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*Full Length Research Paper*

# Determining Anxiety and Expectation Levels of Physical Education Teachers in Sports Competitions (Example of Turkey)

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**This paper aimed to identify the factors which are regulating the levels of the anxiety and stress, and the level of expectation of the physical education (PE) teachers serving in organizations of Ministry of National Education and attending the matches as trainers. The universe of the research is the institutions of Ministry of National Education in Elazığ City, and 118 PE teachers who have attended the interscholastic sports competitions which were held by the Provincial Directorate of National Education and Provincial Directorate of Youth and Sports among the primary, secondary and high schools. The data is analyzed in level of  $p < 0,05$  is accepted for the statistical validity of the data. According to the results of the research, it is established that the barriers increasing the stress and anxiety levels of the teachers in the sports competitions should be cleared away, and that this can be done only by improving their motivation and competition environments and fulfilling their expectations.**

**Keywords:** Sports, Anxiety, Motivation, Expectation

## INTRODUCTION

Sports is a set of activities that has a certain purpose and based on specific rules and technical methods and that meets the requirements of those playing sports and also spectators such as feeling pleasure and enthusiasm (Koruç, 1992). Sports activity it is important to participate,

to take pleasure while doing sports, to have fun, to relax, to improve social relations. However, score is not totally unimportant, satisfactory scores enhance the pleasure felt. Thus, sports is a group of activities in which playing comes to the forefront according to these characteristics. In a sense it is a rule-bound and improved play (Özbaydar, 1998).

Sports is introduced as a competitive, socializing, cooperative and cultural concept that elevates spirit and physical appearance and performed individually or in

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group in the leisure time or professionally occupying whole time with or without a instrument and according to certain rules (Bompa, 1983). Sports is defined as activities performed by individuals or groups with the aim of health, entertainment, demonstration or adventure, and by improving cognitive, affective and psychomotor characteristics of individuals in a planned and programmed manner within the framework of certain rules; and it is based on competition and contestation and require physical and mental activities (Sunay, 2010). In another definition, Sports is brought forward as a top-level experience, of which its centric factor is to determine the performance quality and as an activity that establishes ability of the individual to overcome the stress (Konter, 2006).

Physical education and sports as one of the important parts in the life of a human being strengthen both spiritual and physical structure of the individual and her/his health thus provide the individual to have a stable personality (Özbayraktar et al., 2008).

Stress is a situation that develops when psychological, physically and social limits of the organisms are pushed or threatened. Factors creating uneasiness are called stressors (Baltaş and Baltaş, 1986; Doğan, 2005).

According to Levitt, anxiety is a subjective feeling of fear and rising psychological excitation (Levitt, 1980). Generally, anxiety is defined as a multilateral intrapersonal characteristic formed by psychological, physiological and behavioral reactions or events (Aşçı and Gökmen, 1995). Anxiety is the troubling feeling associated with distress and unreliability arising from unaccountable fear or unsatisfied requests. In a certain sense it is synonymous with the terms worry and suspicion (Budak, 2003). In another definition, it is an environmental stimulus that is perceived by the individual as dangerous or threatening and of which its effects are not pleasant (Öner and Comte, 1983). Spielberger has defined anxiety as: emotional responses consisting of specific combination of tension, expectation and nervousness, worry and physiological changes (Raglin, 1992). According to Anshel et al. (1991) anxiety is the subjective feeling of stress that increases by the perception of the threat and observed together with the physiological alertness (Anshel et al., 1991). Anxiety is defined as “an unpleasant emotional condition that is characterized by feelings of uneasiness, tension and fear and feeling that a dangerous event shall be experienced”. Anxiety shows itself as a characteristic autonomic system activity that includes change in the breathing rate, increase in the heart rate, growing pale, mouth dryness, perspiring, tension and shivering in the skeletal muscles” (Linn, 1975). In general, high anxiety is observed when negative, erroneous or excess cognitive valuation is made for the situation (Landers and Boucher, 1986). Thus, way of controlling high anxiety in some way is retrace it, in other words to intervene with the perception of the individual (Kerr, 1997).

Motivation, taking its origin from the word “movere” which means to move in Latin, is briefly an energy that directs the human behavior to a target and determines this behavior (Adair, 2003). Or it is defined as behaviors that are directed to a certain target by means of spontaneous driving forces and that have a specific purpose (Sürekli and Tevrüz, 1997). In another definition, motivation is a concept that gives energy and direction to human behaviors (Feldman, 1996). Motivation is influencing and incentive activities which creates working environment where requirements of organizations and humans shall be fulfilled and sets the individual into motion (Güney, 2000). Stages of being motivated consist of: to be in need, to look for a medium suitable for satisfying the needs, to be disposed to satisfy the needs, to look for convenient options to fulfill the needs, to experiment manner of action to satisfy the needs and final stage should be satisfaction (Güney, 2000).

