Impact of Anxiety on the Performance of University Athletes

Muhammad Zahid Mahmood

Lecturer, Physical Education and Sports, The Islamia University of Bahawalpur, zahid.mahmood@iub.edu.pk

Muhammad Shahbaz

Visiting Lecturer, University of Layyah, shahbokharwand@gmail.com

Muhammad Ashraf

Lecturer, Physical Education and Sports, Govt. Graduate College Hasilpur, Bahawalpur, ashrafathraa@gmail.com

Abstract

The study aims to evaluate the "Impact of Anxiety on the Performance of university athletes" within the Islamia University of Bahawalpur. It meticulously examines the intricate nexus between anxiety and performance across a spectrum of sports and games among university athletes. The study's objectives encompass a thorough exploration of the influence of anxiety on the performance of university athletes and a discerning identification of the factors contributing to anxiety within the domain of sports. Additionally, the research delves into the efficacy of coping strategies in the nuanced landscape of anxiety management.

The study is underpinned by a robust conceptual framework, meticulously delineating research objectives and formulating pertinent research questions. The paramount significance of this study lies in its potential to enhance the scholarly understanding of the profound impact of anxiety on sports participation. Consequently, it offers invaluable insights for coaches and athletes, enabling the efficacious mitigation of challenges arising from anxiety. Methodologically, data are acquired through a comprehensive questionnaire administered to a cohort of 100 university athletes, with ensuing statistical analyses systematically scrutinizing the formulated research hypotheses. The empirical findings underscore a statistically significant relationship between anxiety and player performance, thereby substantiating the alternative hypothesis. The study concludes with the assertion that anxiety exhibits variable effects on performance contingent upon diverse factors. Limitations inherent in the study include the constrained sample size and the delimited geographic scope of the research. In sum, this scholarly endeavor significantly contributes to the extant literature on anxiety in sports, proffering practical implications of substantial import for athletes and sports professionals alike.

Keywords: Impact, Anxiety, Performance, University, Athletes

Introduction

A person who feels psychologically disturbed is said to be in an anxious mood, according to (Peldman Kumar et al. 2007). As far as physical education and sports activities are concerned, it is said that competitive sports environments are where anxiousness is most prevalent. A profound connection has been found between anxiety and sports, claim (Robinson et al 2015). He continued by saying that while anxiety isn't always a good thing, it can aid participants in maintaining concentration and alertness while carrying out their tasks. It has been noticed that participants in different sports experiences anxiety. According to a study by(Kumar et al. 2015), young or inexperienced athletes are most likely to feel anxiety, which has an impact on their performance. The author advised against the participant being overly anxious or having a very low anxiety level. Anxiety need not always be a negative thing. A sufficient degree of anxiety can lead to better results in sports, claim (Robinson et al. 2015). The author went on to show how the player must engage with a moderate amount of anxiety in order to achieve the best results.

Background of the Study

Anxiety is characterized by mental disturbance, emotional reactivity, arousal, anxiety, and an unpleasant and unrealistic state of mind. In a variety of psychological research fields, including sports, anxiety is a well-studied construct that has experienced significant conceptual and inventory refinements over time. Anxiety has two subcomponents that affect performance: cognitive anxiety and somatic worry. (Jarvis, 2002). The cognitive, or mental, component is characterized by low hopes for success or self-evaluation, negative self-talk, performance anxiety, failure-related thoughts, difficulty focusing, and trouble paying attention. Contrarily, the somatic is the physiological component that is associated with autonomic arousals, negative symptoms like nervousness, elevated blood pressure, a dry throat, tension in the muscles, a rapid heartbeat, sweaty hands, and stomach butterflies. (Jarvis, 2002; Jones, 2000). When confidence is defined as "the inner knowledge that assures, that you can achieve your goal," anxiety is said to be closely related to both levels of confidence.

Anxiety is characterized by a complex negative sensation that combines symptoms from the physical, psychological, and cognitive domains. Numerous studies have been done on anxiety, and many of them have focused on sports.

No other psychological trait is as detrimental to performance as worry, it can be said. It is believed that athletes' performance will suffer as a consequence of anxiety. (Hanin, 2000; Weinberg & Gould, 2010).The psychology of games and fitness is paying more attention to this unexpected aspect of competitive anxiety. Numerous anxiety treatments have been shown to lower anxiety levels. According to research, "sports psychologists have believed that high levels of anxiety during competition are harmful, worsening performance and even serving as a significant predictor of dropout."(Raglin&Hanin, 2000).

Usually, anxiety has the propensity to intimidate the wellbeing of a person because it elevate someone's worries and uncertainties. The athletes overall performance in the sports is affected by anxiety Raglin&Hanin, 2000). The influence of the anxiety is known as the determinant of victory or defeat by the athletes. "Anxiety and sports activities are deeply related with each other". It is also stated that anxiety should not always perceived as a bad emotion, rather it could motivate the player to more focused and alert performance (Robinson &Freeston, 2015). A study also concluded that the anxiety could strike more to the female athletes which could be resulted in low performance (Correia& Rosado, 2019). A balance stage of anxiety can produce higher result in sports. According to different researcher's opinion consequences of anxiety could be studied in three perspectives like physical, intellectual and behavioral (Robinson &Freeston, 2015). Participation in competitive sport may impact psychological measures, such as performance due to anxiety.

Statement of Problem

Anxiety is a common experience for many athletes and gamers, and it can have both positive and negative effects on their performance. However, there is still much to be learned about how anxiety specifically impacts player performances in various sports and games. Anxiety and athletics go hand in hand. One of the variables affecting participation in sports at different levels has been anxiety. They should be aware of how to deal with these circumstances and how to prevent them from arising during sporting events. The current research aims to assess how athletes perceive how anxiety affects their ability to perform in sports. This research is conducted in The Islamia University of Bahawalpur. Through

