels of Students with and without Music Education in terms of Gender

Self-Confidence and Social Anxiety	Gender	N	x̄	SS	SD	t	p
Inner Confidence	Female	103	65,87	9,38	196	,336	,737
	Male	95	66,39	12,12			
External Confidence	Female	103	59,82	9,55	196	1,560	,120
	Male	95	62,22	12,00			
Anxiety	Female	103	52,37	12,39	196	-3,073	,002*
	Male	95	46,85	12,86			
Avoidance	Female	103	49,27	11,63	196	-1,515	,131
	Male	95	46,53	13,84			

In Table 4, when the 'self-confidence' and 'social anxiety' score levels of the students with and without music education were analysed according to the gender variable, no significant difference was found in terms of the 'self-confidence' sub-dimension score averages were determined by gender as inner self-confidence ($t_{.05:196}$=,336) and external self-confidence ($t_{.05:196}$=1,560). There was no significant difference between the inner self-confidence and external self-confidence scores of the female and male participants (p>,05).

When Table 4 is analysed, a significant difference was found in the anxiety scores of the students, which is the sub-factor dimension of the 'social anxiety' scale, according to gender (t_{196}=-3,073, p<,05), while there was no statistically significant difference in avoidance scores according to gender (t_{196}=-1,515, p>,05). The anxiety score average, which is the sub-factor dimension of the 'social anxiety' scale according to gender, of the students with and without music education was higher in women (x̄:52,37) compared to men (x̄:46,85).

Table 5 Results of the Test of Variance (ANOVA) Analysis of the Self-Confidence and Social Anxiety Score Levels of the Students with and without Music Education

Sub Dimension		K.T	df	K.O	Department	N	x̄	SS	F	p
Inner Confidence	G.A	1471,510	5	294,302	Turkish	35	65,00	9.64	2,656	,024
					Science	19	67,84	5.36		
	G.I	21386,661	193	110,812	Social Sciences	17	67,70	14.75		
					Mathematics	11	64,81	10.07		
	Top	22858,171	198		PCG	60	62,86	10.01		
					Music	57	69,56	11.40		
					Total	199	66,15	10.74		

External Confidence	G.A	1466,109	5	293,222	Turkish	35	61,11	8.46	2,606	,026
					Science	19	60,78	8.31		
	G.I	21719,871	193	112,538	Social Sciences	17	62,29	16.02		
					Mathematics	11	54,54	8.58		
	Top	23185,980	198		PCG	60	58,65	10.73		
					Music	57	64,36	10.68		
					Total	199	61,01	10.82		
Anxiety	G.A	3605,550	5	721,110	Turkish	35	53,80	11,86	4,781	,000
					Science	19	47,21	13,82		
	G.I	29108,249	193	150,820	Social Sciences	17	43,05	14,27		
					Mathematics	11	53,81	12,94		
	Top	32713,799	198		PCG	60	53,48	11,31		
					Music	57	45,29	12,23		
					Total	199	49,72	12,85		
Avoidance	G.A	3065,960	5	613,192	Turkish	35	53,25	12,72	4,065	,002
					Science	19	43,78	13,74		
	G.I	29113,719	193	150,848	Social Sciences	17	43,41	15,80		
					Mathematics	11	50,27	6,49		
	Top	32179,678	198		PCG	60	50,76	10,35		
					Music	57	44,05	12,99		
					Total	199	47,95	12,74		
Total Social Anxiety	G.A	13057,793	5	2611,55	Turkish	35	107,0	23,65	4,720	,000
					Science	19	91,00	26,73		
	G.I	106779,26	193	553,260	Social Sciences	17	86,47	28,97		
					Mathematics	11	104,0	18,32		
	Top	119837,05	198		PCG	60	104,2	20,94		
					Music	57	89,35	23,98		
					Total	199	97,68	24,60		

In Table 5, when the 'self-confidence' and 'social anxiety' score levels of the students with and without music education were analysed according to the department they studied, the inner self-confidence variance analysis of the students in the 'self-confidence' sub-dimension point average according to the department they studied is (F= 2,656; df=5; p<,02) and external self-confidence analysis of variance is (F=2,606; df=5; p<,02). A significant difference was found in the inner self-confidence and external self-confidence scores of the participants according to the department they studied. The self-confidence of the students studying in the music department is higher than in other departments.

When Table 5 is analysed, a significant difference was observed in the analysis of variance (ANOVA) according to the department of students in the anxiety and avoidance scores, which are the sub-factor dimensions of the 'social anxiety' scale. According to the department they study, it has been detected that the lowest 'social anxiety' score in the total score of the 'social anxiety' scale is in the music department (:89.35) and the students studying in the social studies teacher (:86,47), the highest 'social anxiety' score is in the Turkish department (:107). 'Social anxiety' scale scores of students according to department they studied were lower in those who received music education. It can be said that music education has a positive effect on 'social anxiety'.

