

## COMPETITIVE ANXIETY, GOAL ORIENTATION, AND PERFORMANCE IN SPORTS

**ALADIN G. OPISO**

*Physical Education Department, College of Education, Bukidnon State University, Malaybalay City, Bukidnon, PHILIPPINES.*

*Email: aladinophp.official@gmail.com*

**How to cite this article:** Opiso, A. G. (March 2021). Competitive anxiety, goal orientation, and performance in sports. *Journal of Physical Education Research*, Volume 8, Issue I, 43-54.

**Received:** January 06, 2021

**Accepted:** February 28, 2021

### ABSTRACT

*Competitive anxiety and goal orientation are said to have a significant effect on the athletes' performance in sports. Thus, this study aims to examine the relationship between performance in sports and competitive anxiety; and goal orientation. The study used descriptive-correlational and causal research design. The participants of the study were the 100-meter dash runners during the intramural 2019 of Bukidnon State University. The study used Sport Competition Anxiety Test (SCAT) to determine the anxiety (somatic and cognitive) level of the athletes and the Task and Ego Orientation in Sport (TEOSQ) to determine the goal orientation (task and ego) of the athletes. Using mean and standard deviation, it was found out that athletes experience an above-average level of somatic anxiety and an average level of cognitive anxiety. Also, they were more task-oriented than ego-oriented. Applying Pearson's product correlation, the study revealed that somatic anxiety, task, and ego orientation have a significant relationship with performance. The result of the multiple linear regression analysis showed that among the examined variables, somatic anxiety best predicts performance in sports.*

**Keywords:** Cognitive anxiety, somatic anxiety, task orientation, ego orientation.

### 1. INTRODUCTION

There is always this instance that athletes will fail in sports despite the time they spent in practice. Players of different ballgames lost the chance to exhibit the skills they have mastered during practice games when they engaged in the actual game. Even the runner or swimmer who has the best cardiorespiratory fitness may suffer excessive breathing during the event (Mohammad, & Ahsan, 2016; Singh, Valsaraj, & Mohammad, 2013). This situation is very common and evident in any sports competition, not just in local competition but more so in a national competition. Different variables are being looked upon about this issue; one of these is competitive anxiety. Accordingly, all individuals - athletes or non-athletes may experience this anxiety in an environment or situation where competition is present. Lizuka, as cited by Athan and Samson (2013), mentioned that even the most successful athletes or players in the world are not excused from experiencing anxiety before, during, or after sports competition. They explained that being afraid of experiencing failure and losing self-confidence could increase the state of anxiety among athletes that could result in deteriorated sports performances. Aside from competitive anxiety, there is also another factor that is being looked into that may influence athletic performance, it is called goal orientation. Nicholls, as cited by Harrington (2015), stated goal orientation as the values that are set by the athlete as an accomplishment; it could be intrapersonal or interpersonal. Nicholls mentioned two different

goal orientations; these are task orientation and ego orientation. On one hand, task orientation pertains to the eagerness to improve a particular skill. Task-oriented athletes consider improving skills required in sport as the measure of success. On the other hand, an ego-oriented athlete thinks of success basically as the ability to outperform others.

Many studies showed the effects of mental factors such as competitive anxiety and goal orientation on sports performance (Ahsan, & Mohammad, 2017; Mohammad, & Mohammad, 2015; Mohammad, & Hassan, 2015; Bano, & Mohammad, 2019).). However, the application of the results was not realized, most especially in Philippine settings. The urge to prepare the minds of Filipino athletes was emphasized in the article, “The importance of sports psychology underscored” by Abalayan (2016). Accordingly, Filipino athletes are prone to quitting sports eventually, as trainers in most villages and schools are not equipped with the principles of sports psychology; despite being known of having fighting hearts (Abalayan 2016). This study was anchored on the theory of Multidimensional Anxiety (Martens et al., 1990), Inverted-U theory (Yerkes & Dodson, 1908) and Goal Orientation theory (Nicholls, 1989). Multidimensional Anxiety Theory. Martens et al. (1990) developed this theory. Multidimensional anxiety theory talks about competitive anxiety and its two components; the cognitive and the somatic. Cognitive anxiety is a psychological component caused by being afraid of rejection or negative social evaluation. The thought of failing to achieve the desired goal can also cause cognitive anxiety. Somatic anxiety is a physical or physiological component. It affects normal bodily functions, such as muscular tension, heart rate, and breathing. Multidimensional anxiety theory claims that nobody is excused from experiencing competitive anxiety. The level of competitive anxiety affects individuals differently from one individual to another. Inverted-U theory explains the relationship between pressure and performance. This theory holds the concept that a minimal level of arousal or anxiety could lead to an undesirable level of performance, and an increase of arousal or anxiety could lead to an optimum level of performance (Ford et al., 2017). Inverted-U theory disregarded the notion that anxiety affects performance negatively. Accordingly, despite the undesirable nature of anxiety, it can still help individuals to perform well in sports. Yerkes and Dodson mentioned that anxiety should not be so low or not so high for it to have a better effect on performance in sports. Goal Orientation theory is a social-cognitive theory of achievement motivation established by Nicholls in 1989. This theory proposes the interrelation of goal orientation and motivation of an individual. Accordingly, goal orientation affects how athletes think, feel, and behave. Nicholls proposed two distinct types of goal orientation – task orientation and ego orientation. Task orientation is self-referenced. A task-oriented person exerts effort to complete a challenging task such as refining skills. However, ego orientation is norm-referenced. An ego-oriented individual presumably feel competent if he outperforms others with less effort. According to this theory, everyone has a different perspective on success. This perception may affect the way an individual performs a task.

