

Participants

STUDENTS OF

THEATRE
AND
DANCE

UWGB



INTRODUCTION

This research project is designed to understand the factors that contribute to performance anxiety among college performers and manage their performance anxiety with mindfulness practices. Performance anxiety affects individuals who are generally prone to anxiety and are in high public exposure and is understood as a form of social phobia. The reasons, types, and extent of the performance anxiety vary between professions, conditions, the context of the performance, and other social factors. This study aims to find out patterns of performance anxiety and possible control mechanism for students. The researcher sent a pre-intervention online survey to students of Theatre and Dance at UW-Green Bay. Thirty-six students took the survey; data were analyzed using SPSS software.

Purpose

Performance Anxiety

Some students get more **anxious** during performances, and can **mindfulness** practices help them understand and **manage** their anxieties?



Procedure

PRE INTERVENTION SURVEY

Demographic	Nine Questions
Performance Anxiety Inventory	Twenty Questions
Personal Report of Confidence	Thirty Questions
Mindfulness	Fifteen Questions

INTERVENTIONS

Mindful Moments	Before Rehearsals
Yogic Pranayama	Before Tech and Show

POST INTERVENTION SURVEY

Demographic	Nine Questions
Performance Anxiety Inventory	Twenty Questions
Personal Report of Confidence	Thirty Questions
Mindfulness	Fifteen Questions



Conclusions

Various social and demographical reasons influence performance anxieties in theatre students. This study observed that females have higher performance anxieties than males, but countererrally, females express more mindfulness than males. The reasons could be more societal—for example, fewer opportunities in the performance domain. First-generation students express less anxiety and more mindfulness than non-first-generation students. The reasons could be more psychological than societal, such as interest in higher education and excitement to be the first-generation.



Observations & Results

First Generation: First-Generation Students have lower anxiety, lower confidence, and higher mindfulness compared to non-first-generation students.

Major: Students with a single theatre major have higher anxiety, lower confidence, and lower mindfulness as compared to students with two or more majors including one in theatre.

Gender: Female students have higher anxiety, higher confidence, and higher mindfulness compared to male students.

UWGB Standing: Freshmen are more anxious than Juniors, but Seniors are equally anxious as freshmen. Juniors have the least anxiety in the group, while Sophomore has greater anxiety than Juniors but lower than the other two.



Final Analysis



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