'Is there a relationship between the self-confidence and social anxiety scores of the students with music education?' the findings related to this research question are given in Table 6.

Table 6 Correlation Analysis Results Between Self-Confidence and Social Anxiety Sub-Factors for Students with Music Education

Variables	Inner Confidence	External Confidence	Anxiety	Avoidance
Inner Confidence	1	,641**	-,366**	-,301*
External Confidence	,641**	1	-,588**	-,575**
Anxiety	-,366**	-,588**	1	,849**
Avoidance	-,301*	-,575**	,849**	1

N=56, *p<,05 **p<,01

When Table 6 is analysed, it has been determined that there is a weak negative correlation between the self-confidence and anxiety factors of the students with (r=-,366; p**<,01). This means that the increase in students' inner 'self-confidence' causes a decrease in their anxiety levels. It was determined that there was a moderately negative relationship between students' external self-confidence and anxiety factors (r=-,588; p**<,01). As the external self-confidence of the students with music education increases, their anxiety levels also decrease.

When Table 6 is analysed, it was determined that there was a weak negative correlation between the 'self-confidence' and avoidance factors of the students with music education (r=-,301; p**<,01). This situation can be interpreted as the increase in students' inner self-confidence may cause a decrease in their avoidance levels. It was determined that there was a moderately negative relationship between students' external self-confidence and avoidance factors (r=-,575; p**<,01). As the external self-confidence of the students with music education increases, their avoidance level also decreases.

'Is there a relationship between self-confidence and social anxiety scores of students with music education?' the findings related to this research question are given in Table 7.

Table 7 Correlation Analysis Test Results Between Self-Confidence and Social Anxiety Sub-Factors for Students without Music Education

Variables	Inner Confidence	External Confidence	Anxiety	Avoidance
Inner Confidence	1	,705**	-,167*	-,251**
External Confidence	,705**	1	-,313**	-,344**
Anxiety	-,167*	-,313**	1	,840**
Avoidance	-,251**	-,344**	,840**	1

N=143, *p<,05 **p<,01

Looking at Table 7, it was determined that there was no negative relationship between the self-confidence and anxiety factors of the students without music education (r=-,167; p*<,05). It was determined that there was a weak negative correlation between the external self-confidence and anxiety factors of the students without music education (r=-,344; p**<,01). As the external self-confidence of the students without music education increases, their anxiety levels also decrease.

When Table 7 is analysed, it was determined that there was a weak negative correlation between the 'self-confidence' and avoidance factors of the students without music education (r=-,251; p**<,01). This situation can be expressed as the increase in students' inner 'self-confidence' causes a decrease in their avoidance level. It was determined that there was a moderately negative relationship between the external self-confidence and avoidance factors of the students without music education (r=-,344; p**<,01). As the external self-confidence of the students without music education increases, their avoidance level also decreases.

Results and Discussion

When the 'self-confidence' and 'social anxiety' score levels of the students with and without music education were analysed, it was determined that the levels of inner self-confidence and external self-confidence were moderate, while the social anxiety

score levels were low in the anxiety and avoidance sub-factors. Arkes and Garske (1982), cited in (Okyay, 2012) explained that the determining feature of individuals having low or high motivation is 'self-confidence'. Okyay (2012) stated that if the 'self-confidence' of the individual is full, he is not afraid of anything, he accepts his mistake and can struggle to correct it. According to Başoğlu (2007), people with high 'self-confidence' cannot be patient in the face of injustice. People with low 'self-confidence' do not accept this weakness because of the fear of not being accepted from the environment. Individuals with medium and low 'self-confidence' are against change and refrain from taking risks. According to Tosun et al. (2018), people with high levels of 'social anxiety' may exhibit introverted behaviors and see themselves as inadequate. Austin and Sciarra (2012) stated that individuals with 'social anxiety' do not want to be in society.

