

T.R.N.C
NEAR EAST UNIVERSITY
INSTITUTE OF HEALTH SCIENCES

**COMPARISON OF STATE ANXIETY LEVELS BETWEEN STRONG
AND WEAK RIVALS PLAYING TOGETHER AT THE IRAQI FIRST
DIVISION BASKETBALL LEAGUE**

SIZAR SALIM SADIQ

PHYSICAL EDUCATION AND SPORTS
MASTER THESIS

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GIFTING

DEDICATED TO MY FAMILY

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ABSTRACT

SIZAR SALIM SADIQ. Comparison of state anxiety levels between strong and weak rivals playing together at the Iraqi first division basketball league, Near East University, Institute of Health Sciences, School of physical education and Sports, Master Thesis, Nicosia, 2018.

This study was designed to investigate the comparison of state anxiety levels between strong and weak rivals playing together at the Iraqi first division basketball league. The study is aimed at identifying the cognitive and somatic anxiety levels while strong teams play with weak teams, also to find cognitive and somatic anxiety levels while strong teams play with strong teams, and to find cognitive and somatic anxiety for the sum of three games between strong team plays against weak team and strong team plays against strong team. The aim of the present study was also, to find differences self confidence anxiety between strong team play with weak teams, also to find difference self confidence anxiety between strong team play with strong team, and to find difference self confidence anxiety for the sum of three games between strong team plays against weak team and strong team plays against strong team among basketball team in a sample research.

The study sample consists of 32 athletes in 4 teams according to the sequence they are 1-Naft, 2-Sharratah, 3-Naft Aljanub, and 4-Nasiriyah. All the participants had been selected in Iraq's Basketball clubs male, of the participated advanced category in the selected basketball teams in Iraq first division basketball league, for the season 18/2/2017 until 25/5/2017. A descriptive research method was used and employed for the collection of data. The research was conducted questionnaire base research. competitive state anxiety inventory questionnaire by (Martens et al, 1990), the researcher asked two English language specialists, to translate the questionnaire to Arabic language to ensure the validity of the scale, and the reliability of the questionnaire, (Cronbach's alpha) in this study for competitive state anxiety inventory questionnaire is: 0.70.

The results show that there is significant difference between cognitive and somatic anxiety levels for weak with strong teams, the result was $p < 0.05$, which they accept the hypothesis. The result shows that there is no significant difference between cognitive and somatic anxiety levels for strong with strong teams, the result was $p > 0.05$, which they do not accept the hypothesis. But the result shows that there is a significant difference between

cognitive and somatic anxiety for strong team plays against weak team and strong team plays against strong team, the result was $p < 0.05$, which they accept the hypothesis.

The results show that there is significant difference self confidence anxiety between strong team play with weak teams, the result was $p < 0.05$, which they accept the hypothesis. The result shows that there is no significant difference self confidence anxiety between strong team play with strong team, the result was $p > 0.05$, which they no accept the hypothesis. But the result shows that there is a significant difference self confidence anxiety for the sum of three games between strong team plays against weak team and strong team plays against strong team, the result was $p < 0.05$, which they accept the hypothesis.

Conclusively, the study finds designed of state anxiety levels between strong and weak rivals playing together at the Iraqi first division basketball league.

Key words: basketball, anxiety, cognitive, somatic, self confidence,

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CHAPTER 1

INTRODUCTION

Basketball is a high scoring and fast in sport team includes quick decisions act. These characteristic make basketball a complex dynamic physical and psychological. Each team tries to destabilize the opponent and thus generates disorder while trying to maintain their own stability and self-organization or influenced by perturbations or critical events that may disrupt or modify the team's self-organization (Ferreira et al., 2014). Considered are activity cognitive like sport which player decision feeling and perception of competition (Ruiz et al., 2006). The sports anxiety has notable presence in scientific study was competitive causes changes the athlete of somatic and cognitive (Rhea et al., 2003). However, participation in competitive sports such as basketball may also impact psychological measures, such as self confidence, cognitive and somatic, which in turn may affect aspects like enjoyment, continued participation, self-efficacy, anxiety is one of the more frequently measured variables within sport psychology, the variable typically conceptualized emotional characterized apprehension with physiological arousal (Weinberg & Gould, 2014).

Anxiety is therefore also recognized as a multidimensional construct consisting of cognitive and somatic components, it also can be viewed as a rather stable personality characteristic, trait anxiety or as a response to a given situation, previous research has suggested that cognitive and somatic anxiety, defined as the tendency to respond to competitive situations as threatening or anxiety-producing, may be greater in than in team sports like basketball (Zamani & Moradi, 2011). Although several measures exist for measuring trait and anxiety within sport and adults validated measures of cognitive and somatic anxiety are limited (Smith et al., 2006).

Interscholastic competition may present overlays that influence the sport participation experience in nuanced ways which ultimately may influence the satisfaction derived from sport participation, the influence of varying competitive challenges upon the mood and self confidence, cognitive and somatic anxiety measures more specifically, this assessing mood and cognitive and somatic anxiety measures of varsity basketball players at key points during the competitive season. It was hypothesized that such measures reasonably could be collected; such measures gathered via validated psychometric instruments collected at key points during the competitive season may have value for coaches (Eldridge et al., 2016).

Scoring self confidence, cognitive and somatic anxiety is influenced by a complex interplay of all kinds of factors in basketball and therefore needs to be investigated from a multidimensional perspective that integrates contextual, psychological and cognitive factors, unsportsmanlike fouls are investigated in their natural environment, high-order interactions, context-related factors and the previous and following ball possessions can be taken into account time-dependent effects for successful or unsuccessful actions (Kirker, Tenenbaum, & Mattson, 2000). The high level of anxiety carries the style of responsibilities both in the beginning and the end of the game and you need a lot of skills that can complement the games (Osama, 1995). The abilities that require the positions of variance to change as contained and modify the ideas and procedures of the treatment of high degrees of neuromuscular compatibility are accompanied by high capacities of concentration and attention and to the cognitive and physical confidence of the skills (Mohammed, 2000).

The precompetitive anxiety is more an athlete interacts opponent likely the cognitive and somatic will exert influence on relationship between cognitive and somatic anxiety to basketball, that anxiety have more detrimental effect in cognitive and somatic on high sports than low sports because to opponents and less control over (Terry, 1995). The cognitive and physical anxiety of the athletes may be detrimental to the level of skill and the relationship between them remains unclear and their effect is moderate. This is why there is little to push the relationship between them for competitive sport (Kleine, 1990). An anxiety contest in a sport that answers recognition is a challenge that reflects the reflection of negative thought with concern and that this use represents recognition of sports competition rather than anxiety (Cox, Martens & Russell, 2003).