a questionnaire, the researchers explore how athletes perceive the impact of anxiety on their ability to participate in athletics. To arrive at specific study results and conclusions, every effort is made.
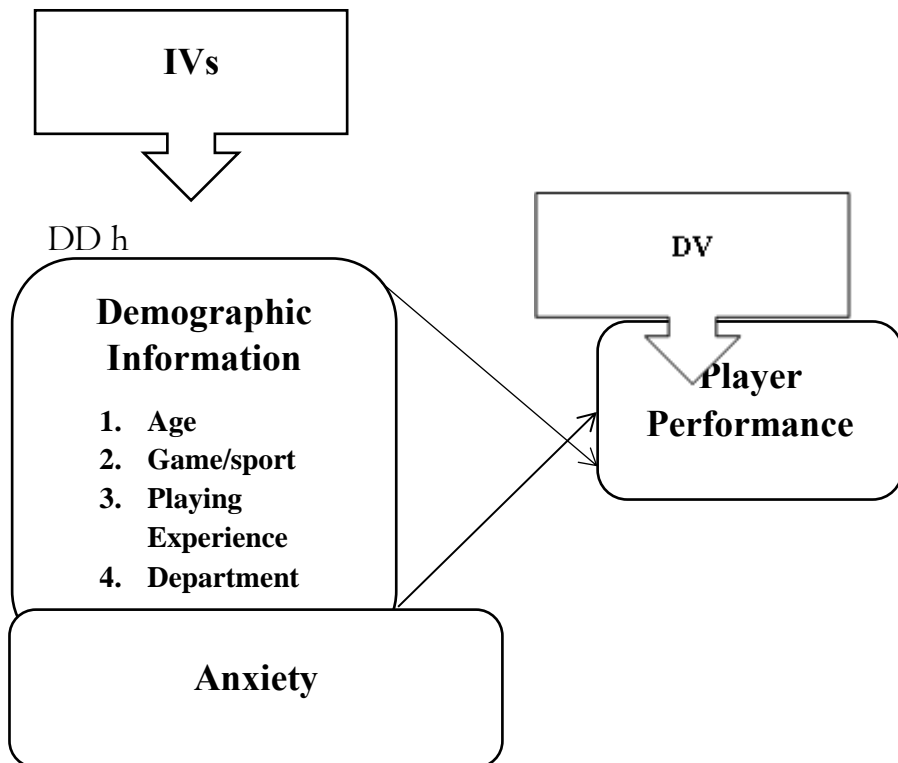
Conceptual Framework

Figure 1.1 Conceptual Framework

Objectives of Study

The main objective of study is to explore the relationship between anxiety and performance in different sports and games. We will identify the factors that contribute to anxiety in player's performance. The objective of study is also examining the effectiveness of various coping strategies for managing anxiety in university athletes.

This research was based on the following objectives

- To determine the impacts of anxiety on the performance at the university athletes of The Islamia University of Bahawalpur.
- To determine the relationship between anxiety and performance of university athletes of The Islamia university Of Bahawalpur.

Significance of the Study

This research focuses on how anxiety affects sports participation. The results of this research will enable readers to understand the effects of anxiety from various angles. The results of this research may be very useful in determining how players perceive the effects of anxiety in relation to their participation in sports. They will be better able to deal with situations that cause worry if they do it this way. The coach, managers, and athletes was also be able to educate the less experienced athletes about anxiety in sports thanks to this research.

Research Questions

1. What is the relationship between anxiety and performance of university athletes of The Islamia University of Bahawalpur?
2. What is relationship between anxiety and performance of university athletes of The Islamia University of Bahawalpur?

Hypothesis

Null hypothesis HI: There is no significant relationship between anxiety and performance in various sports and games.

Figure 1.2 Hypotheses 1

Alternative hypothesis HI: There is a significant relationship between anxiety and athletes' performance in various sports and games.

```
┌─────────────────┐                    ┌─────────────────┐
│                 │                    │   Player        │
│     Anxiety     │ ─────────────────▶ │   Performance   │
│                 │                    │                 │
└─────────────────┘                    └─────────────────┘
```
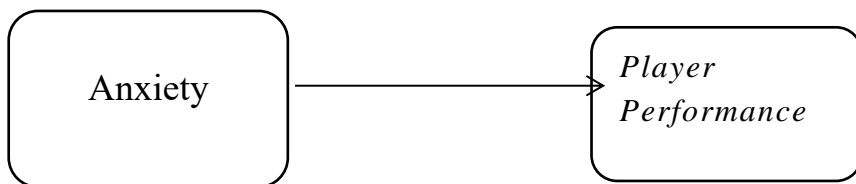
Figure 1.3 Hypothesis 2

Limitations

There are few limitations of the current study. The current study is conducted in District Bahawalpur. The data was collected from university athletes. The data was consisting at 150 of university athletes.

REVIEW OF LITRATURE

This chapter provides a comprehensive review of the literature on the relationship between anxiety and sports performance. The chapter begins by discussing the cognitive anxiety experienced by athletes, particularly in relation to performance expectations and the pressure to succeed. It explores the components of anxiety, including cognitive anxiety, trait anxiety, state anxiety, and somatic anxiety, highlighting their impact on athletic performance. The concept of competitive anxiety is introduced, emphasizing its influence on an athlete's mental state and overall performance. The chapter further examines the psychological and physiological effects of anxiety, such as impaired concentration, increased heart rate, muscular tension, and gastrointestinal distress..

Anxiety

Particularly, athletes who experience cognitive anxiety frequently anticipate loss and negative social judgements (C. Dias, J.F. Cruz 2012). The numerous crises that people might face in natural or social environments are taken into account when understanding and measuring anxiety (J.G.H. Dunn 2003). Athletes frequently experience anxiousness as a result of a number of things, including the significance their performance may be adversely affected by the expectation of athletic achievement or the difference between the skills and competencies needed for sport (M. Mottaghi et al 2013). Studies by (Dunn and Syrotuik 2003) focused on college players' anxiety about ice hockey and their concern over underachieving.

This idea was created by applying the anxiety theory to competitive sporting situations, which includes a conscious reaction, such as tension or stress brought on by the pressure to perform well, and cognition brought on by awareness of the actual competition situation (H. Kang, S. Jang 2018) As a result, in this research, anxiety was taken into account. This included fear of performing poorly, fear of receiving poor feedback from others, fear of getting hurt or in danger, and fear of being uncertain about the future.

Components of Anxiety

It has long been recognized that psychological aspects of rivalry are extremely important. In this way, the connection between anxiety and athletic success is thoroughly researched. According to the multidimensional theory, violent anxiety has two subcomponents, cognitive and somatic, and both have an impact on performance as a whole.

Cognitive Anxiety

Cognitive anxiety, which is characterized as the mental aspect of anxiety and typically manifests in gaming through the use of unfavorable standards and self-evaluations. Cognitive anxiety may have a negative linear relationship with total performance. Because of dread of failure, low self-esteem, and worry about others' opinions of you, the cognitive components of anxiety increase. It is the intellectual component, which is characterized by inadequate expectations for fulfillment or self-evaluation, inadequate self-talk issues with overall performance, metaphors of failure, an inability to reflect, and disturbed focus. (Jarvis, 2006).

Cognitive anxiety is further divided into types:

Trait Anxiety

Because athletes are classified as anxious, trait anxiety is an unpleasant emotion that permeates the athlete's personality. Trait anxiety affects state anxiety. (Endler and Kocovski, 2001) Previous studies hypothesized that variations in state anxiety brought on by the same anxiety-inducing technique may be caused by individual differences in trait anxiety. (Vater et al., 2016). Additionally, trait anxiety may impair individuals' executive functions like shifting and inhibition (Sun and Zhang, 2015). (Wu et al., 2021) Trait anxiety was chosen as the control variable in order to evaluate the efficacy of the anxiety induction process and lessen the negative impacts of individual differences. The Trait Anxiety Inventory (TAI) from the State-Trait Anxiety Inventory was used to assess trait anxiety.