When the students' 'self-confidence' score levels were analysed according to whether they took music education or not, there was no significant difference between the inner self-confidence and external self-confidence scores of the participants who answered 'yes' and 'no'. However, Otacıoğlu (2006) and Otacıoğlu (2008) stated in their study that there is a significant difference in the 'self-confidence' levels of students receiving music education. Andresan (2017) stated that playing an instrument affects 'self-confidence' and that a person can easily express himself in the ensemble. In the study of Aykora (2019), it was determined that the 'self-confidence' mean scores of those who participated in school sports activities were lower than those who did not. It has been seen that the researches are in the opposite direction with the related study. A significant difference was observed in the anxiety and avoidance scores, which are the sub-factor dimensions of the 'social anxiety' scale, according to whether or not they took music education. Anxiety and avoidance, which are the sub-factor dimensions of the 'social anxiety' scale, were found to be low according to the status of taking or not taking music education. The 'social anxiety' scale scores of the students with and without music education were lower than those who answered 'yes' compared to the students who answered 'no'. In his study, Üstün (2016) stated that the anxiety levels of university students who received music education were lower than those who did not receive music education, and that their self-efficacy and management against stress had a positive effect on music education. Aykora (2019) stated in his study that the mean 'social anxiety' scores of those who participated in school sports activities were lower than those who did not. These studies show parallelism with the related study.

When the 'self-confidence' score levels of the students with and without music education were analysed according to the gender variable, no significant difference was found in terms of inner self-confidence and external self-confidence according to gender in the 'self-confidence' sub-dimension mean score. There was no significant difference between the inner self-confidence and external self-confidence scores of the female and male participants. Similarly, Soytok-Nalçacı (2020) stated in his study that there was no significant difference between students' 'self-confidence' levels according to the gender variable. Okyay (2012), in his master's thesis, concluded that there is no significant difference in inner self-confidence and external self-confidence of managers and employees according to gender. In the studies of Sayışman (2018), Karademir (2015) and Yağan (2019), there was no significant difference in the mean scores of 'self-confidence' according to the gender variable. There are studies in the opposite direction with this research. Aykora (2019) found that women's 'self-confidence' mean scores were lower than male participants in their study. Otacıoğlu (2008) found in his study that students' 'self-confidence' scores differ significantly according to the gender variable. While a significant difference was found in the anxiety scores, which is the sub-factor dimension of the 'social anxiety' scale, according to the gender variable of the students with and without music education, there was no statistically significant difference according to gender in the avoidance scores. Erkan (2002) in their research, the gender variable was not statistically significant in the mean of the social avoidance scale. Eren-Gümüş (1997) found no significant difference between males and females in his study with university students. In his study, Toluç (2020) did not find a statistically

significant difference between the anxiety and avoidance scores of the participants according to gender. Anxiety, which is the sub-factor dimension of the 'social anxiety' scale, was found to be higher in women compared to men, according to gender. Turk et al. (1998) found that women were more anxious than men in their 'social anxiety' scale scores. Aktan (2018) stated in his study that there was a significant difference between gender and 'social anxiety' and explained that female participants had more 'social anxiety' than male participants. In the study of Yıldırım et al. (2011) titled 'social anxiety' in pre-service teachers, the 'social anxiety' levels of women according to gender were higher than that of male students. There are studies in the opposite direction with this research. In the study conducted by Dilbaz and Güz (2002) on 'social anxiety' disorder and gender, it was observed that the 'social anxiety' levels of male participants were higher than female participants. In his study, Aykora (2019) explained that the 'social anxiety' average score of the participants was high.

When the 'self-confidence' score levels of the students with and without music education were analysed according to the department they studied, a significant difference was found in the 'self-confidence' sub-dimension mean score, in the inner self-confidence and external self-confidence scores of the students compared to the department they studied. In the study of Soytok-Nalçacı (2020), it was concluded that there is a statistically significant difference between the 'self-confidence' levels of the students studying in the Music Education Department and the 'self-confidence' levels of the students studying in the Psychological Counseling and Guidance Department, depending on the department variable. In his study, Aykora (2019) explained that according to the high school variable of the participants, the 'self-confidence' score averages of the students studying at a sports high school were higher than those studying at other high schools. The research findings of Otacıoğlu (2008) show parallelism with the related study. In the study, a statistical difference was found in the 'self-confidence' levels of the teacher candidates according to the department they studied.

A significant difference was found in the anxiety and avoidance scores, which are the sub-factor dimensions of the 'social anxiety' scale, of the students with and without music education according to the department. According to the department they are studying, the lowest 'social anxiety' score in the total score of the 'social anxiety' scale was found in the students studying in the music department, and the highest 'social anxiety' score in the students studying in the Turkish language teaching department. The 'social anxiety' scale scores of the students according to the department they studied were lower in those who received music education. It can be said that music education has a positive effect on 'social anxiety'. In the study of Yıldırım et al. (2011) no significant difference was found in the 'social anxiety' levels of teacher candidates according to the department they studied, but it was observed that there was a decrease in the 'social anxiety' levels of the students during their undergraduate education. Aykora (2019) stated in his study that the low 'social anxiety' scores of students studying at sports high schools were due to their education at sports high schools. In some studies, no significant difference was found in the 'social anxiety' of the participants according to the department they studied (Aktan, 2018).