1.1 Statement of the Problem

The exercise of any mathematical activity requires the necessary effort in the training unit to prepare a physical and psychological special that can implement the main part of this module in a correct and effective manner, as this effort differs from the effort of the average person in daily life, in terms of muscle functions of muscle supply blood and muscle mass for the number of work and the preparation of heart activity and psychological numbers, so facilitate the movement of joints and different training units must be organized and divided into sections lead each section of the basic cycle to reach its purpose is to raise the player's efficiency and level to receive physical activity, Friendly correctly. The life of any individual of anxiety as long as there is great ambition and hope for the achievement and concern of the

symptoms of several of the most important of the brain, the loss of appetite and lack of capacity to focus, attention, pulse speed, breathing disorder, discomfort and others. Through the experience of the researcher and the experience of sports teams, it was found that the definition of the concept of concern sports competition requires the beginning to know the two types of anxiety associated with them, the anxiety associated with the performance of sports two main types are the concern of competition, the state of anxiety of competition and understands the concern of the sports competition as a concern caused by competition positions sports), compared to the type of anxiety as state of sports concern an important role of the players may have a positive driving force and thus push the athletes more effort or in other cases may be hindered their physical activity skills. The researcher has noticed by watching the local matches that some players fail sometimes despite the good level they enjoy and this failure is attributed to the fact that there are some psychological emotions, including the concern that affects the player in performance and will affect the course of his performance as the concern is not limited to the area, lack of awareness of the coaches to the sports anxiety of the players before and during the game and lack of scientific knowledge to employ cases of anxiety or facilitate the treatment of the disabled anxiety, affecting the self confidence, cognitive and somatic of the players and their results and the completion of the team as a whole, so the researcher decided to study this case to know the degree of sports anxiety (facilitator and disabled), its relationship with the self confidence, cognitive and somatic of the advanced teams participating in the elite basketball championship.

1.2 Research Questions

1. Are there significant differences between self confidence, cognitive and somatic anxiety levels while strong teams play with weak teams?
2. Are there significant differences between self confidence, cognitive and somatic anxiety levels while strong team play with strong teams?
3. Are there a significant difference between self confidence, cognitive and somatic anxiety for strong team plays against weak team and strong team plays against strong team?

1.3 Importance of this study

Gaining importance of this study as follows:

- Constructing an argument as to the extent relationship between self confidence, cognitive and somatic anxiety levels of a selected basketball teams in Iraq first division basketball league as case studies
- Differences in relationship between self confidence, cognitive and somatic anxiety levels of a selected basketball teams in Iraq first division basketball league as

1.4 Research hypotheses

H1. There is a significant difference between cognitive and somatic anxiety levels while strong teams play with weak teams?

H2. There is a significant difference between cognitive and somatic anxiety levels while strong teams play with strong teams?

H3. There is a significant difference between cognitive and somatic anxiety for the sum of three games between strong team plays against weak team and strong team plays against strong team?

H4. There is a significant difference self confidence anxiety between strong team play with weak teams?

H5. There is a significant difference self confidence anxiety between strong team play with strong team?

H6. There is a significant difference self confidence anxiety for the sum of three games between strong team plays against weak team and strong team plays against strong team?

1.5 Research aims

The aim of the present study was to find cognitive and somatic anxiety levels while strong teams play with weak teams, also to find cognitive and somatic anxiety levels while strong teams play with strong teams, and to find cognitive and somatic anxiety for the sum of three games between strong team plays against weak team and strong team plays against strong team.

The aim of the present study was also, to find differences self confidence anxiety between strong team play with weak teams, also to find difference self confidence anxiety between strong team play with strong team, and to find difference self confidence anxiety for the sum of three games between strong team plays against weak team and strong team plays against strong team among basketball team in a sample research.

1.6 Restrictions

1. The human sphere: the basketball players in Iraq premier league.
2. Field time: From 18/2/2017 until 25/5/2017.
3. Spatial field: Iraq's Basketball clubs.

CHAPTER 2

GENERAL INFORMATION

2.1 The Concept of Sports anxiety

The emergence of several studies, the fifties of the last century that distinguished between the two types of anxiety as a case and the characteristic of the researcher has chosen anxiety as a case for the suitability of the search also reflected on the conditions of athlete and psychological, and includes anxiety as a state of tension and temporary instability that occurs as a result of important conditions and time this raises concern, so expect the level of anxiety to rise before the game and anxiety is a concept that is widely discussed by coaches, practitioners involved in sports performance need to be aware of anxiety related symptoms. Once awareness is built it would be prudent to deal with anxiety related issues (Branscombe & Wann, 1991). The anxiety is one of the most important emotions faced by players who participate before and during sports competition. The anxiety is described as an unpleasant state of psychological tension, usually accompanied by physical symptoms due to the expectation of a threatening event or situation (Aşçı, 2003). Anxiety is a reaction to a fear that is expected to range from confusion to full horror. It is actually preceded by a circumstance of a threat that quickly and strongly responds to the individual, the defined as an emotional state of self in which the individual feels fear and tension and can be characterized by the severity of the situation from time to time (Latinjak, Hatzigeorgiadis & Zourbanos, 2017). It is a painful emotion includes intense fear and anticipation of evil and failure and the speed of irritability and instability and excessive sensitivity to the loss of others. The conflict and anxiety is that the second generates the first and the first increases the intensity of the second, the relationship between them is mechanical. There are several cases and symptoms of anxiety experienced by the athlete before the competition, especially sports athletes basketball, whether emotional or physiological internal working directly on the preparation and psychological general of the athlete before the competition and have a special impact on the players before the competition, including poor ability to focus and intellectual intransigence and the speed of irritability and detachment Forgetfulness, loss of appetite, insomnia, annoying dreams, as well as internal symptoms such as pulse rate, breathing disorders and high pressure (Elliott & Drummond, 2017). Some of the symptoms referred to as "psychosomatic" are considered to be characteristic of anxiety. One study indicates that there is a relationship between anxiety and the symptoms (psychosocial) that appear on the

players before and during the game so that the anxiety affects the physical and psychological aspects of the individual Athlete (Lamb et al., 2017).

The psychological preparation for athletes will be a positive concern because of the general orientation of the athlete and the readiness of the full psychological before the race and this makes athletes to be in a position of motivation and psychological motivation before the competition for the purpose of eliminating all factors of fear and error and jump and sometimes the lack of psychological preparation of athletes before competition is weak or non-existent will certainly have a negative impact of the performance of the sport due to the state of chaos and mental dispersion experienced by the athlete, especially athletes who do not have the field experience in the competitions, and that the concern is a positive impact on the players of basketball before and during sports competition, and has a significant impact on the achievement achieved by athletes in various games, where the levels of achievement in games of speed, such as the arena and field (Castro, 2017).

2.1.1 Definition of Sports anxiety

The anxiety is an unpleasant psychological state characterized by discomfort and the expectation of bad and very severe nerve and discomfort and can be accompanied by physiological symptoms such as increased heartbeat and increased breathing and frequent sweating and the continued increase in anxiety may affect the performance of the individual negatively (Dhar, 2017). The phenomenon of anxiety has become things eye-catching attention at the present time, as a result of cultural coup that long most aspects of our lives, and that was of concern sometimes effects phenomenon, but its effects show clearly on results (Bhat & Shaw, 2016).

The subject of anxiety is a major focus in psychology in general and sports psychology in particular because of its obvious and direct effects in the occupation of psychological functions or physical functions or both. Many researchers have pointed out that anxiety is a warning or a signal to mobilize all the psychological and physical forces of the individual to try and defend the self, and may lead to anxiety if it exceeds the loss of psychological balance, "which raises the individual to try to re-control this psychological balance And restore its components using many different behavioral methods "(Roy-Byrne, 2015), the state of self-awareness that one perceives as a form of distress and uneasiness, with the expectation of harm, and this situation is similar in its poetic nature and emotion to

the state of fear" (Englert & Bertrams, 2012). Psychologically, anxiety is often associated with one aspect of stress, fear, in which case the word anxiety is used to describe feelings of fear when the cause of fear is unknown" (Ellis et al., 2015). The characterized by extreme fear, inability to focus, and a permanent sense of expectation of defeat, distrust and a desire to escape from reality when confronted with any position of public life" (Woodman et al., 2013). It is one of the fundamental dimensions of the emotional experiences of the athlete. Therefore, concern is considered to be one of the most important psychological phenomena affecting the behavior of man in general and sports in particular (Pichurin, 2015).