It is in this context, which the present researcher decided to examine the relationship between performance in sports and competitive anxiety; and goal orientation of the athletes. Hopefully, the need to formulate or to adopt appropriate cognitive and behavioral strategies to assess the psychological aspect of athletes; and coping strategies to reduce competitive anxiety in sport settings, will be realized.

## **2. METHODS AND MATERIALS**

### **2.1 Research Design**

This study used descriptive-correlational and causal research design. The descriptive-correlational method of research describes and interprets the condition or the relationship that

occurs among the variables. It examines the opinions that are believed, the processes, and the effects that are developing. This design concerns the present, yet it is not closed to considering the past as essential for the present situation or condition. Causal research design examines the cause-and-effect relationship among variables. Also, this design examines the effects of an independent variable on the dependent variable when variations are made.

## **2.2 Research Setting**

The study was conducted at Bukidnon State University (BukSU). The university is located in Malaybalay City, Bukidnon. It has five colleges, the College of Arts and Sciences, the College of Business, The College of Social Development and Technology, the College of Nursing, and the College of Education, where the researcher is a faculty member. Bukidnon State University is a member of the Mindanao Association of Tertiary Schools (MASTS) that holds sports and socio-cultural competitions every year. Bukidnon State University has been a contender when it comes to these competitions most especially in sports, specifically in individual games.

## **2.3 Participants of the Study and Sampling Procedure**

The study used a universal sampling procedure. The participants were all bonafide students enrolled in the first semester of the school year 2019-2020 at Bukidnon State University. Specifically, the participants were the male and female athletes who competed for the first, second, and third heat of the 100-meter dash event. The participants were all coming from the 4 colleges; the College of Education, College of Arts and Sciences, College of Business, and the College of Social Development and Technology. All of the participants were around 18 to 21 years of age.

## **2.4 Research Instruments**

The researcher used a questionnaire which is composed of three different parts. The first part of the questionnaire asked about the demographic profile of the participants, the second part was the Sport Competition Anxiety Test (SCAT), and the third part was the Task and Ego Orientation in Sport Questionnaire (TEOSQ).

The researcher also used a demographic questionnaire to gather information about the participants. This information includes age, gender, and sports participation of the respondent, specifically the events in track and field.

The researcher used the Sports Competition Anxiety Test (SCAT; Martens et al., 1990) to evaluate the competitive anxiety of the athletes. This 15-item questionnaire evaluates the levels of somatic and cognitive anxiety. 5 items (questions: 8, 9, 12, 14, and 15) evaluate somatic anxiety. 5 items (questions: 2, 3, 5, 6, and 11) evaluate cognitive anxiety. 5 items (questions: 1, 4, 7, 10, and 13) are not scored for questionnaire control. The questions will be answered on a 5-point Likert scale of 1 for never, 2 for rarely, 3 for sometimes, 4 for often, and 5 for always.

The researcher also included the standardized questionnaire — the Task and Ego Orientation in Sport Questionnaire (TEOSQ; Duda and Nicholls, 1992) to measure the goal orientation of the athletes. TEOSQ (a 13-item questionnaire) measures the task and ego orientations. 6 questions (questions: 1, 3, 4, 6, 9, 11) are for ego orientation and 7 questions (questions: 2, 5, 7, 8, 10, 12, 13) for task orientation. The items utilized a 5-point Likert scale

of; 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 agree, 5 for strongly agree. A mean score was calculated for both task and ego subscales.