In order to realize these studies, it is necessary to determine stress and anxiety levels of the Physical Education Teachers when they are attending to sports competitions. Human beings spend their lives in expectations and stress and anxiety influence the humans in these expectations. These expectations may be evaluated in terms of their social, economic and personal properties. Levels of stress and anxiety show difference from person to person.

Besides the required physical conditions, motivation in sports should be improved by rewarding Physical Education Teachers who trained the school teams that are successful in the competitions. Degree of achieving motivation also determines the satisfaction level of the individuals. This situation shall also reduce stress and anxiety of the Physical Education Teacher in the sports competitions, thus improve the performance.

In this study, questions of the survey are prepared by considering factors that shall affect the Physical Education Teachers in the sports competitions, and their interests and requirements. Also a table is made by which we can say that this is a reality by making use of various scientific techniques. The aim of this study is to determine effect level of factors that may influence stress and anxiety level of Physical Education Teachers in the sports competitions; and to specify their moral and financial satisfaction degree because of their success in the sports competitions. Firstly, we have to know Physical Education Teachers in all aspects, and our aim is to determine their stress and anxiety levels starting with the process of preparing to sportive competitions and during and after the matches and to offer solutions.

The purpose of our study is to specify expectations and stress and anxiety level of Physical Education Teachers working in the organizations of Ministry of National Education when they take the school teams of individually the students to the matches organized jointly by Ministry of National Education and Ministry of Youth and Sports,

Table 1. Personal Information

Variables		f	%
Gender	Male	111	94,1
	Female	7	5,9
Age	20-25	2	1,7
	26-30	23	19,5
	31-35	41	34,7
	36-40	38	32,2
	41-45	14	11,9
Height	Between 161-170cm	25	21,2
	Between 171-180cm	68	57,6
	Above 181 cm	25	21,2
Marital Status	Married	96	81,4
	Bachelor	22	18,6
Educational Background	Faculty (Under Graduate)	98	83,1
	Post Graduate	19	16,1
	Doctorate	1	,8
Service years	0-5 years	14	11,9
	6-11 years	57	48,3
	12-17 years	37	31,4
	18 years and above	10	8,5

and to provide them more productive and efficient working environment when they are attending to sportive competitions. Accordingly we aimed to determine stress and anxiety level of Physical Education Teachers in parallel with their personal traits and to establish level of environmental and intrinsic factors to influence the Physical Education Teachers.

## MATERIAL AND METHOD

This survey study realized in the province Elazığ, Turkey is implemented for the Physical Education Teachers that work in the organizations of Ministry of National Education and participate in the sports competitions. 118 Physical Education Teachers attended the survey study and 111 of the teachers were male and 7 were female Physical Education Teachers. As a result of evaluating the variables, 6 survey studies of 124 Physical Education Teachers were found to be faulty, thus 118 surveys were subjected to evaluation. Five point likert scale was used as "I completely agree, I agree, I partially agree, I don't agree, I don't agree at all". Limits of data collection tool were developed on the basis of five point likert type of rating scale. Ranges are rated from positive to negative as: 5.00- 4.21 range "I completely agree", 4.20–3.41 range "I agree" 3.40–2.61 range "I partially agree" 2.60–1.81 range "I don't agree", 1.80– 1.00 range "I don't agree at all". Cronbach alpha statistical procedure is realized for reliability study and reliability coefficient of the scale used is calculated as Alpha=.725.

Our study consisted of 2 sections. There is personal information in the first section, and survey questions that

specify the stress and anxiety level in the second section.

Data were analyzed by a statistical program (0.05). Variables of personal characteristics, stress and anxiety levels of Physical Education Teachers and level of environmental factors influencing Physical Education Teachers were identified with frequencies and percentages, and discussion and inference are made in this direction.

## FINDINGS

Data of this study obtained from surveys.

Distribution of opinions stated by the Physical Education Teachers and intended to specify their stress and anxiety levels and expectation levels is given in Table 2.

Accordingly, participant teachers;

- have expressed their opinion as "*I completely agree*" in items 10, 18 and 19.
- have expressed their opinion as "*I agree*" in items 3, 4, 6, 8, 9, 11, 12, 13, 17, 20 and 26.
- have expressed their opinion as "*I partially agree*" in items 1, 5, 7, 15, 16, 22, 23 and 25.
- have expressed their opinion as "*I don't agree*" in items 2, 14, 21 and 24.