There is a difference in the degree of anxiety before the conditions of psychological stress related to sports competitions and during and after it, because thinking about the situation of tension and tension before it affects the personal functions of the athlete, the actual friction in that position, it reduces the impact and degree of decline and high level of anxiety, which depends on the type of activity athlete "(Leitenberg, 2013). The light of the progress of anxiety is one of the factors affecting the level of motor sports performance, so the interest in using the measures that you measure in special situations such as sports competition situations are important things instead of using the measures you measure in public life situations, the mathematical activity of the psychological problems facing the athlete where the intellectual and psychological disorder that leads to incompatibility and concentration and control as well as the non-ideal nerve stimulation, the performance is wrong " (Kaur, 2016).

2.1.2 Theories and opinions in anxiety

The theories have emerged about anxiety, its interpretation, its ambiguities and the views of psychologists on the main cause of concern (Bloom, 1997). Freud considers that anxiety is the main repression or concern is the fear of being without support or help and lonely in an aggressive and unfriendly world, and the concern may be unrealistic false or comprehensive year may be related to particular topics or positions, and before Freud supported the theory that anxiety is caused by repression, but in 1923 developed his theory to include the original or original anxiety or the so-called birth trauma, it the first dangerous condition experienced by the individual (Sullivan, 2013).

Sullivan believes that anxiety is a condition that arises as a result of the interaction between the individual and the society, it is possible to overcome the feeling of anxiety if the

social and human ties that bind the individual to other individuals are strengthened and thus the individual can overcome it by achieving a certain degree of belonging (Lam & Sun, 2014). Young believes that an individual's anxiety is a result of delusions that the individual perceives as a life threatening source and thus leads to anxiety responses (Yang & Forney, 2013).

Spielger and Kathle have been concerned about it as a traitor condition, the first characteristic of personality and temperament indicative his behavior is ready for anxiety and acquired from childhood and continues to exist in different periods of life. It varies from person to person depending on the readiness and painful experiences of each person, but the responses are similar in individuals in terms of concentration and strength. The second is the case of any emotional state felt by the individual and the disappearance of the cause, which is considered a temporary behavior. In the twentieth century, there were empirical studies that give anxiety a concept different from the concept of Freud, and said that the theory of anxiety motivation is a concern for the factor of work and learning and considered concern good character should be valued and then came another theory advocated by educational psychologists at bell university this theory is anxiety in test situations. The researchers have developed many explanations about the theory of "motivation anxiety" and the theory of "anxiety in test situations" (Gudykunst, 1998).

The twentieth century, there were empirical studies that give anxiety a concept different from the concept of Freud, and said that the theory of anxiety motivation is a concern for the factor of work and learning and considered concern good character should be valued and then came another theory advocated by educational psychologists at bell university this theory is anxiety in test situations. The researchers have developed many explanations about the theory of "motivation anxiety" and the theory of "anxiety in test situations" (Öhman & Wiens, 2004). Through the identification of anxiety and theories and opinions that discussed the concern and its relationship to achievement, found that the door is still open for further research and studies on concern and its relationship to achievement and achievement of various events, whether the achievement in theory or practice (Wilde-Larsson et al., 2010). The study of the impact of anxiety on achievement, especially on mathematical achievement, is still in the Arab world in its narrow range. Thus, every research in this field is meaningful in terms of theory and practice (Aladag, Yaka & Koç, 2014).

2.1.2.1 Psychosomatic Theory

Adler who created the group of individual psychology in which he called for the need for a comprehensive view of the personality of the individual, which is characterized by the difference from one individual to another, introduced his famous theory of personality which was used in psychological treatment methods as within Adler's view, feelings of inadequacy, helplessness, struggle are a means of transcendence, an attempt to distinguish and attain perfection. Adler's motivation is driven together if the individual commits himself to his social goals and becomes sick if the individual loses his or her social goals (Foster et al., 2016).

2.1.2.2 Cognitive Theory

Lazarus 1970 focuses on the thinking of individuals who are concerned. An individual tends to be concerned about unrealistic expectations of multiple situations, that anxiety is based on a threat assessment and that this assessment includes other symbolic and non-specific factors. The importance of situational factors in the emergence of anxiety, considering the threats and pressures faced by the individual, a variable interferes with the process of anxiety and arousal. The disorders are emotional, emotional responses, acquired by the individual during his or her life experience, during the interaction between attitude, response and thinking. The disturbed individual adopts illogical and unstable ideas that make his future responses satisfactory (Beidel & Turner, 1986).

2.1.2.3 Self confidence Theory

Roger discussed in the self and defined is that the formation of self-concept positive or negative in individuals through the perception and evaluation of the individual self. Although the concept of self is relatively stable, it can be modified and changed through psychological counseling and is influenced by heredity, the environment and the family, the important difference from the social situation among society (Leary & Jongman-Sereno, 2010).

The concept of self-perceiving is the image that the individual believes that others perceive from him, and is represented in his interaction with them. The ideal image that an individual wants to have the function of the concept of self is to organize the individual's changing experiences because of social interactions and the inner motivation for self-realization, the individual always seeks to achieve himself, and to construct a positive

concept about it, while the self itself includes unconscious elements that the individual may not understand (Bandura & Adams, 1977).

Experience is individual lives in a particular time or place and interact with and do, affects and is influenced by and leads to the comfort of the individual and his psychological compatibility, or inconsistent with social standards Recognized as a threat to the individual, causing tension and poor compatibility. The individual is a constant motivation for self-realization, self-esteem and social appreciation by others. An individual may conduct behavior that is incompatible with his or her own concept, as a result of his experiences or unacceptable organic needs, such behavior which is not identical to self-concept, causing him tension and poor compatibility (Fiske, Morling & Stevens, 1996).

Developments in the self-theory which explained that the self has several levels top level is the image that an individual presents to oneself for knowledge and strangers. Self-consciousness is the self that the individual feels, expresses and exposes to his or her close friends. Special self is the secrets of the individual that are in the boundary between feeling, and are prone to hypocrisy but are not buried because of their importance in the life of the individual, the content of this self consists of unwanted material that is harem, embarrassing, shameful, defective or painful. Self-insight is the self that is achieved by the individual when he is in a comprehensive analysis of his personality, deep or repressed self, this is accessible only in special psychological ways performed by psychologists (Epstein, 1973).

2.1.3 Anxiety and associated concepts

The anxiety of the most important psychological phenomena that affect human behavior, and this effect may be positive him to do more or negatively hinder his performance and then failing to sports competitions, and it is a sports competition scene in which psychological emotions lead roles, and no doubt that the concern is one of these roles, as reciting different colors and takes different forms and is increasing interest in public squares and the field of psychological studies, and is the subject of anxiety of the most important contemporary everyday problems addressed by sports psychology, especially in the competition site and because of its impact in the level of performance of some of the concepts overlap with the concept of anxiety as it refers, "that anxiety, fear and psychological conflict are preparing forms of psychological emotions that affect the sporting achievement" (Zuckerman & Spielberger, 2015).