Athletes must be well fit on a physical and psychological level to compete well in sport. Therefore, experts in the field of sport psychology advise that athletes' training should take their psychological well-being into account in addition to their physical development. Anxiety is regarded as one of the crucial psychological elements that can affect athletes' performance in sports. Depending on the players' sport branches, a research study found a statistically significant relationship between trait anxiety and performance in sports. (Sanioglu, Ulker & Tanis, 2017).

Another study identified trait anxiety as one of the risk variables for musculoskeletal injury in athletes. (Cagle, Overcash, Rowe & Needle, 2017). Another study (Bazancir, Beydai & Talu, 2018) found a substantial relationship between bouldering climbers' sport performance and pre-competition anxiety and self-confidence. Researchers studying the relationship between anxiety and sport discovered a statistically significant impact of trait anxiety on university athletes competing in individual sports (Merino-Fernández, 2019).

State Anxiety

State anxiety is the term used to describe a person's emotions in relation to a particular situation. This kind of fear is personal. (Conroy & Metzler, 2004). State anxiety is a multidimensional anxiety theory that included cognitive, somatic, and self-confidence components. In accordance with related research (Runswick et al., 2018, and Broadbent et al., 2019), we measured competitive state anxiety using the Mental Readiness Form-Likert. An emotional reaction to a particular circumstance is what is referred to as state anxiety. It can change depending on the scenario and includes emotions like dread, fear, tension, and a rise in physiological arousal. State anxiety, which is a

trait anxiety, comes in two flavors: physical anxiety and cognitive anxiety (Singh V et al 2017) While cognitive state anxiety is an indication of the player's mental state, somatic state anxiety refers to the player's physical/physiological state (Silmani et al 2019)(Cox RH 2002)

Somatic Anxiety:

The second type of anxiety is somatic anxiety, which includes bodily symptoms like a rapid heartbeat, sweaty palms, shortness of breath, tense muscles, and nervousness. It is advised that somatic anxiety and overall performance have an inverted u-shape connection, with somatic anxiety levels determining whether an individual performs well or poorly. (Jarvis, 2006). According to another study, somatic anxiety is made up of physiological responses in the body like palpitations, breathing problems, and tightness in the muscles. These physical symptoms are a result of psychological stress, which makes an athlete anxious before a competition and causes them to perform poorly. (Kremer, Lavallee, Williams, & Moran, 2004).

The impact of confidence, cognitive anxiety, and somatic anxiety on player performance is a topic of research in the field of sport psychology. One study compared the effects of cognitive and somatic anxiety, as well as confidence, on the player performance of futsal players, and the results showed that these psychological aspects are of utmost importance for reaching high rank in sport. As a result, when organizing and creating sport training, suitable and due care may be given to this crucial component of athletes (Habibi, Moghaddam, & Soltani 2017). A moderately negative association between somatic and cognitive anxiety and the player performance of female athletes was found in the research. In light of these results, researchers advise that athletes who exhibit high levels of anxiety be identified and given the proper training in order to get them ready to compete at a high level in sports. (Singh, Prakash, Punia & Kulandaivelan,2017).

Competitive Anxiety

Competitive anxiety is described as a feeling of apprehension when a person anticipates a scenario that they perceive as dangerous. Competitive anxiety is a term used to describe a type of anxiety that is felt as a result of conflict or rivalry. (Mellalieu, Hanton, & Fletcher, 2009). Competitive anxiety is what happens when a low-self-esteem athlete feels threatened by challenges and then remembers his or her capacity to perform.

Competitive anxiety has four measurable characteristics:

• The cognitive component of anxiety is characterized by the telltale signs and symptoms of the thought process, such as difficulty focusing, thinking about unimportant things, and problematic and intrusive thoughts.

• The affective component of anxiety is made up of symptoms that appear as feelings, such as a sense of helplessness, carelessness, and self-loathing.

• The somatic component of anxiety is connected to physiological signs such as heart palpitations, frequent urination, hot flashes or, in severe instances, insomnia.

• Muscle tension from anxiety symptoms, such as trembling, frowning, weight on the feet, fumbling in the head, or stretched muscles, is linked to motor problems.

Anxiety and Sports

Anxiety is a typical human response that affects both the body and the psyche. It is an alarm system that is triggered whenever someone feels threatened or in peril. A person experiences physical symptoms of anxiety when their body and mind respond to peril or threat. A large majority of athletes believe that anxiety is crippling to performance and that it can lead to declines in performance, which has a negative emotional impact on views in sporting events (Weinberg RS,Gould D 2011). Numerous studies have demonstrated that an athlete's ability to manage their anxiety levels is a key factor in tournament success (Humara M 2001). The concept of anxiety has been continuously investigated in the field of sport psychology and has grown to be the most extensively studied psychological factor that affects athletic performance (Cox RH 2007). Sports and worry are more closely related because we understand that sports are competitive by nature and that winning and losing are inherent parts of playing them.

In sports, anxiety is a major factor. The difficulty of participating in athletics is what causes anxiety. The degree of an athlete's performance depends on how he manages his anxiety. With a variety of various conditions, the level of anxiety also changes. Because of the high expectations placed on competitors and the demands placed on them to achieve, anxiety is likely to be higher in highly competitive sports than in relatively non-competitive sports. Individual and team athletes who participate in athletics may display signs of anxiety. Everyone experiences anxiety when participating in games and athletics. This significant factor has an impact on how well athletes perform when faced with difficulties in sports.

Hann YL (2000) found "sports psychologist has long believed that high levels of anxiety during competition are harmful, worsening performance and even leading to dropout." Depending on the situation, anxiety may decrease or rise. Athletes can control their anxiety by practicing relaxation, hypnotherapy, cognitive behavior therapy, and positive thinking.

Sports Anxiety

Sport anxiety is a characteristic or response that relates to the situations of stressful exercise. Individuals believe that stress to a series of cognitive assessments, behavioral responses, or physiological stimuli (Ford Ji,et al 2017). A high level of anxiety will cause a low level of athletic performance (Spielberger 2013). However, studies indicate that not all anxiety symptoms are inherently negative. It depends on how athletes view these states, as some may be performance enhancing (Mellalieu, et al 2006). (Hanton et al 2008) proposed that some people may regard their anxiety symptoms as promoting performance while others may regard the same symptoms as distressing or causing negative effects.

