

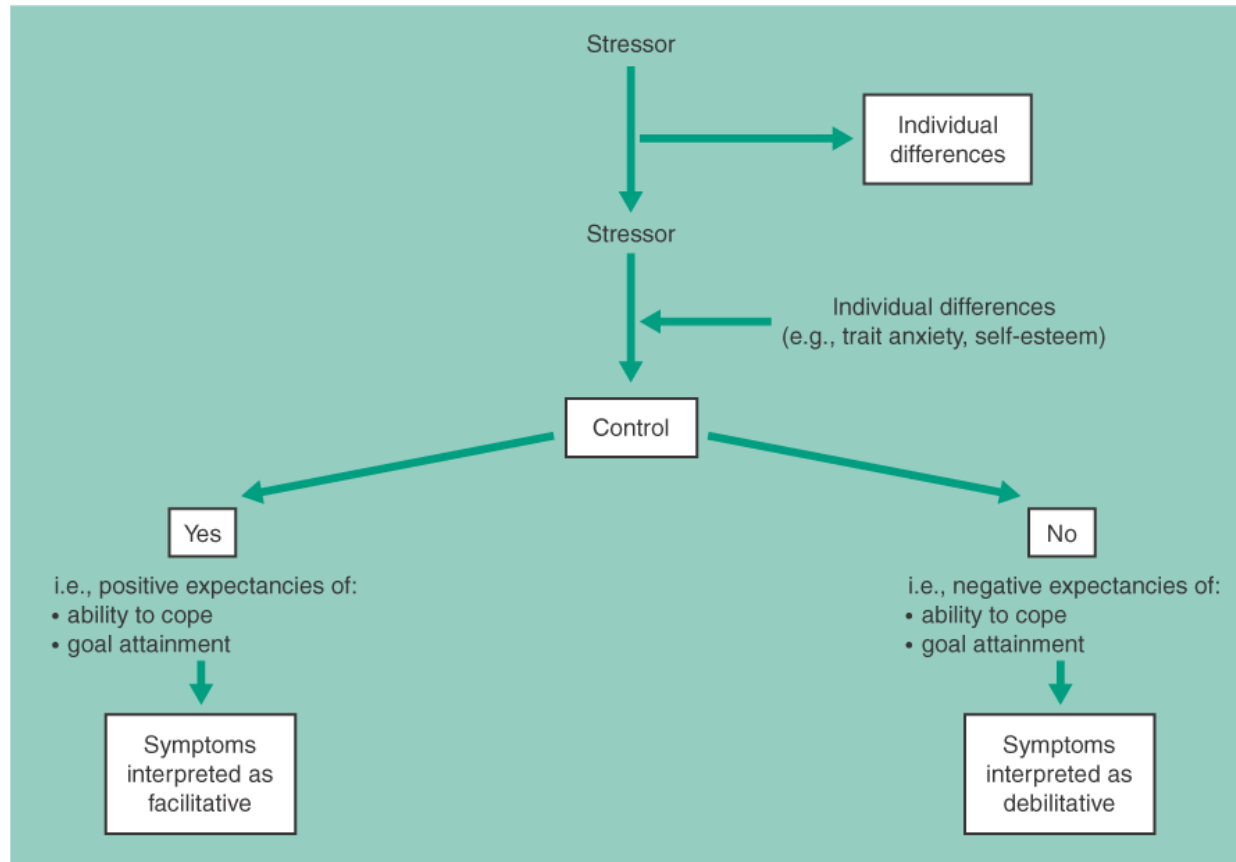
So

✕ Can Anxiety be a positive?

HOWEVER

- ✗ *Anxiety* is a **negative** emotional state with feelings of worry, nervousness, and apprehension associated with activation or arousal of the body.
- ✗ So when the athletes perceive these symptoms as positive, are they experiencing anxiety?
- ✗ Even Hanton and Jones have stated that there is a difference between perceiving the symptoms of anxiety as positive and “positive anxiety”.

JONES (1995) MODEL OF FACILITATIVE AND DEBILITATIVE ANXIETY



SIGNIFICANCE OF ALL THE AROUSAL-PERFORMANCE VIEWS

- Arousal and state anxiety do not always have a negative effect on performance—the **symptoms** can be facilitative or debilitative depending on the interpretation.
- ✕ Self-confidence and enhanced perceptions of control are critical to perceiving anxiety as facilitative.
- Some optimal level of arousal leads to peak performance, but the optimal levels of physiological activation and arousal-related thoughts (worry) are not the same.