There are similarities and differences between anxiety and fear they both represent a response to the threatening situation, one danger with the similarity of the physiological manifestations of each of them almost, either the only difference between them is that the fear comes from well-known and clear and is known for a person who is afraid, while a source of concern unknown and the individual knows its source, and the anxiety includes a threat to the entity and essence of man (Jovanovic et al., 2014). The state of fear as transient and temporary anxiety much longer in survival, as well as the danger of concern addressed to the personal entity, while a sense of threat represents a state of fear and intensity of this Circular (McReynolds, 2015).

The conflict is based on instinct exists in the depths of the unconscious self leads to anxiety the difference between the second conflict that generates the first and the first increases the second unit, so the relationship between the two mechanical (Lewin, 2015).

Tension occurs when there is a clear imbalance between what the athlete is aware of what is required of him in the environment and what he perceives for his readiness and abilities as well as the importance of that position. Therefore, tension involves three elements environment, perceptions, sports responses in the form of excitation (Palacios-Cena et al., 2015).

The concern about arousal is different in that it involves a degree of activation as well as an unpleasant emotional state. Therefore, the term anxiety is used to describe the component of the intensity of behavior, and the tendency of emotion in anxiety is negative because it describes unpleasant self-feelings (Brooks, 2014).

Anxiety attribute is different from the anxiety of the situation because it is more permanent so that it is a characteristic of the personality of the individual, and the degree of high anxiety of the individual is a feature regardless of the situation that passes by the individual is characterized as such attribute or attribute regardless of the time circumstances experienced by (Verkuil, Brosschot & Thayer, 2014).

2.1.4 Levels of anxiety

The behavior of human, especially in situations that have to do with his future is affected by the level of the individual (Delewi et al, 2017). The degree of anxiety varies from one person to another, some of them are of high concern, some are of moderate concern, some are of low concern and the achievement of sports is inversely proportional to the level of anxiety, "the high anxiety of the athlete is low achievement because of the feeling in games that others look at them from the personal angle of the calendar and not the performance and that is why they are more preoccupied with their involvement in the game, the weaker their performance and the lower achievement "(Caffey et al., 2016). The anxiety appears on degrees alternating at the level and can be classified into three levels:

First: the low level of anxiety is necessary to help prepare to meet the demands of life, as the work of motivation or motivation or the element of activating the individual and this type of low anxiety is sometimes called (ease anxiety) any concern that increases the willingness of the individual to meet external conditions without limiting the ability to control (Eron Jr, 2016).

Second: the intermediate level of anxiety, the individual becomes less able to control as the behavior loses its flexibility and the stalemate generally settles on individual responses in different situations and the individual needs more effort to maintain appropriate behavior (Sanaei, Zafarghandi & Sabet, 2015).

Third: higher level of anxiety, it is also called neurotic anxiety and is called neurotic because it has reached the neurosis stage, which is a psychological disease. It is not a general phenomenon that is common among all people, but it is a special condition suffered by psychiatric patients. This high level has a negative effect on the athlete. It has been called "disabled anxiety" or obstructive anxiety (Schaller, Griesinger & Banz-Jansen, 2016).

2.1.5 Competitive State Anxiety Inventory (CSAI)

Anxiety is one of the most commonly measured constructs in sport psychology with at least 22 published scales devoted to its measurement (Lerner et al., 1996). The most widely used scales for measuring anxiety is "the competitive state anxiety inventory-2" (CSAI-2). The CSAI-2 has been used in research published in over 35 articles on anxiety in sport and is perhaps the most well-known anxiety instrument used in sport psychology research, that the

originally modified the state trait anxiety inventory in creating the original CSAI, a major limitation of the original CSAI was that, although it represented a sport-specific measure of state anxiety, the construct was conceptualized as one-dimensional in nature. Thus, the CSAI-2 was developed in order to create a sport-specific instrument that measured both cognitive and somatic anxiety. In addition to cognitive and somatic anxiety, the CSAI-2 was also supposed to measure the constructs of fear of physical harm and generalized anxiety. These constructs failed to emerge during validation studies. Third construct did emerge during validation studies, namely state self-confidence. Thus the final version of the CSAI-2 contained three subscales: cognitive anxiety, somatic anxiety, and self-confidence, each of which consisted of nine items (Martens et al., 1980).

The CSAI-2 conducted numerous analyses to assess the reliability and validity of the instrument. These included various factor analyses, item analyses, internal consistency analyses, concurrent validity analyses, and construct validation studies involving Martens, 1977 model of competitive state anxiety. While the authors of the CSAI-2 were thorough in developing the instrument, methodological limitations raise questions about the factor structure of the CSAI-2. These limitations include problems related to statistical methods used to determine the factor structure of the inventory, arbitrary decisions regarding inclusions of items, and failure to confirm the factor structure of the CSAI-2 with a follow-up confirmatory factor analysis, the need for a confirmatory factor analysis. When developing a scale designed to represent a multidimensional construct, it is important for researchers, after determining the initial properties of the scale through procedures such as EFA, to then confirm these properties through some type of confirmatory analysis, preferably on a separate sample. Perhaps the most common means of accomplishing this is through confirmatory factor analysis. Confirming the factor structure of a scale is important for two reasons: CFA is generally theory-driven, which allows for a more focused analysis and more important, conducting a CFA on a scale allows one to determine whether the factor structure that emerged with one sample remains consistent with other samples, thereby reducing the effect of chance relationships in any one particular sample. In developing the CSAI-2, did not report the results of a CFA (Martens et al., 1990).

2.2 Literature Review

There are some studies regarding in competitive sport may impact psychological measures, such as cognitive and somatic anxiety, which in turn may impact enjoyment, adherence, continued participation, and so on. This study assessed the feasibility in terms of process, resources, management, and potential scientific value of measuring the effect of varying competitive challenges upon the mood and cognitive and somatic anxiety measures and includes a study by Hoover et al, the participants is 12 consisted of the boys' varsity basketball team at a high school in a rural Midwestern community. Participants completed the profile of mood states (POMS) to assess mood and the sport anxiety scale-2 (SAS- 2) to assess performance anxiety, respectively. there is a significant correlations on the subscale measures were found on the POMS and SAS-2 administered before the four conditions in the study, and there is a significant differences were found across conditions in the POMS subscale confusion and in the SAS-2 subscale worry, these preliminary findings suggest that the competitive conditions in the study significantly affected some measures of mood and performance anxiety in high school basketball players. These findings warrant further investigation, as well as suggest coaches could gather such information from their players, ultimately aiding in player development and team performance (Hoover et al., 2017). Also, in the study of Hardy and Parfitt, is reported tests catastrophe model of anxiety. Eight experienced basketball players were required to perform a set shooting task, the result was namely, that the polynomial curves for the increasing vs. decreasing arousal conditions would be horizontally displaced relative to each other in the high cognitive anxiety condition, but superimposed on top of one another in the low cognitive anxiety condition, the high cognitive anxiety condition than in the low cognitive anxiety condition (Hardy & Parfitt, 1991).