The majority of sport psychology study focuses on how athletes' performance is impacted by sport anxiety.(Moore Lj ,Sj et al 2013) Sport anxiousness is regarded as one of the most researched topics in sport psychology at the same time.(Mellalieu SD, S et al 2009) Sport anxiety may impair athletic performance,(Woodman T ,Hardy 2003)(Ong NC , Chua JH 2021) or goal-orientation,(Rooberts GC 2001) and may worsen athletes' mental health issues or even raise their risk of sports injuries, according to earlier research.(Cagle, OverCash et al 2017)(Ford , Ildefonso 2017)

Numerous stressors exist in the elite sports environment, and these stressors will have a negative impact on athletes' mental health and may raise their chance of developing mental disorders. (Rice, Purcell 2016) Teenagers often begin their preparation for competitive sports, and mental health issues are very common in this age group. (Swann, Telenta et al 2017)

Performance

Performance should be distinguished from learning because anxiety may impact motor skill differentially as proficiency increases. Schmidt defined learning as "A set of internal procedures associated with practice or experience leading to relatively permanent changes in the capability for skill". During the early stages of task acquisition in a normal learning paradigm, improvement is

typically rapid; however, as trials go on, improvement starts to slow down, and subsequent skill increases take place more slowly. Improvement eventually reaches an asymptote where little to no additional gain from additional trials happens. It is frequently believed that a subject has hit the stage of development when the rate of improvement reaches an end Kraft. It is frequently believed that the topic has attained the stage of performance once the rate of improvement reaches an end Kraft. As a result, the majority of motor behavior experiments with non-athletes focus on learning-related rather than performance-related variables. Contrast this with the example of the skilled athlete, who has advanced past the learning stages of skill acquisition and has performed his or her activity on a much greater number of trials than happens in most motor behavior experiments.

Impact of anxiety on performance

Sport-related performance anxiety is fairly prevalent because, in some cases, performance anxiety aids in concentration. However, too much will cause an anxiety-inducing adrenaline surge. At the start of a crucial sporting event, athletes who experience shortness of breath, perspiration, trembling, or a high heart rate will lose focus, behave erratically, and feel paralyzed. The athlete no longer feels confident in him and does not think he will be able to achieve anything successfully. These are symptoms of performance anxiety. He must learn how to control his anxiety if he is to cope with these thoughts and in order to do this, he must comprehend the connection between anxiety and sports performance.

Variables

Dependent Variables

Performance was measured using various metrics, such as strength, endurance, agility, and overall performance of university athletes. When athlete body is tense and blood pressure high, it is difficult for his body to move in a fluid and coordinated manner. Athlete actions will be jerky and misplaced, affecting his performance in a negative manner. Performance of university athletes was dependent variable

Independent Variable

Anxiety affects a sports university athlete's performance in physiological, cognitive and behavioral ways. If he suffers from anxiety before

an important athletic competition, his sports performance will be affected. Anxiety of university athletes is independent variable.

METHDOLOGY

The basic purpose of this distinct research is to determine and investigate the impact of anxiety on performance of university athletes of Islamia University of Bahawalpur. These variables executed in the current research. The outcome variable is the performance of university athletes. The main purpose of this chapter is to plan the strategies for the current research. The chapter comprises the research design and methodologically methods. These chapters also describe the detail information population and sampling, instruments procedure, data collection process and data analysis technique for this study.

Research Design

Research design is considered as the outline or strategies for research design applied to lead in data collection and data analysis. Selecting research design is determine deeply by the preferred knowledge, source, and the competence of the researches. The research design for the entire study is grounded on correlation design as shown in figure 3.1.
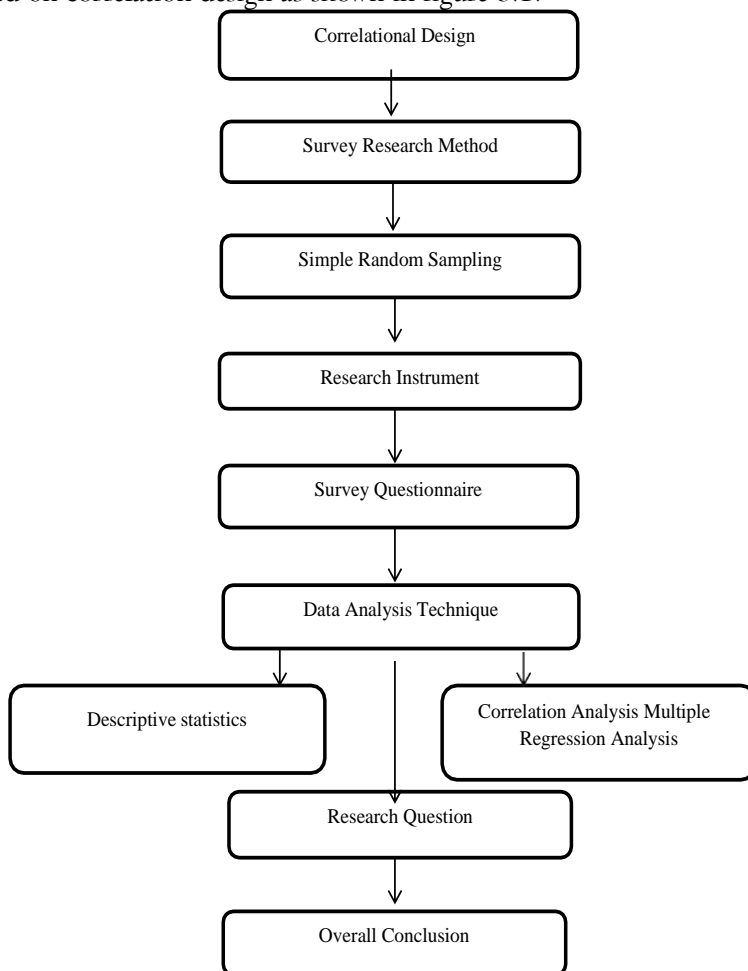

Figure 3.1 Research Design

Population

The population is the sum a sum of individual who keep the different abilities than other individuals.

Sample Size and Sampling

In the view of population statistics, the overall sampling size is (n-150) at university level. Sampling is a method of establishing sample a population. Therefore, researches used simple random sampling as a sampling technique for the current research.

Instrumentation

The researches employed survey questionnaire as an instrument for data collection in the existing research

DATA ANALYSIS AND INTERPRETATION

This chapter focuses on data analysis and interpretation in the study. The chapter begins by presenting various tables that provide information on the distribution of gender, age, and game preferences among the 100 ESL learners who participated in the study.