SIGNIFICANCE OF ALL THE AROUSAL-PERFORMANCE VIEWS

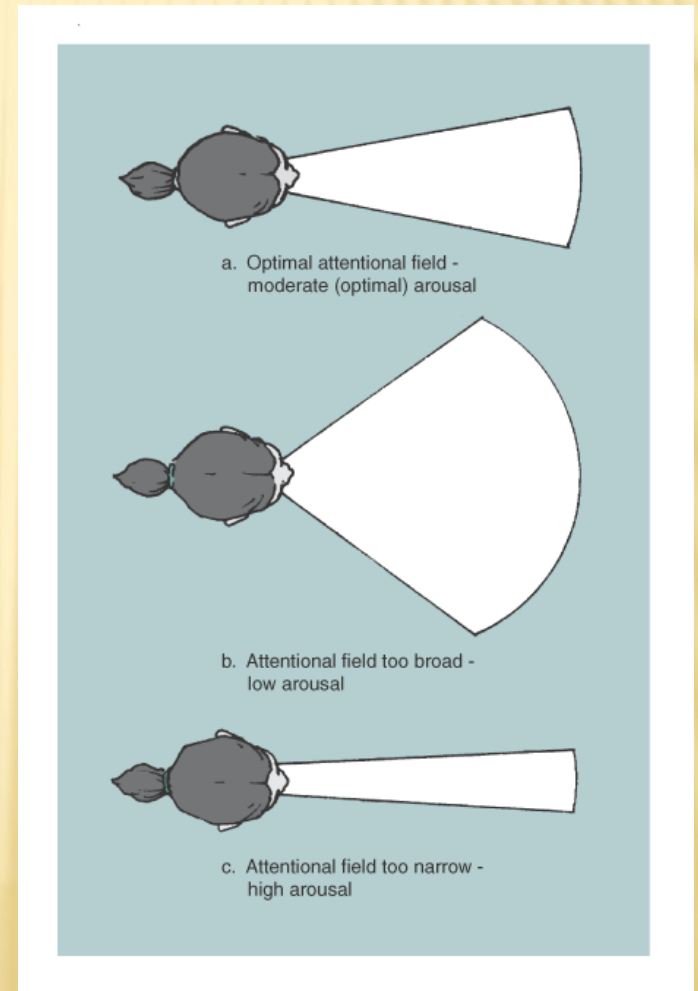
- Interaction of physiological activation and arousal interpretation is more important than actual levels of each.
- It is doubtful that the optimal level of arousal is always at the midpoint of the arousal scale.
- “Psyching-up” strategies should be employed with caution because it is difficult to recover from a catastrophe.
- Athletes should have well-practiced self-talk, imagery, and goal-setting skills for coping with anxiety.

WHY AROUSAL INFLUENCES PERFORMANCE

- Increased muscle tension and coordination difficulties
- Attention and concentration changes
 - ✗ Narrowing of attention
 - ✗ Shift to dominant style
 - ✗ Attending to inappropriate cues
 - ✗ Performance worries and situation-irrelevant thoughts

WHY AROUSAL INFLUENCES PERFORMANCE

- ✗ Attentional narrowing
- ✗ *Remember week 1's lecture and the work of Nideffer.*