The study by Craft, considers subcomponents of anxiety specifically cognitive anxiety, somatic anxiety and self-confidence, the research based the competitive state anxiety inventory (CSAI-2), findings have been that the three subcomponents have separate relationships with performance, there is no relationships among cognitive anxiety, somatic anxiety, self-confidence, and performance appeared weak and that self-confidence displayed the strongest and most consistent relationship with performance (Craft et al., 2003). The study by Parfitt and Pates, the study considered the competitive anxiety and self-confidence state responses upon components of performance, basketball players 12 were trained to self-report their cognitive anxiety, somatic anxiety and self-confidence as a single response on

several occasions immediately before going on court to play. The results indicated that, as anticipated, somatic anxiety positively predicted performance that involved anaerobic demands. Self-confidence and not cognitive anxiety, was the main predictor of performance scores with working memory demands. It would appear that different competitive state responses exert differential effects upon aspects of actual performance. Identifying these differences will be valuable in recommending intervention strategies designed to facilitate performance (Parfitt & Pates, 1999).

The study by Keikha, Yusof and Jourkesh, to measure pre-competition mood states and state anxiety components to predict the result of competition, the number of 219 participants were selected for the study, the competitive state anxiety inventory-2 (CSAI-2) at three difference temporal patterns including one week, one day and one hour prior to competition. The result that there is no significant differences in one week and one day hour before competition, the results revealed that the model was significantly meaningful for three sub-scales of mood state fatigue, tension and vigor, out of nine measured independent variables only at one day before competition. The shows that the regression model for only one day before competition was excelled at predicting the winner and not the losers (Keikha, Yusof & Jourkesh, 2015).

The study by Balyan, the study was examined the association between personality, competitive anxiety, somatic anxiety and physiological arousal in athletes with high and low anxiety levels, the sample is 50 male participants, the results showed that neuroticism was related to both CSAI-2 components and physiological arousal only in the group receiving the incentive, the winners had higher levels of cognitive anxiety and lower levels of physiological arousal than losers, the basis of the findings, that an athlete's neurotic personality may influence his cognitive and physiological responses in a competition (Balyan et al., 2016).

The study by Sonstroem and Bernardo, the extension of the inverted hypothesis was tested by defining low, moderate, high arousal levels as an athlete's lowest, median and highest pregame state anxiety values across three games of a basketball tournament, the sample is 30 female in university varsity basketball starters from six teams, the competitive trait anxiety (a-trait) and ANOVA with repeated measures on A-state categories was employed, the result that there is a significant between composite game performance (PERF) and total points (TP) and high A-state scores were associated with poorest performances in all

three trait groups, but plotting performance T-scores across A-state categories indicated this effect to be particularly pronounced in high competitive trait-anxiety subjects (Sonstroem & Bernardo,1982).

The study by Thuot, Kavouras and Kenefick, in the effects of perceived ability of opponent toughest, moderate and weakest, and game location home, away on precompetitive state anxiety levels in male and female high school basketball players, the each player from one male team 14 and one female team 9 was administered the competitive state anxiety inventory (CSAI-2), 30 minutes prior to competition, the results showed males and females experienced significantly higher cognitive anxiety, somatic anxiety and lower self-confidence as the ability level of the opponent increased, away games created significantly higher somatic anxiety and lower self-confidence than home games, the females experienced significantly higher somatic anxiety and lower self-confidence than males across perceived ability and game location conditions, precompetitive somatic anxiety and self-confidence may be strongly influenced by situational variables (Thuot, Kavouras & Kenefick,1998).

In the study by Cano, the aim of the study was to assess trait and state anxiety in a sample of basketball players and their performance in competition, in addition to comparing players' anxiety when playing against rivals of different levels, the sample was composed of 10 players from a basketball team of the Spanish amateur basketball league, the state-trait anxiety inventory-S (STAI-S) was utilized for the evaluation of state and trait anxiety. Performance of the players was measured during two games utilizing the official statistics of the Spanish basketball federation, overall rating, which is the sum of total points, rebounds, fouls received, recovered balls, assists and the subtraction of missed shots, fouls made and turnovers; fouls committed; free throw percentage; 2- and 3-point field goal percentages; and points scored, one game was against a rival of high performance level and one was of lower level, the results demonstrated a positive correlation between pre-competitive state anxiety and turnovers and a negative correlation between pre-competitive state anxiety and percentage of two-point field goals and the pre-competitive state anxiety was higher when the rival was higher ranked (Cano et al., 2010). The study by Smith, the study describes the development and validation of the sport anxiety scale-2 (SAS-2), a multidimensional measure of cognitive and somatic trait anxiety in sport performance settings, the sample as young as 9 to 10 years of age, the SAS-2 has stronger factorial validity than the original scale did, the

scale reliably predicts pre-competition state anxiety scores and proved sensitive to anxiety-reduction interventions directed at youth sport coaches and parents (Smith et al., 2006).

CHAPTER 3

METHODOLOGY

3.1 Research Method

This descriptive and correlative study was used to measure the prevalence of the cognitive and somatic anxiety of a selected basketball teams and relationship with for the selected basketball teams in Iraq first division basketball league.

3.2 Research Population and Sample

Research population was determined through the intentional as a way of including male players in Iraq's basketball clubs, of the participated advanced category in the a selected basketball teams in Iraq first division basketball league, for the season 18/2/2017 until 25/5/2017. The total numbers are 48 players distributed among 11 clubs. The research sample consists of 32 athletes in 4 teams according to the sequence they are; 1-Naft, 2-Sharratah, 3-Naft Aljanub, and 4-Nasiriyah, and therefore we chose each team 8 players, as shown in table1.

Table 1. Sample distribution basketball athletes on provinces in Iraq's basketball clubs according to the sequence

N	Clubs	Total number of players	Province
1	Naft	8	Baghdad
2	Sharratah	8	Baghdad
3	Naft Aljanub	8	Al Basrah
4	Nasiriyah	8	Nasiriyah
Total	4	32	3

3.3 Research Instruments

The researcher has instruments which were used in the current study as follows:

Competitive State Anxiety Inventory-2 (CSAI-2) Questionnaire

The researcher has prepared a questionnaire for the competitive state anxiety inventory-2 (CSAI-2) by Martens et al, 1990, including 27 questions that characterized for athletes, and four alternatives next to each questions, scoring was as follows: 1 never, 2 a little, 3 moderately, 4 much, thus the highest value of the scale is 108 and the lowest value of the items is 27, and reliability Cronbach's alpha for competitive state anxiety inventory-2(CSAI-2): 0.70 (see Appendix 1).

3.4 The validity and reliability of scale

The data collected by using a competitive state anxiety inventory-2 scale (CSAI-2) appendix (A). for checking the validity of scale, the researcher distributes the scale on some expert and specialist in this field as it shown in the appendix (B), after getting the approval about 82% of them table (2) where (Bloom et, al., 1983,126) has indicated that the researcher should to obtain approval by 75% or more of the opinions of arbitrators expert and specialist, for checking the reliability of scale the researcher distributes the scale on some other basketball team players whom don't represent the sample of research for the purpose of validity and reliability finally because of all the participants don't familiar with English language the researcher translate the scale to Arabic language in legal sworn translation by Sherzad R. Haji in Zewa translation office in Duhok for making the process of answering easier, where the office of translation has some expertise in translation from English to Arabic language.