## 2.5 Data Collection Procedure

Upon the approval of the validity and reliability of the research instrument, the researcher wrote a letter to ask for an endorsement from the Dean of Graduate Studies of Liceo de Cagayan University to proceed for the administration of the research instrument. After securing the letter of endorsement from the dean, the researcher wrote and sent a letter of request to conduct the study to the university president of Bukidnon State University. After being permitted to conduct the study, the researcher sent the approved letter to the dean of student services, the dean of each college, the sports director of the university, and the tournament director of track and field events. After given the permission to conduct the study, the researcher distributed the questionnaires to the participant by batch (college).

## 2.6 Statistical Treatment and Data Analysis

The researcher tallied, scored, analyzed and presented the data that were gathered in this study in tabular forms. The researcher also treated the data using appropriate statistical treatment to answer the problems that are being presented in the study.

For problem number 1, the researcher used the mean and standard deviation to determine the level of competitive anxiety of the athletes for each component.

For problem number 2, the researcher used the mean and standard deviation of each subscale to determine the goal orientation of the athletes.

For problem number 3, the researcher used the mean, frequency, and percentage to determine the level of performance in sports of the athletes.

For problem number 4, the researcher used Pearson's product correlation to examine if there is a significant relationship between performance in sports and the level of cognitive anxiety, somatic anxiety, ego orientation, and task orientation.

For problem number 5, the researcher used multiple regression analysis to determine the variable that best predicts performance in sports.

## 3. RESULTS AND DISCUSSION

The researcher used standardized questionnaire with the purpose of collecting data on the following: level of the competitive anxiety (cognitive and somatic) of the 100-meter dash athletes, and the goal orientation (task or ego) of the athletes. Also, the researcher tallied the actual time of performance of the athletes for the performance data. There were fifty-two (52) participants in the study.

*Problem 1. What is the level of competitive anxiety of the track and field athletes in terms of:*

*1.1. cognitive anxiety; and*

*1.2. somatic anxiety?*

**Table 1: The level of competitive anxiety of the track and field athletes**

Competitive Anxiety Indicators	Mean	SD	Qualitative Interpretation
<b>Cognitive Anxiety</b>			
When I compete I worry about making mistakes.	3.83	0.944	Above Average Anxiety Level
Before I compete I worry about not performing well.	3.75	1.007	Above Average Anxiety Level
Before I compete I feel uneasy.	3.52	0.876	Above Average Anxiety Level

Before I compete I feel relaxed.	2.73	0.888	Average Anxiety Level
Before I compete I am calm.	2.64	0.991	Average Anxiety Level
<b>Overall Mean</b>	<b>3.29</b>		<b>Average Anxiety Level</b>
<b>Somatic Anxiety</b>			
Before I compete I am nervous.	4.02	0.896	Above Average Anxiety Level
Just before competing, I notice my heart beats faster than usual.	3.86	1.03	Above Average Anxiety Level
I get nervous wanting to start the game.	3.82	0.834	Above Average Anxiety Level
Before I compete I usually get uptight.	3.61	0.844	Above Average Anxiety Level
Before I compete I get queasy feeling in my stomach.	3.09	1.015	Average Anxiety Level
<b>Overall Mean</b>	<b>3.68</b>		<b>Above Average Anxiety Level</b>
<b>Grand Mean</b>	<b>3.48</b>		<b>Average Anxiety Level</b>

Table 1 presents the level of competitive anxiety that the athletes experienced before and during the 100-meter dash competition. Table 1 reveals the result that the athletes experience an average somatic anxiety level (Mean=3.48), and also an average cognitive anxiety level (Mean=3.29). The Table shows that the athletes experience an average competitive anxiety level (Mean=3.48) before and during the competition.

As revealed in Table 1, the athletes responded “often” to the statement “When I compete, I worry about making mistakes.” that has the highest mean of 3.83 among the cognitive anxiety indicators. While the statement “Before I compete, I am calm.” got the lowest mean value of 2.64 and was responded by the athletes as “sometimes.” This means that oftentimes the athletes experience fear of failure before and during the game.

In somatic anxiety indicators, the athletes or the participants responded "often" to the statement “Before I compete, I feel nervous.” (Mean=4.02). Also, the athletes responded "sometimes" to the somatic anxiety indicator statement “Before I compete, I get a queasy feeling in my stomach.” (Mean=3.09). This means that sometimes anxiety could be manifested as changes in the physiological function of the body.