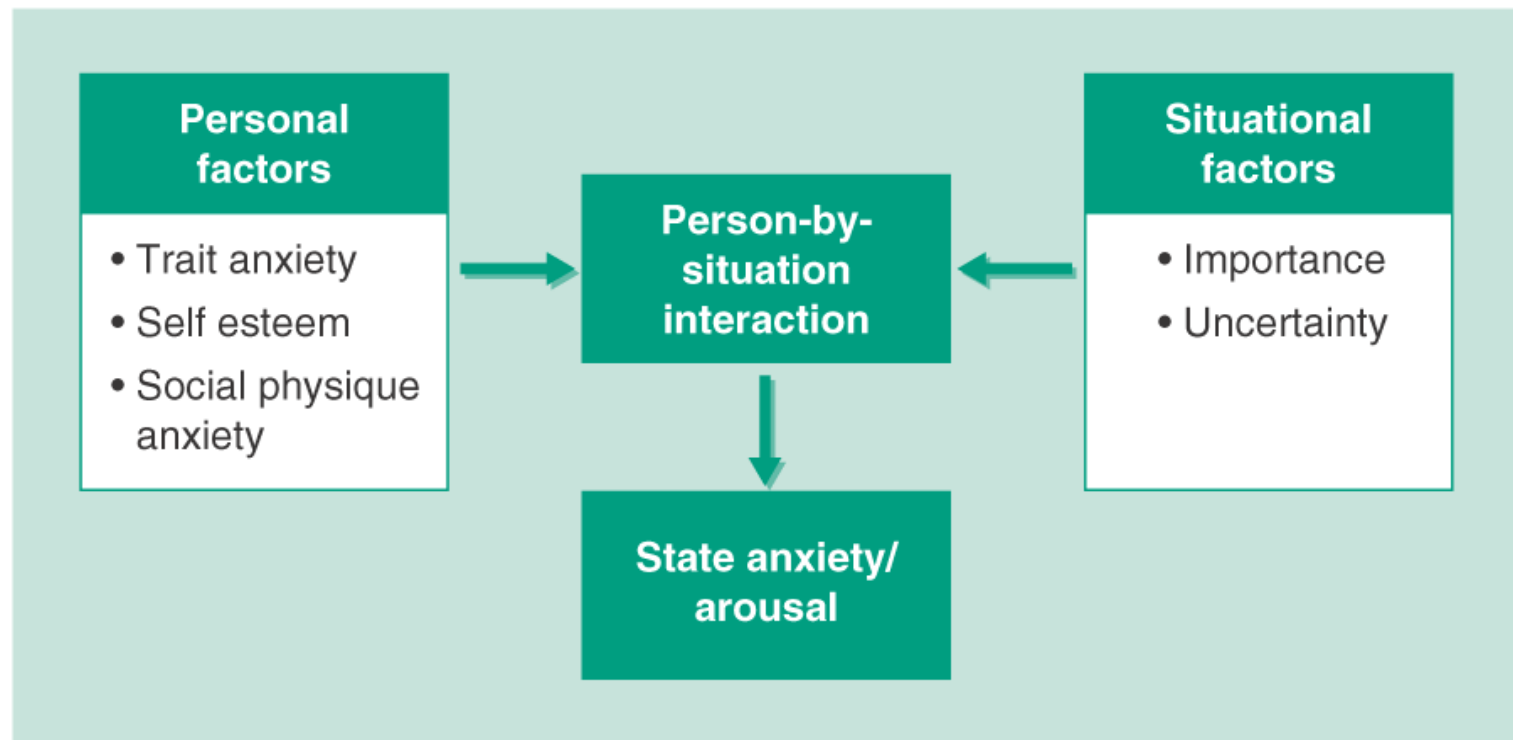


IMPLICATIONS FOR PRACTICE

- ✖ Identify optimal combinations of arousal-related emotions needed for best performance.
- ✖ Recognize how personal and situational factors interact to influence arousal, anxiety, and performance.

IMPLICATIONS FOR PRACTICE

✕ Interactional Model of Anxiety



IMPLICATIONS FOR PRACTICE

- Recognize arousal and state anxiety signs.
- Tailor coaching strategies to individuals:
- ✗ Different strokes for different folks.
- ✗ Sometimes arousal and state anxiety must be reduced, other times maintained, and other times facilitated.
- Develop performers' confidence and perceptions of control.

PERSONAL AND SITUATIONAL FACTORS THOUGHT TO INFLUENCE ANXIETY.

- ✗ Situational Factors....

- ✗ Location of event?

- ✗ Hostile environment of away fixture.

- ✗ Largely hypothesised to have an impact on individuals anxiety levels.

- + However, several studies (such as Bray and Martin, 2003) have found no significant relationship.

BURKE ET AL (2000)

- ✗ Situational factors.....
- ✗ Timing....
- ✗ Burke et al (2000) measured 25 Basketball officials feelings of state anxiety (cognitive and somatic) at 3 different periods.
 - + 30 minutes before a match,
 - + at half time
 - + 15 minutes after match.
- ✗ Findings – Significant higher COGNITIVE anxiety 30 minutes before the match than at half time or after the game.
 - + No significant differences in somatic anxiety at the three times.

FLOWERS AND BROWN (2002)

- ✖ Sporting Context.....
- ✖ 140 division 1 college track and field athletes.
 - + 70 male, 70 female
 - + 60 individual competition athletes, 80 team competition athletes.
- ✖ Findings –
- ✖ Male individual competitors reported greater cognitive anxiety compared to Males participating in team sports (prior to competition).
- ✖ Female individual competitors reported greater somatic anxiety compared to females participating in team sports (prior to competition).

FLOWERS AND BROWN (2002)

- ✖ This study also looked at Birth order and anxiety in sports.
- ✖ 65 first born, 75 non-first born children.
- ✖ First born reported higher cognitive and somatic anxiety than non-first born children.

FLOWERS AND BROWN (2002) – CRITIQUE.

- ✗ Is Track and Field athletics a good example of team competition?
- ✗ Rationale is that they wanted to make the sample as homogenous as possible in terms of athletic ability.
- ✗ Why did they not consider the direction of the feeling of anxiety?