In the correlation between the 'self-confidence' and 'social anxiety' scores of the students with music education, it was determined that there was a weak negative correlation between the inner self-confidence and anxiety factors of the students with music education. This can be explained as the increase in students' inner self-confidence causes a decrease in their anxiety levels. It was determined that there was a moderately negative relationship between students' external self-confidence and anxiety factors. As the external self-confidence of the students with music education increases, their anxiety levels also decrease. It was observed that there was a weak negative correlation between the inner self-confidence and avoidance factors of the students with music education. This situation reveals that the increase in students' inner self-confidence causes a decrease in their avoidance level. It was determined that there was a moderately negative relationship between students' external self-

confidence and avoidance factors. As the external self-confidence of the students with music education increases, their avoidance level also decreases.

It was determined that there was no negative correlation between the 'self-confidence' and 'social anxiety' scores of the students without music education, and the inner self-confidence of the students without music education and anxiety factors. It was determined that there was a weak negative correlation between the external self-confidence and anxiety factors of the students without music education. It was determined that there was a weak negative correlation between the 'self-confidence' and avoidance factors of the students without music education. This means that the increase in students' inner self-confidence causes a decrease in their avoidance level. It was determined that there was a moderately negative relationship between the external self-confidence and avoidance factors of the students without music education.

Kanat and Dikkaya (2015) stated that the life satisfaction levels of university students at the department of music who received and did not receive art education were higher in those who received art education. The positive effect of art education on students is the reason for this result. In his study on trait anxiety and anxiety sensitivity of music department students studying at the conservatory, Öz (2019) stated that there is a moderately negative linear relationship between trait anxiety and flow, and that trait anxiety predicts flow. Sun (2015), in his study investigating the effect of sports on the level of 'self-confidence', found a difference between licensed athletes and non-athletes. He explained that licensed athletes have high values. Rosenberg (1962), in his research with students, determined that there is an inverse relationship between the relationship between 'self-confidence' and anxiety (Cited by Bilgin, 2011). In his master's thesis, Sayışman (2018) stated that there is a positive relationship between the level of positive perfectionism and the level of inner self-confidence of adolescents, and there is a negative relationship between the level of negative perfectionism and the level of external self-confidence. Merey (2010) found a significant relationship in the scores of the participants in the relationship between 'self-confidence' and anxiety level. As a result of the research, he stated that as the 'self-confidence' in the individual increases, the anxiety decreases. Aykora (2019), in his study on the 'self-confidence' and 'social anxiety' levels of adolescents participating in school sports, stated that 'self-confidence' and 'social anxiety' were positively related to school, gender, and doing sports, and that there was also a significant correlation between 'self-confidence' and 'social anxiety'.

As a result, conclusion and suggestions for researchers and practitioners are given below, based on the results of the research showing that music and music education are related to individuals' 'self-confidence' and 'social anxiety' levels.

Conclusion and Recommendations

The analysis of music education students' 'self-confidence' and 'social anxiety' found interesting trends. Music education students had moderate self-confidence, lesser anxiety, and less social anxiety avoidance. Self-confidence affects motivation and behavior as shown by previous studies. High-self-confidence people oppose injustice but may be impatient with acceptance. While there was no significant difference in self-confidence scores between students with and without music education, there were differences in social anxiety. Those who participated in music education had decreased anxiety and avoidance ratings, indicating that music learning may have a favorable impact on social anxiety reduction. This is in contrast to the findings of sports-related studies, which show paradoxical effects on self-confidence and social anxiety.

Analyzing the correlation between social anxiety and self-confidence were found as a possible protective function of self-confidence against social anxiety suggested by the correlation between lower levels of anxiety and avoidance and higher levels of both internal and external self-confidence.

Contrastingly, for students without music education, no negative correlation emerged between self-confidence and anxiety levels. However, an increase in inner self-confidence correlated reduced avoidance tendencies, hinting at the potential role of self-confidence in diminishing avoidance behaviors.

In conclusion, this study highlights the potential benefits of music education in reducing social anxiety while also shedding light on the correlation among self-confidence, gender, academic fields, and social anxiety. These findings have significance for educators and practitioners, indicating the need of including music instruction to help kids develop self-confidence and reduce social anxiety. Moreover, courses or seminars covering 'self-confidence' and 'social anxiety' can be included in the university curricula. The study was carried out only in a state university only. The sample group can be expanded to the different universities as well as to the other different departments such as physical education, painting education, theater education. Last but not least, while investigating the reasons for the low 'self-confidence' and 'social anxiety' levels of the students, the social environment, working conditions, etc. could be analyzed in terms of different variables.

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