## DISCUSSION AND CONCLUSION

Participant Physical Education Teachers stated following opinions: My ability to influence and transmit my

Table 2. Distribution of scale of stress and anxiety level and expectation level according to the order of importance

Item No	Opinions	Level						TOTAL	$\bar{X}$	S
		% f	I don't agree at all	I don't agree	I partially agree	I agree	I completely agree			
19	Influence and transmit my messages to my players during a match is very good.	%	1,7	9,3	50,8	38,1	0	100	4,25	,694
		f	2	11	60	45	0	118		
10	Adverse score of a competition which I was sure to win disappoints me.	%	,8	7,6	11,0	28,8	51,7	100	4,23	,982
		f	1	9	13	34	61	118		
18	I try to maximize my moral and motivation before the competition.	%	2,5	12,7	44,9	39,8	0	100	4,22	,764
		f	3	15	53	47	0	118		
8	Unfair actions of referees increase my level of stress and anxiety.	%	1,7	5,1	12,7	33,1	47,5	100	4,19	,963
		f	2	6	15	39	56	118		
20	I participate in sportive competitions fondly and willingly.	%	4,2	12,7	44,9	38,1	0	100	4,17	,809
		f	5	15	53	45	0	118		
9	A competition that does <u>not</u> have the convenient conditions (heating, hygiene etc.) influences my motivation <u>adversely</u> .	%	1,7	7,6	13,6	30,5	46,6	100	4,13	1,026
		f	2	9	16	36	55	118		
11	It makes me anxious when there is adaptation problem (adverse events within the team) among the athletes.	%	1,7	20,3	52,5	25,4	0	100	4,02	,728
		f	2	24	62	30	0	118		
3	Low conditioning of my team increases my level of anxiety.	%	1,7	7,6	29,7	34,7	26,3	100	3,76	,984
		f	2	9	35	41	31	118		
4	Preparation before an important competition held in National or International field <u>increases my stress</u> .	%	4,2	8,5	17,8	46,6	22,9	100	3,75	1,037
		f	5	10	21	55	27	118		
6	Powerful opposing team <u>increases</u> my eager to win.	%	1,7	13,6	18,6	45,8	20,3	100	3,69	1,000
		f	2	16	22	54	24	118		
26	I believe I have a social status because I am a physical education teacher.	%	3,4	8,5	25,4	40,7	22,0	100	3,69	1,017
		f	4	10	30	48	26	118		
13	Thinking that my students will be injured during the match makes me anxious.	%	1,7	7,6	31,4	40,7	18,6	100	3,67	,925
		f	2	9	37	48	22	118		
17	I always feel secure during the match.	%	,8	10,2	40,7	36,4	11,9	100	3,48	,865
		f	1	12	48	43	14	118		
12	Sports materials (instruments-equipments) in the school being insufficient for preparing for sports competitions cause my stress to increase.	%	3,4	13,6	35,6	32,2	15,3	100	3,42	1,016
		f	4	16	42	38	18	118		
1	I feel anxious when I think that sports competition shall be lost.	%	9,3	21,2	29,7	27,1	12,7	100	3,13	1,166
		f	11	25	35	32	15	118		
5	When I can not guide my athletes during the match, I feel more anxious.	%	9,3	23,7	29,7	23,7	13,6	100	3,08	1,181
		f	11	28	35	28	16	118		
23	Adverse critics of school management because of loosing the match, influence negatively my moral and motivation in the competitions	%	11,9	20,3	28,8	27,1	11,9	100	3,07	1,196
		f	14	24	34	32	14	118		
7	My heart beats rapidly during matches.	%	7,6	21,2	40,7	24,6	5,9	100	3,00	1,004
		f	9	25	48	29	7	118		
25	The problems which are related with physical education and sports and I conveyed to the school managements, are listened carefully and effort is shown for their solution.	%	8,5	24,6	39,0	21,2	6,8	100	2,93	1,036
		f	10	29	46	25	8	118		
15	Cheers of spectators in favor of me during the match <u>cause</u> my attention not to be distracted.	%	9,3	27,1	37,3	19,5	6,8	100	2,87	1,050
		f	11	32	44	23	8	118		
22	I feel anxious when I envisage that I attend a sports activity.	%	9,3	28,0	49,2	11,0	2,5	100	2,69	,882
		f	11	33	58	13	3	118		