Table 4. I   Gender

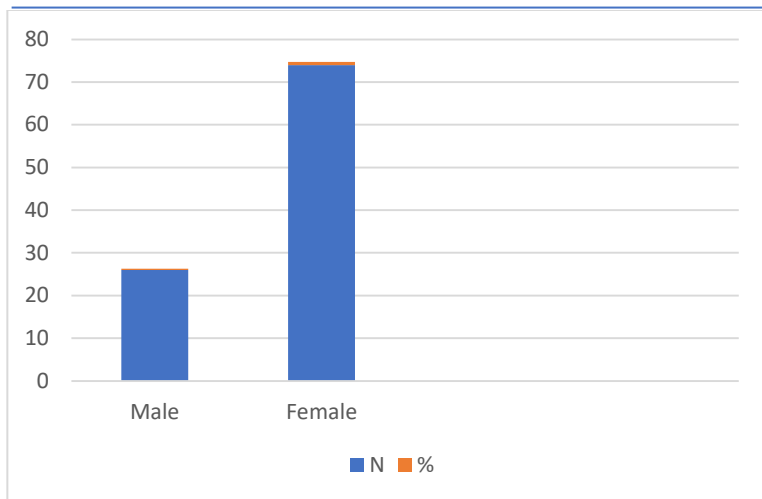|		N	%
Gender	Male	26	26.0%
	Female	74	74.0%

Table 4.1 shows that the distribution of gender among the participants in the study. Out of the total sample size of 100 ESL learners, 26 participants identified as male, while 74 participants identified as female. The table shows that the majority of participants were female, accounting for 74% of the sample. On the other hand, male participants constituted 26% of the sample. It is important to note that the gender distribution in this study may not be representative of the entire population of ESL learners.

Table 4. 2   Age

			N	%
		18	6	6%
		19	9	9%
		20	16	16%
		21	10	10%
Age		22	27	27%
	23	20	20%	
	24	3	3%	
	25	9	9%	

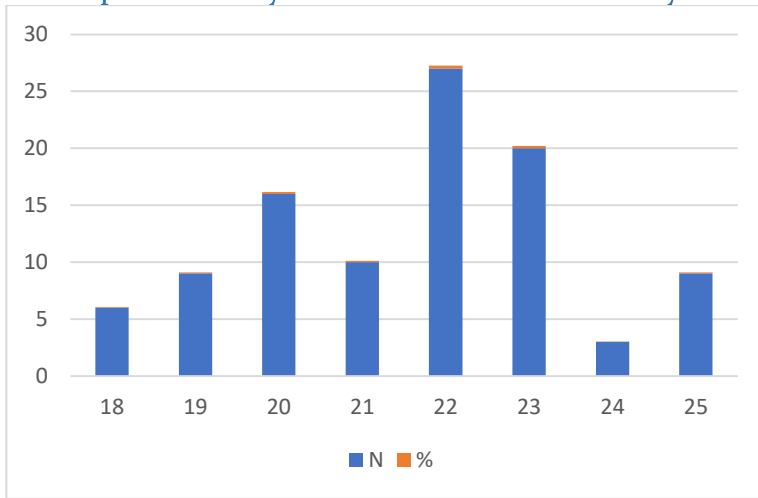## Impact of Anxiety on the Performance of University Athletes

Table 4.2 shows that among the 100 ESL learners in the study, the most common age category was 22, with 27 participants, accounting for 27% of the sample. The second most prevalent age group was 23, with 20 participants, representing 20% of the sample. The age distribution shows a relatively balanced representation across other age categories. Age 20 and age 25 had the same number of participants, with each category accounting for 16% of the sample. Ages 19 and 21 had 9 participants each, representing 9% of the sample. Age 18 had 6 participants, making up 6% of the sample. Ages 24 and 19 had 3 participants each, constituting 3% of the sample.

Table 4. 3   Game

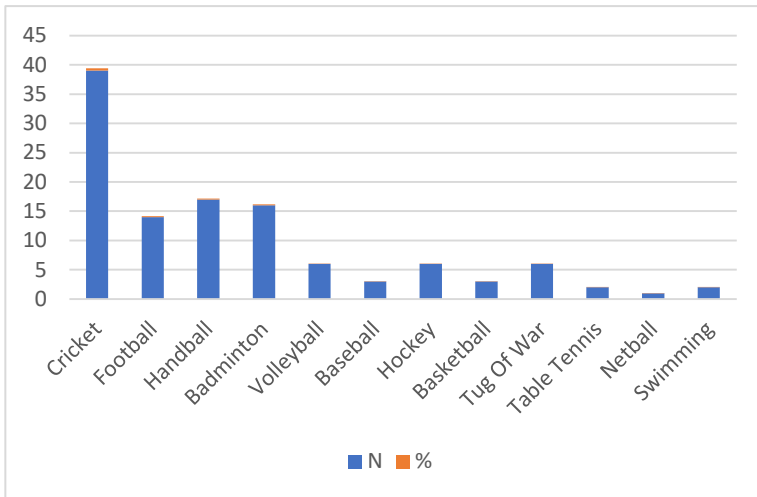|		N	%
GAME	Cricket	39	39%
	Football	14	14%
	Handball	17	17%
	Badminton	16	16%
	Volleyball	6	6%
	Baseball	3	3%
	Hockey	6	6%
	Basketball	3	3%
	Tug Of War	6	6%
	Table Tennis	2	2%
	Netball	1	1%
	Swimming	2	2%

Table 4.3 shows that among the 100 participants, cricket was the most popular game, selected by 39 participants, accounting for 39% of the sample. The second most chosen game was football, with 14 participants, representing 14% of the sample. Handball and badminton had a similar number of participants, with 17 and 16 respectively, making up 17% and 16% of the sample.

Other games had a lower frequency of selection. Volleyball, baseball, hockey, basketball, and tug of war each had a frequency of 6, representing 6% of the

sample for each game. Table tennis and swimming had a frequency of 2, constituting 2% of the sample. Netball was chosen by 1 participant, representing 1% of the sample.

Table 4. 4   I feel that anxiety affects my ability to perform well in games.

		N	%	Mean	Std. Deviation
I feel that anxiety affects my ability to perform well in games.	SDA	32	32.0%	2.41	1.36
	DA	30	30.0%		
	UD	15	15.0%		
	A	11	11.0%		
	SA	12	12.0%		

I feel that anxiety affects my ability to perform well in games.
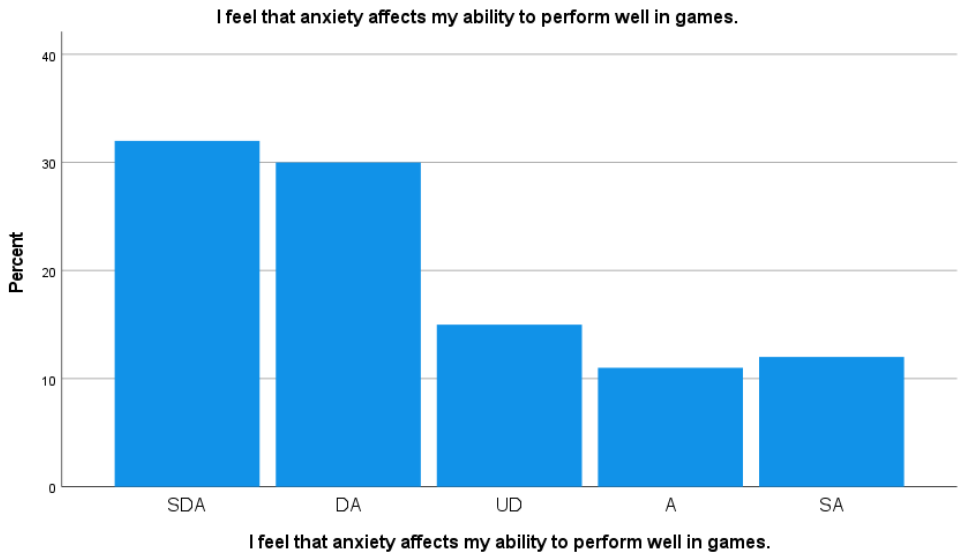
Table 4.4 shows that 32.0% of the participants strongly disagreed, 30.0% disagreed, 15.0% were undecided, 11.0% agreed, and 12.0% strongly agreed with the statement "I feel that anxiety affects my ability to perform well in games." The Mean Score (M=2.41) indicates a negative response to the

statement among the participants, with a relatively high Standard Deviation (S.D=1.36) suggesting that the responses were not consistent.