3.5 Procedure of the Study

The questionnaire of the study was distributed "competitive state anxiety inventory-2 (CSAI-2)", 27 questions respectively to the players of male in Iraq's basketball clubs, of the participated advanced category in the a selected basketball teams in Iraq first division basketball league, for the season 18/2/2017 until 25/5/2017. Which consisted of 32 athletes in 4 teams according to the sequence they are; 1-Naft, 2-Sharratah, 3-Naft Aljanub, and 4-Nasiriyah of Iraq's basketball clubs. that the team of Nasiriyah consists of 10 players and not 12 of the total 6 games and also did not participate all the players in the game because it is

out of the list and therefore we chose each team 8 players, and the procedure that will be involved are the following: for the measurement of pre competition state anxiety, 6 games will be chosen against very different rivals; the 1st will play against 2nd, and 1st play against 3rd and 2nd will play against 3rd the last team in the league standing play against 1st and 2nd and 3rd team, as shown in table 2. The questionnaire will be complete just before the warm-up, approximately 30 minutes before the beginning of the competition. Eventually, the data were collected from the participants. Finally, 192 questionnaires were collected. Completed questionnaires were reviewed and recorded for analysis according to the assigned codes for anonymity. Thus the highest value of the scale is 108 and the lowest value of the items is 27 and reliability Cronbach's alpha for competitive state anxiety inventory-2(CSAI-2) is 0.70.

Table 2. Choose five matches against two different competitors according to the sequence

N	The two competitors teams	The stage
1	1-Naft × 2-Sharratah	Second
2	1-Naft × 3- Naft Aljanub	Second
3	2-Sharratah × 3- Naft Aljanub	Second
4	1-Naft × 5-Nasiriyah	Second
5	2-Sharratah × 5-Nasiriyah	Second
6	3- Naft Aljanub × 5-Nasiriyah	Second

3.6 Data Collection

Data were collected by the researcher with the help of the work team on the research sample which consist of 32 players, in the days 18/2/2017 until 25/5/2017, in Iraq first division basketball league, finally, 192 questionnaires were collected. Completed questionnaires were reviewed and recorded for analysis according to the assigned codes for anonymity.

3.7 Score the scale

This scale is called the competitive state anxiety Inventory-2 (CSAI-2) a sport specific state anxiety scale developed by martens et, al., (1990, p117-173). To score the CSAI-2 take all the scores for each item at face value with the exception of item 14, where you “reverse” the score, for example, if you circled 3, count as 2 point (1=4, 2=3, 3=2, 4=1) your scores for each will range from 9 to 36 with 9 indicating low anxiety (confidence) and 36 indicating high anxiety confidence.

3.8 Data Analysis

After collecting the data from each of the participants in the sample, frequency and descriptive statistic use SPSS 21 for the evaluate data for the difference between anxiety levels. t.test was used calculate the average degrees of strong teams plays against weak team and strong team plays against strong teams.

CHAPTER 4

RESULTS

4.1 Research results

Results will be displayed in accordance with the objectives of the research, as follows:

The aim of the present study was to find the relationship between self-confidence, cognitive and somatic anxiety among basketball teams in a sample research. To achieve this goal, Mean, standard deviation and t-test was used to find out the results of the self confidence, cognitive and somatic anxiety levels for weak vs strong teams. Mean, standard deviation and t-test results of the self confidence, cognitive and somatic anxiety levels for strong vs strong teams

The comparing of the self -confidence, cognitive and somatic anxiety for strong teams plays against weak team and strong team plays against strong teams. To achieve this goal, t.test was used calculate the average degrees of strong team plays against weak team and strong team plays against strong team

4.2 Descriptive of the sample

Table below shows the frequency about the participants

Table 3. Descriptive of the sample of players on provinces in Iraq's basketball clubs according to the sequence

The league standings of clubs	The number of clubs	n	Percentage %
1	Naft	8	25
2	Sharratah	8	25
3	Naft Aljanub	8	25
4	Nasiriyah	8	25
Total	4 clubs	32	100

As seen in the Table 3 form of the present study has been reported by frequency statistical method of the sample according to sequence the clubs, the number of participants

according to the Naft club is 25% (n=8), the number of participants according to the Sharratah club is 25% (n=8), the number of participants according to the Naft Aljanub club is 25% (n=8), Finally, the number of participants according to the Nasiriyah club is 25% (n=8).

4.3 Is there a significant difference between cognitive and somatic anxiety levels while strong teams play with weak teams?

Table 4. Mean, standard deviation and t-test results of the cognitive and somatic anxiety levels for weak vs strong teams

ANXIETY		n	Mean	St.Deviation	t	p
COGNETIVE	Nasiriyah	24	24.0	3.2	8.28	0.000*
	Naft, Sharratah, Naft Alj	24	16.2	3.1	8.28	0.000*
SOMATIC	Nasiriyah	24	23.7	2.6	7.96	0.000*
	Naft, Sharratah, Naft Alj	24	17.6	2.6	7.96	0.000*

***p<0.05**

Table 4 shows the result independent of t-test cognitive anxiety is 8.28 that the mean score of the cognitive anxiety levels for Nasiriyah is 24.0 ± 3.2 and the Naft, Sharratah, Naft Alj teams is 16.2 ± 3.1 , and p value is $p < 0.05$, this means there is significant difference between cognitive anxiety levels for weak with strong teams. The result independent of t-test somatic anxiety is 7.9 that the mean score of the somatic anxiety levels for Nasiriyah is 23.7 ± 2.6 and the Naft, Sharratah, Naft Alj teams is 17.6 ± 2.6 , and p value is $p < 0.05$, this means there is significant difference between somatic anxiety levels for weak with strong teams, it was also found that this result is consistent with the concept of hypothesis 1. The research shows that there is significant difference between cognitive and somatic anxiety levels for weak with strong teams.

4.4 Is there a significant difference between cognitive and somatic anxiety levels for strong with strong teams?

Table 5. Mean, standard deviation and t-test results of the cognitive and somatic anxiety levels for strong vs strong teams

ANXIETY		n	Mean	St. Deviation	t	p
COGNITIVE	Naft	24	27.0	2.5	1.37	0.17
	Sharratah, Naft Alj	24	26.1	2.2	1.37	0.17
SOMATIC	Naft	24	26.1	1.6	0.49	0.62
	Sharratah, Naft Alj	24	25.8	2.3	0.49	0.62

p>0.05

Table 5 shows the result independent of t-test cognitive anxiety is 1.37 that the mean score of the cognitive anxiety levels for Naft is 27.0 ± 2.5 and the Sharratah, Naft Alj teams is 26.1 ± 2.2 , and p value is $p > 0.05$, this means there is no significant difference between cognitive anxiety levels for strong with strong teams. The result independent of t-test somatic anxiety is 0.4 that the mean score of the somatic anxiety levels for Naft is 26.1 ± 1.6 and the Sharratah, Naft Alj teams is 25.8 ± 2.3 , and p value is $p > 0.05$, this means there is no significant difference between somatic anxiety levels for strong with strong teams, it was found that this result is refusal of hypothesis 2. The research shows that there is no significant difference between cognitive and somatic anxiety levels for strong with strong teams.

4.5 Is there a significant difference between cognitive and somatic anxiety for strong team plays against weak team and strong team plays against strong team?