Table 2 Continue

16	Cheers of spectators against me during the match <u>cause</u> distraction of my attention.	%	11,0	31,4	39,8	14,4	3,4	100	2,68	,969
		f	13	37	47	17	4	118		
2	I feel anxious when the competition is an away match.	%	15,3	35,6	28,8	19,5	,8	100	2,55	1,001
		f	18	42	34	23	1	118		
14	I feel relaxed after the match regardless of the score.	%	21,2	41,5	18,6	14,4	4,2	100	2,39	1,102
		f	25	49	22	17	5	118		
21	I believe that organizations of sports competitions held in the province are performed in good conditions.	%	23,7	33,9	35,6	5,9	,8	100	2,26	,919
		f	28	40	42	7	1	118		
24	School head rewards me when I am successful in matches (extra salary, certificate of achievement and high achievement, etc.)	%	43,2	35,6	13,6	5,9	1,7	100	1,87	,974
		f	51	42	16	7	2	118		

messages to my players during a match is very good ( $X=4.5$ ), Adverse score of a competition which I was sure to win disappoints me ( $X=4.3$ ), I try to maximize my moral and motivation before the competition ( $X=4.22$ ), Competition medium that does not have the convenient conditions (in terms of heating, illumination and hygiene) influences my motivation adversely ( $X=4.13$ ), Sports materials (instruments-equipments) in the school being insufficient for preparing for sports competitions cause my stress to increase ( $X=3.42$ ), Adverse critics of school management because of loosing the match, influence negatively my moral and motivation in the competitions I am going to attend ( $X=3.07$ ), I believe that organizations of sports competitions held in the province are performed in good conditions ( $X=2.26$ ).

Concept of motivation has an important place in the daily life and business life of the individual. Undoubtedly motivation is one of the most important factors that affect success of Physical Education Teachers in their sports life. Thus, school managers, Ministry of National Education and Ministry of Youth and Sports have responsibility to generate motivation. The most important responsibility is the improvement of physical conditions, which is maintenance, cleaning of gymnasiums and displaying sensitivity necessary for heating and illumination of these gymnasiums.

Sports facilities are defined as buildings, fields and areas, which are convenient for the realization of sports activities and trainings specific to the branches, preparatory trainings, national and international competitions and have units fulfilling needs of athletes and spectators before and during the sports activities (field, tribunes, toilets, showers, dressing room, etc.) (Anshel et al., 1991). If we have to make a general specification sports facilities may be regarded as all kinds of playfields that are built by public or private establishments, and carry on activities in the direction of various purposes and offer active or passive distribution opportunities (Raglin, 1992). Sports facilities established by real or legal persons in

Turkey carry on their activities according to "Special Physical Education and Sports Facilities Regulations". They are described as "places opened by real or legal persons with the aim to make physical education and sports trainings" (Linn, 1975). In the line of these definitions and explanations, sports facilities should be put at disposal of Physical Education teachers under the best conditions, and Physical Education Teachers should be able to benefit from the sports facilities without having difficulties. On the other hand, it is seen that loosing a competition the teacher thinks that her/his team shall win is one of the important factors that influence the stress and anxiety level of Physical Education Teachers.

Participant Physical education teachers expressed following opinions: Unfair actions of referees increase my level of stress and anxiety ( $X=4.19$ ), I participate in sportive competitions fondly and willingly ( $X=4.17$ ), School head rewards me when I am successful in matches (reward of one-month payment, certificate of achievement and high achievement, etc.) ( $X=1.87$ ). The problems which are related with physical education and sports and I conveyed to the school managements, are listened carefully and effort is shown for their solution ( $X=2.93$ ). It is established that unfair actions of referees in the competitions have an important place in the elevation of stress and anxiety level, thus referees assigned in competitions should be cautioned to be meticulous on this subject and also Provincial Directorate of Youth Welfare should display sensitivity on this subject. Ministry of National Education should show the required sensitivity to improve the school areas where sport is performed in order for the physical education teachers to attend sports competitions willingly and fondly. School managers should certainly reward Physical education Teachers who represented the school in competitions successfully.

When reward is given after the action is realized, it increases the possibility of incidence of that action in future. Reward may be moral or material reward. Coach should know the personality, socio-cultural characteristics

of the athlete well in order for the reward to be utilized correctly (Konter, 2006).