Table 4. 5   I feel that it is tough to control my anxiety while playing.

		N	%	Mean	Std. Deviation
I feel that it is tough to control my anxiety while playing.	SDA	15	15.0%	3.22	1.20
	DA	8	8.0%		
	UD	27	27.0%		
	A	40	40.0%		
	SA	10	10.0%		

I feel that it is tough to control my anxiety while playing.

Table 4.5 shows that 15.0% of the participants strongly disagreed, 8.0% disagreed, 27.0% were undecided, 40.0% agreed, and 10.0% strongly agreed with the statement "I feel that it is tough to control my anxiety while playing." The Mean Score (M=3.22) indicates a somewhat negative response to the statement among the participants, with a relatively low Standard Deviation (S.D=1.20) suggesting that the responses were relatively consistent.

Table 4. 6 I believe that my ability to focus on the game is impacted by anxiety.

		N	%	Mean	Std. Deviation
I believe that my ability to focus on the game is impacted by anxiety.	SDA	15	15.0%	3.13	1.27
	DA	14	14.0%		
	UD	29	29.0%		
	A	27	27.0%		
	SA	15	15.0%		

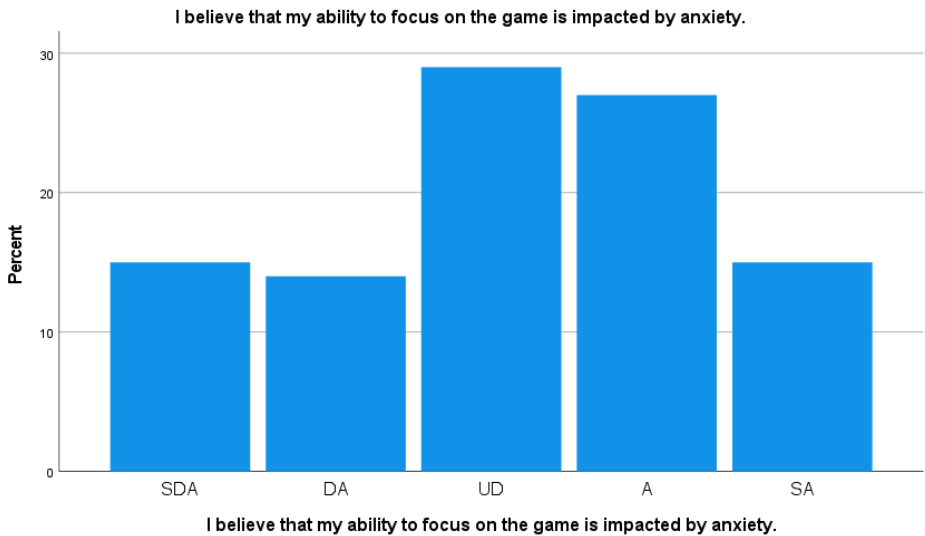I believe that my ability to focus on the game is impacted by anxiety.

Table 4.6 shows that 15.0% of the participants strongly disagreed, 14.0% disagreed, 29.0% were undecided, 27.0% agreed, and 15.0% strongly agreed with the statement "I believe that my ability to focus on the game is impacted by anxiety." The Mean Score (M=3.13) indicates a somewhat negative response to the statement among the participants, with a relatively low Standard Deviation (S.D=1.27) suggesting that the responses were relatively consistent.

Table 4. 7   I believe that anxiety makes me less confident in my playing skills.

		N	%	Mean	Std. Deviation
I believe that anxiety makes me less confident in my playing skills.	SDA	14	14.0%	3.13	1.29
	DA	20	20.0%		
	UD	20	20.0%		
	A	31	31.0%		
	SA	15	15.0%		

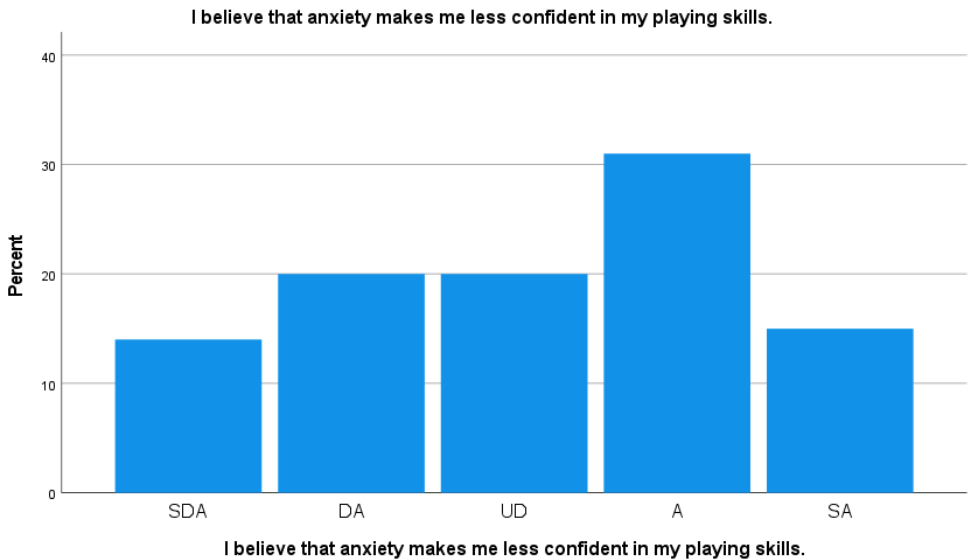I believe that anxiety makes me less confident in my playing skills.

Table 4.7 shows that 14.0% of the participants strongly disagreed, 20.0% disagreed, 20.0% were undecided, 31.0% agreed, and 15.0% strongly agreed with the statement "I believe that anxiety makes me less confident in my playing skills." The Mean Score (M=3.13) indicates a somewhat negative response to the statement among the participants, with a relatively low Standard Deviation (S.D=1.29) suggesting that the responses were relatively consistent.

FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the findings, conclusion, and recommendations based on the data analysis and interpretation conducted in Chapter 4. The findings provide insights into the participants' perspectives on various aspects related to anxiety and its impact on their gaming performance. The conclusion summarizes the key findings and discusses their implications. Lastly, recommendations are provided to guide future research and practical interventions in the field of ESL learning and gaming performance.

5.1 Findings

The findings of the study shed light on the participants' perceptions and experiences related to anxiety and its effects on their gaming performance. Participants expressed a range of views on how anxiety influences their abilities, focus, confidence, motivation, and overall gaming experience. Many participants acknowledged that anxiety can have a negative impact on their performance, causing them to make more mistakes, experience frustration and anger, and have poor interaction with team members. They also highlighted the importance of mental and emotional states, positive attitudes, routine, and learning from mistakes in optimizing their gaming performance.

Additionally, participants recognized the significance of gender, age, and game preferences among ESL learners. While the majority of participants identified as female, there was a balanced representation across different age groups, with ages 22 and 23 being the most common. Cricket emerged as the most popular game, followed by football, handball, and badminton. These findings provide a valuable understanding of the demographics and interests within the participant group.

The findings revealed interesting age and gender differences among ESL learners. While the majority of participants identified as female, it is noteworthy that the sample size may not be representative of the entire population of ESL learners. Further research is needed to explore gender differences in gaming performance and the potential impact of societal and cultural factors. Additionally, the study found a relatively balanced representation across different age groups, suggesting that gaming is a popular activity among ESL learners of various ages.

The participants' responses indicated that anxiety negatively affects their gaming performance. They expressed concerns about decreased focus, increased mistakes, and difficulties in controlling their anxiety levels while

playing. These findings highlight the need for interventions targeting anxiety management techniques to help ESL learners improve their gaming abilities and overall performance.

The study identified a strong relationship between anxiety and confidence levels among ESL learners. Many participants believed that anxiety reduces their confidence in their gaming skills, leading to suboptimal performance. This finding underscores the importance of addressing anxiety-related issues and fostering a supportive environment to enhance self-confidence and self-efficacy among ESL learners.

The findings suggest that anxiety can have a significant impact on ESL learners' motivation to win games. Participants acknowledged that anxiety can dampen their motivation, potentially hindering their overall gaming performance. Interventions focusing on motivation enhancement strategies, such as goal setting, rewards, and positive reinforcement, may prove beneficial in addressing this issue.

Participants recognized that anxiety can negatively impact their interaction with team members during game play. They expressed concerns about poor communication, coordination difficulties, and reduced team cohesion as a result of anxiety. Creating a supportive team environment that promotes open communication, teamwork, and mutual support can help alleviate these challenges.

ESL learners perceived a strong connection between their mental and emotional state and their gaming performance. Many participants believed that their mood and emotions significantly influenced their abilities and overall performance. Promoting emotional regulation strategies, stress management techniques, and mindfulness practices can aid ESL learners in maintaining a positive mental and emotional state conducive to optimal gaming performance.

The participants recognized the value of learning from their mistakes to improve their gaming performance. They emphasized the significance of analyzing gameplay, identifying areas for improvement, and incorporating feedback into their gaming strategies. Incorporating reflective practices and debriefing sessions within gaming environments can facilitate a growth mindset and continuous improvement among ESL learners.

Participants acknowledged that mental preparation is as crucial as physical preparation for optimal gaming performance. They believed that developing mental skills, such as visualization, concentration, and goal-setting, can enhance their abilities and focus during game play. Integrating mental

preparation techniques into ESL curriculum and gaming programs can empower learners to effectively manage anxiety and perform at their best.

These additional findings provide deeper insights into the participants' perspectives on the impact of anxiety, confidence, motivation, team dynamics, mental and emotional states, learning from mistakes, and mental preparation on their gaming performance. Understanding these factors can inform the development of targeted interventions and support systems to enhance the gaming experiences and performance outcomes of ESL learners.

5.2 Conclusion

The study's findings indicate that anxiety can significantly impact ESL learners' gaming performance. Participants expressed concerns about the influence of anxiety on their abilities, focus, confidence, motivation, and overall gaming experience. This suggests that addressing anxiety and its management strategies are crucial for enhancing gaming performance among ESL learners. The findings also emphasize the importance of considering individual characteristics such as gender, age, and game preferences when designing interventions and support systems.

Furthermore, the study highlights the need to recognize the potential interplay between mental health and gaming performance. Participants acknowledged the role of mental and emotional states, positive attitudes, routine, and learning from mistakes in optimizing gaming performance. These factors should be considered in future research and intervention programs to provide holistic support for ESL learners' well-being and gaming abilities.

5.3 Recommendations

Based on the findings of this study, several recommendations can be made to enhance the ESL learners' gaming performance and well-being:

1. Develop interventions targeting anxiety management: Educational institutions and gaming communities should provide resources and support systems to help ESL learners manage anxiety related to gaming. This can include workshops, counseling services, and relaxation techniques specifically tailored to address gaming-related anxiety.

2. Promote mental health awareness: There should be an emphasis on promoting mental health awareness among ESL learners, highlighting the potential impact of mental and emotional well-

being on gaming performance. Encouraging open discussions and providing access to mental health resources can help create a supportive environment.

3. Incorporate mental skills training: Integrating mental skills training into ESL curriculum or gaming programs can equip learners with strategies to enhance focus, confidence, motivation, and emotional regulation. Techniques such as visualization, goal setting, and positive self-talk can be beneficial in optimizing gaming performance.

4. Foster teamwork and social support: Encouraging collaborative game play and fostering positive team dynamics can mitigate the negative effects of anxiety on gaming performance. Team-based activities, mentorship programs, and peer support initiatives can facilitate a sense of belonging and enhance the overall gaming experience.

5. Conduct further research: Future studies should explore the effectiveness of interventions targeting anxiety management and mental skills training specifically tailored for ESL learners. Longitudinal studies can provide insights into the long-term effects of anxiety on gaming performance and well-being.

References

Bazancir, Z., Beydaǧi, M. G., & Talu, B. (2018). Effect of different pre-competition anxiety and selfconfidence on the performance in bouldering climbers. Gaziantep Üniversitesi Spor Bilimleri Dergisi, 3(1), 1-9.

Broadbent, D. P., Gredin, N. V., Rye, J. L., Williams, A. M., and Bishop, D. T. (2019). The impact of contextual priors and anxiety on performance effectiveness and processing efficiency in anticipation. Cogn. Emot. 33, 589–596. doi: 10.1080/02699931.2018.1464434

Cagle JA, Overcash KB, Rowe DP, et al. Trait anxiety as a risk factor for musculoskeletal injury in athletes: a critically appraised topic. Int J Athl Ther Train. 2017;22(3):26-31. https://doi.org/10.1123/ijatt.2016-0065

C. Dias, J.F. Cruz, A.M. Fonseca, The relationship between multidimensional competitive anxiety, cognitive threat appraisal, and coping strategies: a multi-sport study, Int. J. Sport Exercise Psychol. 10 (1) (2012) 52–65,

Correia, M., & Rosado, A. (2019). Anxiety in athletes: Gender and type of sport differences. International Journal of Psychological Research, 12(1), 9-17.