Table 6. Mean, standard deviation and t-test results of the cognitive and somatic anxiety for strong team plays against weak team and strong team plays against strong team

ANXIETY		n	Mean	St. Deviation	t	p
COGNITIVE	Naft vs Nasiriyah	24	16.2	3.1	-15.31	0.000*
	Naft vs Sharratah	24	26.6	2.4	-13.98	0.000*
SOMATIC	Naft vs Nasiriyah	24	17.6	2.6	-14.93	0.000*
	Naft vs Sharratah	24	26	2.2	-13.72	0.000*

***p<0.05**

Table 6 shows the result independent of t-test cognitive anxiety is -15.31, -13.98 that the mean score of the cognitive anxiety for Naft vs Nasiriyah is 16.2 ± 3.1 and the Naft vs Sharratah team is 26.6 ± 2.4 , and p value is $p < 0.05$, this means there is a significant difference between cognitive anxiety for strong team plays against weak team and strong team plays against strong team. The result independent of t-test somatic anxiety is -14.93, -13.72 that the mean score of the somatic anxiety for Naft vs Nasiriyah is 17.6 ± 2.6 and the Naft vs Sharratah team is 26 ± 2.2 , and p value is $p < 0.05$, this means there is a significant difference between somatic anxiety for strong team plays against weak team and strong team plays against strong team, it was also found that this result is consistent with the concept of hypothesis 3. The research shows that there is a significant difference between cognitive and somatic anxiety for strong team plays against weak team and strong team plays against strong team.

4.6 Is There a significant difference self confidence anxiety between strong team play with weak teams?

Table 7. Mean, standard deviation and t-test results of the self confidence levels for weak vs strong teams

SELF CONFIDENCE	n	Mean	St. Deviation	t	p
Naft, Sharratah, Naft Alj	24	24.2	2.3	9.6	0.000*
Nasiriyah	24	16.6	3.3	9.6	0.000*

***p<0.05**

Table 7 shows the result independent of t-test self confidence anxiety is 9.6 that the mean score of the self confidence anxiety levels for Naft, Sharratah, Naft Alj teams is 24.2 ± 2.3 and the Nasiriyah team is 16.6 ± 3.3 , and p value is $p < 0.05$; this means there is a significant difference self confidence anxiety between strong team play with weak teams, it was also found that this result is consistent with the concept of hypothesis 4. The research shows that there is significant difference self confidence anxiety between strong team play with weak teams.

4.7 Is There a significant difference self confidence anxiety between strong team play with strong team?

Table 8. Mean, standard deviation and t-test results of the self confidence levels for strong vs strong teams

SELF CONFIDENCE	n	Mean	St. Deviation	t	p
Naft	24	26,5	1,6	0.76	0.44
Sharratah, Naft Alj	24	26,0	3,0	0.76	0.44

p>0.05

Table 8 shows the result independent of t-test self confidence anxiety is 0.76 that the mean score of the self confidence anxiety levels for Naft is 26.5 ± 1.6 and the Sharratah, Naft Alj teams is 26.0 ± 3.0 , and p value is $p > 0.05$; this means there is no significant difference self confidence anxiety between strong team play with strong team, it was found that this result is refusal of hypothesis 5. The research shows that there is no significant difference self confidence anxiety between strong team play with strong team.

4.8 Is There a significant difference self confidence anxiety for the sum of three games between strong team plays against weak team and strong team plays against strong team?

Table 9. Mean, standart deviation and t-test results of the self confidence levels for strong team plays against weak team and strong team plays against strong team

SELF CONFIDENCE	n	Mean	St.Deviation	t	p
Naft vs Nasiriyah	24	24.2	2.3	-3.33	0.001*
Naft vs Sharratah	24	26.3	2.4	-3.36	0.002*

***p<0.05**

Table 9 shows the result independent of t-test self confidence anxiety is -3.33, -3.36 that the mean score of the self confidence anxiety for Naft vs Nasiriyah is 24.2 ± 2.3 and the Naft vs Sharratah team is 26.3 ± 2.4 , and p value is $p < 0.05$, this means there is a significant difference self confidence anxiety for the sum of three games between strong team plays against weak team and strong team plays against strong team, it was also found that this result is consistent with the concept of hypothesis 6. The research shows that there is a significant difference self confidence anxiety for the sum of three games between strong team plays against weak team and strong team plays against strong team.

The research interpretation

The research found that there is significant difference between cognitive anxiety levels for weak vs strong teams, the found that the there is significant difference between somatic anxiety levels for weak vs strong teams. The found that there is no significant difference between cognitive anxiety levels for strong vs strong teams, and the found that there is no significant difference between somatic anxiety levels for strong vs strong teams.

The found that there is a significant difference between cognitive anxiety for strong team plays against weak team and strong team plays against strong team, and the found that there is a significant difference between somatic anxiety for strong team plays against weak team and strong team plays against strong team. The research shows that there is a significant difference between cognitive and somatic anxiety for strong team plays against weak team and strong team plays against strong team.

The found that there is a significant difference self confidence anxiety between strong team play with weak teams. And they found that there is no significant difference self confidence anxiety between strong team play with strong team.

The found that there is a significant difference self confidence anxiety for the sum of three games between strong team plays against weak team and strong team plays against strong team.

CHAPTER 5

DISCUSSION

Discussion

This study was aimed at finding the cognitive and somatic anxiety levels while strong teams play with weak teams, also to find cognitive and somatic anxiety levels while strong teams play with strong teams, and to find cognitive and somatic anxiety for the sum of three games between strong team plays against weak team and strong team plays against strong team, the aim of the study find differences self confidence anxiety between strong team play with weak teams, also to find difference self confidence anxiety between strong team play with strong team, and to find difference self confidence anxiety for the sum of three games between strong team plays against weak team and strong team plays against strong team among basketball team in a sample research. The researcher translated the questionnaire to Arabic language, of verify the accuracy of the translation, and translate the questionnaire to Arabic back the English for validity of the questionnaire.

The result of the hypothesis, in this study is finding correlation between cognitive and somatic anxiety levels for weak vs strong teams among basketball teams in a sample research. According to the findings of the study that the mean score of the cognitive anxiety levels for Nasiriyah is 24.0 ± 3.2 and the Naft, Sharratah, Naft Alj teams is 16.2 ± 3.1 , and p value is $p < 0.05$, and that the mean score of the somatic anxiety levels for Nasiriyah is 23.7 ± 2.6 and the Naft, Sharratah, Naft Alj teams is 17.6 ± 2.6 , and $p < 0.05$, it shows that there significant difference between cognitive and somatic anxiety levels for weak vs strong teams, this result is a concept of hypothesis 1. The results of the study Thuot were consistent with the results of the study, which showed the difference between the basketball players in the competition teams and the presence of teams physical concern between the players during the competition as well as the level of concern and competition is very high while playing between the teams as well as there is a difference between the cognitive anxiety in the teams between the players where the level of concern The competition is also high during the game and this affects the cognitive abilities of the players under changing circumstances and increased abilities on the opponent (Thuot, Kavouras & Kenefick, 1998).

The result of the hypothesis in this study is finding the correlation between cognitive and somatic anxiety levels for strong vs strong teams among basketball teams in a sample research. According to the findings of the study that the mean score of the cognitive anxiety levels for Naft is 27.0 ± 2.5 and the Sharratah, Naft Alj team is 26.1 ± 2.2 , and p value is $p > 0.05$, and that the mean score of the somatic anxiety levels for Naft is 26.1 ± 1.6 and the Sharratah, Naft Alj team is 25.8 ± 2.3 , and $p > 0.05$, it shows that there no significant difference between cognitive and somatic anxiety levels for strong vs strong teams, this result is refusal of hypothesis 2. Balyan results showed that there is a relationship of cognitive anxiety and physical anxiety when players hate basketball during the competition and the physiological effects of the teams were high and there was no significant difference in the cognitive and physical anxiety of the players during the competition (Balyan et al., 2016).

