

## **Abstract - Stress, ally or enemy in performance: an interdisciplinary perspective on performance anxiety**

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Through an interdisciplinary lens, this study examines performance anxiety, a phenomena marked by worry, fear and nervousness in evaluative situations, with a particular focus on its effects in the performing arts, sports, and education. Based on well-known theoretical frameworks like the Transactional Model and the Yerkes-Dodson Law, the study explores how performance can be improved by moderate anxiety while it can be hindered by extreme worry. Key factors influencing performance anxiety include perception of abilities, coping style, personality traits (e.g., perfectionism, introversion), past failures, and social dynamics like social support from family, teachers, and peers, alongside the effect of stereotype threat. Cognitive-behavioral therapy (CBT), cognitive restructuring, and progressive exposure strategies are examples of interventions that have been shown to be successful and adaptable across domains. This study emphasizes the value of a customized strategy for dealing with performance anxiety and suggests applying successful methods to a variety of fields, including education, sports, and the performing arts. In order to create intervention programs that not only improve performance but also promote emotional health and personal resilience, it also highlights the necessity for more research to evaluate the variations in the effects of anxiety across disciplines and to create an integrative model that takes into account the complexity of this phenomenon.

**Keywords:** performance anxiety, theoretical models, stress management, interdisciplinary interventions, performing arts