Cox RH. Sport Psychology: Concepts and Applications. New York, NY: McGraw Hill; 2002.

Cox RH (2007) Sport psychology: Concepts and applications. McGrawHill Companies Inc., New York,

Cagle, J. A., Overcash, K. B., Rowe, D. P., & Needle, A. R. (2017). Trait anxiety as a risk factor for musculoskeletal injury in athletes: a critically appraised topic. International journal of athletic therapy and training, 22(3), 26-31.

Dosil, J. (2006). The sport psychologist's handbook: A guide for sport-specific performance enhancement: John Wiley & Sons.

Endler, N. S., and Kocovski, N. L. (2001). State and trait anxiety revisited. J. Anxiety Disord.

Ford JL, Ildefonso K, Jones ML, et al. Sport-related anxiety: current insights. Open Access J Sports Med. 2017;8:205-12. https://doi.org/10.2147/oajsm.s125845

H. Kang, S. Jang, Effects of competition anxiety on self-confidence in soccer players, Journal of Men's Health 14 (3) (2018)

Hanin, Y. (2000). Experimental Studies of Psychological Interventions with Athletes in Competitions Why Few. Behavior modification, 29, 616-664.

Hann YL (2000) Emotions in sports. Champaign, Human Kinetics, Illinois, USA.

Hanton S, Neil R, Mellalieu SD. Recent developments in competitive anxiety direction and competition stress research. International Review of Sport and Exercise Psychology. 2008;1(1):45-57. https://doi.org/10.1080/17509840701827445

Habibi, H., Moghaddam, A., & Soltani, H. (2017). Confidence, cognitive and somatic anxiety among elite and non-elite futsal players and its relationship with situational factors.

J.G.H. Dunn, D.G. Syrotuik, An investigation of multidimensional worry dispositions in a high contact sport, Psychol. Sport Exerc. 4 (3) (2003) 265–282

Jarvis, M. 2002. Sport Psychology. New York: Routledge

M. Mottaghi, A. Atarodi, Z. Rohani, The relationship between coaches' and athletes' competitive anxiety, and their performance, Iran. J. Psychiatry Behav. Sci. 7 (2) (2013) 68–76.

Mellalieu SD, Hanton S, Fletcher D. A competitive anxiety review: Recent directions in sport psychology research. In Hanton S, Mellalieu SD, (Eds). Literature Reviews in Sport Psychology. New York, NY, USA: Nova Science Publishers 2006:1-45. https://doi.org/10.4324/9781315813059

Mellalieu SD, Hanton S, Fletcher D. A competitive anxiety review: Recent directions in sport psychology research. New York, NY, USA: Nova Science Publishers 2009.

Mellalieu SD, Hanton S, Fletcher D. A competitive anxiety review: Recent directions in sport psychology research. New York, NY, USA: Nova Science Publishers 2009.

Merino Fernández, M., Dal Bello, F., Brabec Mota Barreto, L., Brito, C. J., Miarka, B., & López Díaz de Durana, A. (2019). State-trait anxiety and reduced emotional intelligence in combat sport athletes of different genders and competitive levels.

Raglin, J. S., & Hanin, Y. L. (2000). Competitive anxiety.

Robinson, G., & Freeston, M. (2015). Intolerance of uncertainty as a predictor of performance anxiety and robustness of sport confidence in university student-athletes. Journal of Clinical Sport Psychology, 9(4), 335-344.

Robinson R. (2015). The mental health benefits of exercise. Retrieved January, 25, 2020.

Raglin JS, Hanin YL (2000) Competitive anxiety. In: Yuri LH (Eds.), Emotions in Sport Champaign, Human Kinetics, Illinois, USA, pp. 93-111.

Rice SM, Purcell R, De Silva S, et al. The Mental Health of Elite Athletes: A Narrative Systematic Review. Sports Med. 2016;46(9):1333-53. https://doi.org/10.1007/ s40279-016-0492-2

Robinson, G., & Freeston, M. (2015). Intolerance of uncertainty as a predictor of performance anxiety and robustness of sport confidence in university student-athletes. Journal of Clinical Sport Psychology, 9(4), 335-344.

Roberts GC. Understanding the dynamics of motivation in physical activity: The influence of achievement goals on motivational processes. In Roberts GC, (Ed). Advances in motivation in sport and exercise. Champaign, IL: Human Kinetics 2001:1-50.

Runswick, O. R., Roca, A., Williams, A. M., Bezodis, N. E., and North, J. S. (2018). The effects of anxiety and situation-specific context on perceptual–motor skill: a multi-level investigation. Psychol. Res. 82, 708–719. doi: 10.1007/s00426-017-0856-8

Swann C, Telenta J, Draper G, et al. Youth sport as a context for supporting mental health: Adolescent male perspectives. Psychology of sport and exercise. 2018;35:5564. https://doi.org/10.1016/j.psychsport.2017.11.008

Sun, G. X., and Zhang, L. W. (2015). Competitive trait anxiety interferes with inhibition function: examination of attentional control theory. J. Psychol. Sci. 38, 400–407.

Spielberger CD. Anxiety and behavior. New York: Academic Press 2013

Sanioglu, A., Ulker, M., & Tanis, Z. S. (2017). The effect of trait anxiety on success in individual athletes. Turkish Journal of Sport and Exercise, 19(2), 289-295.

Singh, V., Prakash, S., Punia, S., & Kulandaivelan, S. (2017). Relationship between pre-competition anxiety and performance levels in inter-

university women football teams. International Journal of Physical Education, Sports and Health, 4(5), 136-139.

Singh V, Prakash S, Punia S, Kulandaivelan S. Relationship between pre-competition anxiety and performance levels in inter-university women football teams. J Phys Educ. 2017; 4(5): 135- 138.

Slimani M, Nikolaidis PT. Anthropometric and physiological characteristics of male soccer players according to their competitive level, playing position and age group: a systematic review. J Sport Med Phys Fit. 2019; 59

Vater, C., Roca, A., and Williams, A. M. (2016). Effects of anxiety on anticipation and visual search in dynamic, time-constrained situations. Sport Excer. Perform. Psychol.

Weinberg, R.S. & Gould, D., 2011. Foundations of Sport and Exercise Psychology. Champaign, IL: Human Kinetics

Wu, Y., Ma, S., He, X., Xiang, S., and Qi, S. (2021). Trait anxiety modulates the temporal dynamics of Stroop task switching: an ERP study. Biol. Psychol. 163:108144.

Woodman T, Hardy L. The relative impact of cognitive anxiety and self-confidence upon sport performance: a meta-analysis. J Sports Sci. 2003;21(6):443-57.