The result of the hypothesis in this study is finding the correlation between cognitive and somatic anxiety for strong team plays against weak team and strong team plays against strong team among basketball teams in a sample research. According to the findings of the study that the mean score of the cognitive anxiety for Naft vs Nasiriyah is 16.2 ± 3.1 and the Naft vs Sharratah team is 26.6 ± 2.4 , and p value is $p < 0.05$, and that the mean score of the somatic anxiety for Naft vs Nasiriyah is 17.6 ± 2.6 and the Naft vs Sharratah team is 26 ± 2.2 , and $p < 0.05$, it shows that there a significant difference between cognitive and somatic anxiety for strong team plays against weak team and strong team plays against strong team; it found that this result is a concept of hypothesis 3. As in the results of the study conducted by Cano in assessing the level of cognitive and physical anxiety during the competition between the players basketball basket was the same research of 10 players of the Spanish basketball teams where he found that there is a difference level of cognitive anxiety and physical anxiety among the players as well as there was a positive relationship during the competition (Cano et al., 2010).

The result of the hypothesis in this study is finding the self confidence anxiety between strong team play with weak teams among basketball teams in a sample research. According to the findings of the study that the mean score of the self confidence anxiety levels for Naft, Sharratah, Naft Alj teams is 24.2 ± 2.3 and the Nasiriyah team is 16.6 ± 3.3 , and p value is $p < 0.05$, it shows that there was a significant difference self confidence anxiety between strong team play with weak teams, this result is consistent with a concept of hypothesis 4. The results of the study conducted by Smith between females and males, there was a

difference of self-confidence among the players and an increase in the level of skills. Also, the percentage of females has increased in anxiety, self-confidence and the proportion of males has become less relative to the level of self-confidence concern through the perceived abilities of males and anxiety self-confidence. The competition has been strongly influenced by situational changes (Smith et al., 2006).

The result of the hypothesis in this study is finding the self confidence anxiety between strong team play with strong team among basketball teams in a sample research. According to the findings of the study that the mean score of the self confidence anxiety levels for Naf is 26.5 ± 1.6 and the Sharratah, Naft Alj teams is 26.0 ± 3.0 , and p value is $p > 0.05$, it shows that there is no significant difference self confidence anxiety between strong team play with strong team, it was found that this result is refusal of hypothesis 5. As in the results of the study of Parfitt in relation to the scale CSAI-2, there was no difference of self-confidence among the players and that the highest level among the winners in the anxiety of self-confidence and the lowest level for the physiological effects of the losers and nervous sports affect the psychological and psychological anxiety during the competition (Parfitt & Pates, 1999).

The result of the hypothesis in this study is finding the self confidence anxiety for the sum of three games between strong team plays against weak team and strong team plays against strong team among basketball teams in a sample research. According to the findings of the study that the mean score of the self confidence anxiety for Naft vs Nasiriyah is 24.2 ± 2.3 and the Naft vs Sharratah teams is 26.3 ± 2.4 , and p value is $p < 0.05$, it shows that there is a significant difference self confidence anxiety for the sum of three games between strong team plays against weak team and strong team plays against strong team; this result is consistent with a concept of hypothesis 6. The results of Bernardo study agree with the existence of the relationship between anxiety and competition and that the percentage is negative between them and that the concern is higher than the salary of the competition and so there is a difference between anxiety and competition during the game as well as there is difference of self confidence anxiety between the players (Sonstroem & Bernardo, 1982).

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

This study measured the comparison of state anxiety levels between strong and weak rivals playing together at the Iraqi first division basketball league, the research sample consists of 32 athletes in 4 teams according to the sequence they are 1-Naft, 2-Sharratah, 3-Naft Aljanub, and 4-Nasiriyah. All the participants had been selected in Iraq's Basketball clubs, of the participated advanced category in the selected basketball teams in Iraq first division basketball league, for the season 18/2/2017 until 25/5/2017. Participants answered the questionnaire of the study; Competitive State Anxiety Inventory (CSAI) which was prepared by (Martens et al, 1990), to collect the data, SPSS statistical methods was used to analyze the descriptive data.

The results of this study as shown in the table 4, there is significant difference between cognitive anxiety levels for weak vs strong teams, as well, that there is significant difference between somatic anxiety levels for weak vs strong teams, it was also found that this result is consistent with the concept of hypothesis 1.

The result in the table 5, there is no significant difference between cognitive anxiety levels for strong vs strong teams, as well; there is no significant difference between somatic anxiety levels for strong vs strong teams, it was found that this result is refusal of hypothesis 2.

The result in the table 6, there is a significant difference between cognitive anxiety for strong team plays against weak team and strong team plays against strong team, and there is a significant difference between somatic anxiety for strong team plays against weak team and strong team plays against strong team, it was also found that this result is consistent with the concept of hypothesis 3.

The result in the table 7, there is a significant difference self confidence anxiety between strong team play with weak teams, it was also found that this result is consistent with the concept of hypothesis 4.

The result in the table 8, there is no significant difference self confidence anxiety between strong team play with strong team, it was found that this result is refusal of hypothesis 5.

The result in the table 9, there is a significant difference self confidence anxiety for the sum of three games between strong team plays against weak team and strong team plays against strong team, it was also found that this result is consistent with the concept of hypothesis 6.

6.2 Recommendations

Further studies on vision in life is necessary because of the limitations whether it was theoretically or empirically as mentioned above, there is a need for further studies on the elimination of these limitations, we therefore offer our recommendations as follow.

- i. This study focused on the relationship between the cognitive and somatic anxiety for a selected basketball teams in Iraq first division basketball league. We recommend a further procedure to study and investigate the relationship between the cognitive and somatic anxiety of basketball teams at others games like Volleyball.
- ii. This study is carried out only adults aged between 20- 50, and can procedure a study at adolescents.
- iii. The study is conducted only for males, and can be conducted in females.
- iv. Procedure additional study on the self confidence anxiety between teams from different games.

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APPENDIX 1

Competitive State Anxiety Inventory (CSAI) of players

Dear player.

This is a Questionnaire form to measure the Competitive State Anxiety Inventory that is used by selected basketball teams in Iraq first division basketball league. We ask your kind cooperation by answering accurate and logically for each question by putting (X) in the front of what you believe is the best answer. Looking forward to meet your efforts, in purpose of serving the athletic movement in Iraq

The Researcher; Sizar Salim Sadiq

The club/ city:

Signature:

Date:

#	Question	Not at all	Somewhat	Moderately	Very much
1	I am concerned about this competition				
2	I feel nervous				
3	I feel at ease				
4	I have self-doubts				
5	I feel jittery				
6	I feel comfortable				
7	I am concerned I may not do as well in this competition as I could				
8	My body feels tense				
9	I feel self-confident				
10	I am concerned about losing.				
11	I feel tense in my stomach.				
12	I feel secure.				
13	I am concerned about choking under pressure.				
14	My body feels relaxed.				
15	I'm confident I can meet the challenge.				
16	I'm concerned about performing poorly.				
17	My heart is racing.				
18	I'm confident about performing well.				
19	I'm worried about reaching my goal.				
20	I feel my stomach sinking.				
21	I feel mentally relaxed.				
22	I'm concerned that others will be disappointed with my performance.				
23	My hands are clammy.				
24	I'm confident because I mentally picture myself reaching my goal.				
25	I'm concerned I won't be able to concentrate.				
26	My body feels tight.				
27	I'm confident of coming through under pressure.				