Participant Physical Education Teachers stated the following opinions: It makes me anxious when there is adaptation problem (adverse events within the team) among the athletes ( $X=4.02$ ), Low conditioning of my team increases my level of anxiety. ( $X=3.76$ ), Preparation before an important competition held in National or International field increases my stress. ( $X=3.75$ ). A sport is an event that contains tolerance within itself. Tolerance is functional also in sports life as it is almost in every stage of a human life. Sports can not be considered separate from tolerance and ethics. When gentleman ship, tolerance and ethics in sports are talked about, in fact it is sports itself [6]. Enlightenments and speeches should be made to the athletes on the subject of fair-play. Thus, athletes should be trained in this direction. When we examine findings of Kolayış, H. (2002), no effect of mental imagination is established on the self-confidence and physical anxiety. Thus, it is concluded that it has effect only on the cognitive anxiety. This study does not support us in the dimensions of self-confidence and physical anxiety, however it supports in the dimension of cognitive anxiety (Kolayış, 2002). On the other hand, it is seen that low conditioning of the team and preparation before an important competition held in National and International fields increase stress and anxiety level of Physical Education Teachers.

Participant physical education teachers expressed following opinions: Thinking that my students will be injured during the match makes me anxious ( $X=3.67$ ). My heart beats rapidly during matches ( $X=3.00$ ). Efficient training in terms of the athletes is a situation that is directly connected with the success in sports. Importance of motivation should be recognized in order to understand being successful in sports or differences between the successes (Konter, 2006). By the concept of efficiency in sports, it is indicated that athletes take pleasure from the sports activities they perform at a maximum level. It is related with serving reaching the purpose or reaching the targets. Providing an efficient medium in sports is dependent on determining interests, wishes and expectations of athletes.

Participant Physical Education Teachers stated the following opinions: I feel relaxed after the match regardless of the score ( $X=2.39$ ), When I can not guide my athletes during the match, I feel more anxious ( $X=3.08$ ), Cheers of spectators in favor of me during the match cause my attention not to be distracted ( $X=2.68$ ), Cheers of spectators against me during the match cause distraction of my attention ( $X=3.16$ ). When the coach has good communication skills and listens to people, communication among the athletes also strengthens. Tough manners in communication create tension and problems between the athletes. Thus, breaking down may be observed in the team as a result of these problems.

Since there will be lack of communication because of tough manners, lack of confidence and splitting may be observed. Coach having the Power of the coach to reward positive actions and punish the negative ones shall cause the team players to have respect for the coach and to act according to his/her guidance (Konter, 2006). On the other hand, it can be stated that cheering of spectators positively or negatively does not influence the Physical Education Teachers a lot, however necessary warnings should be made to prevent negative cheering.

Participant Physical Education Teachers stated the following opinions: Powerful opposing team increases my eager to win ( $X=3.69$ ), I feel anxious when I think that sports competition shall be lost ( $X=3.13$ ), I feel anxious when the competition is an away match ( $X=2.55$ ). Thus, another factor that increases stress of the teachers is to think competition shall be lost; however it is established that this situation motivates them and that playing an away game does not influence the teachers very much.

Participant physical education teachers expressed following opinions: I believe I have a social status because I am a physical education teacher ( $X=3.69$ ), I always feel secure during the match ( $X=3.48$ ). Teachers think that they obtain concessions within the society by being a athletes, thus this situation may be used in a positive way to direct youth to sports. Also it can be stated that security should be maximized in the sports competitions, with this aim Provincial Directorate of National Education and Provincial Directorate of Youth Welfare should take the necessary precautions in consultation with Police Departments before, during and after the competitions to eliminate adverse situations and to enable Physical Education and other personnel assigned in the competitions to work under healthy and favorable conditions.

As a result, stress and anxiety level of Physical Education Teachers has showed itself in two situations. First is the level experienced before, during and after the competitions; and second one is experienced by the problems encountered in their active sports life and because of their expectation level.

Physical Education Teachers may hold a leading position in the society because of the nature of the physical education lesson and their leadership ability.

Students may take their place as active players in these sports competitions organized among the institutions of Ministry of National Education where socialization is achieved in the best way by means of coaching ability of physical education teachers.

Factors increasing stress and anxiety level of Physical Education Teachers during the competitions should be eliminated or minimized. Thus, it can be expressed that Provincial Directorates of National Education and Youth Welfare and Police Departments have important responsibilities and they should be in consultation with

each other. They should consider this event as a duty, ministratation.

Sports being a profession should be emphasized in this process, and Physical Education Teachers should be regarded as potential coaches or elite individuals performing this work professionally.

Personal stress and anxiety level of Physical Education Teachers should be determined, and this stress and anxiety level specified should be discussed within the framework of a specific plan and program.

Also it can be stated that maintenance and repair of installations of educational institutions and Directorate of Youth and Sports should be realized in the best way, and required precautions should be taken; and that Physical Education Teachers representing their school successfully in the competitions should be rewarded.

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