The findings of Radochonski (2011) support the result of this study. He examined the competitive anxiety of track and field athletes, and he found out that most of the track and field athletes experience a moderately high level of competitive anxiety. The findings of Parnabas et al. (2015) also support the result that university-level athletes usually display moderate to high levels of anxiety.

As athletes experience increased anxiety, the development of concentration and focus disruption might also increase. This increased anxiety could also develop worry and self-doubt to athletes. Different factors can cause an increase of anxiety such as destructive verbal feedback, lack of readiness for competition, an undesirable attitude towards a preceding poor performance, or negative expectations from others (Bezhadi, 2011).

*Problem 2. What is the level of goal orientation of the track and field athletes in terms of:*

*2.1. task orientation; and*

*2.2. ego orientation?*

Table 2 presents the goal orientation of the athletes. The result shows that the athletes have an above-average task orientation with a mean value of 4.24 and an average ego orientation with a mean value of 2.64.

For the task orientation indicators, the athletes strongly agree on the statement “I do my very best.” that got the highest mean value of 4.60, while they agree on the statement “A skill I learn feels right.” that got the lowest mean value of 3.83. This means that competition serves as an opportunity for some to test and to improve their skills and also to enjoy this opportunity. Stephens, as mentioned by Ahmed (2014), found out that an athlete that enjoys high task orientation significantly enjoy participation in sport.



**Table 2: The Level of Goal Orientation of the track and field Athletes**

Goal Orientation Indicators	Mean	SD	Qualitative Interpretation
<b>Task Orientation</b>			
I do my very best.	4.60	0.693	High Orientation
I learn a new skill and it makes me want to practice more.	4.30	0.875	Above Average Orientation
Something I learn makes me want to go and practice more.	4.30	0.755	Above Average Orientation
I learn something that is fun to do.	4.29	0.936	Above Average Orientation
I learn a new skill by trying hard.	4.26	0.819	Above Average Orientation
I work really hard.	4.11	0.922	Above Average Orientation
A skill I learn really feels right	3.83	0.834	Above Average Orientation
<b>Overall Mean</b>	<b>4.24</b>		<b>Above Average Orientation</b>
<b>Ego Orientation</b>			
I score the most points/goals/hits, etc.	2.90	0.869	Average Orientation
The others can't do as well as me.	2.75	1.118	Average Orientation
I am the best	2.73	1.087	Average Orientation
I can do better than my friends.	2.71	0.936	Average Orientation
Others mess up and I don't.	2.40	1.034	Below Average Orientation
I am the only one who can do the play or skill.	2.37	0.971	Below Average Orientation
<b>Overall Mean</b>	<b>2.64</b>		<b>Average Orientation</b>

*Legend*

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50 – 5.0	Strongly Agree	High Orientation
4	3.50 – 4.49	Agree	Above Average Orientation
3	2.50 – 3.49	Neutral	Average Orientation
2	1.50 – 2.49	Disagree	Below Average Orientation
1	1.00 – 1.49	Strongly Disagree	Low Orientation

Furthermore, Stavrou et al. (2015) on their study about the flow experience and goal orientation, indicated that task orientation might contribute to attaining flow or the feeling of enjoyment in competitive sport, and the feeling of being skilled and confident for the upcoming competition.

For the ego orientation indicator, the athletes responded neutrally to the statement “I score the most points/goals/hits, etc.” which has the highest mean value of 2.90, while they disagreed on the statement “I am the only one who can do the play or the skill.” which has the lowest mean value of 2.37. The result shows that athletes do not focus more on competing with others; it also entails that athletes do focus more on self-evaluation.

The data presented in the table reveal that the dominant goal orientation among the athlete is the task orientation, being high, and the least dominant orientation is the ego orientation, being average. Nonetheless, the balance of the two-goal orientations is emphasized as an indicator of how athletes will experience the formation of an enjoyable experience and the positive mental state in competitive situations like intramural (Stavrou, 2015).

*Problem 3. What is the level of performance in sports of the track and field athletes?*

**Table 3: The level of performance in sports of the track and field athletes**

Qualitative Description	Performance (Time in seconds)	Frequency	Percent
Excellent	11.17-13.17	2	3.8
Very Good	13.18-15.18	6	11.5
Good	15.19-17.19	23	44.2
Fair	17.20-19.20	13	25
Poor	19.21-21.71	8	15.4
Total	52		100

Table 3 shows the level of performance in sports of the athletes. It reveals that 23 or 44.2% out of the 52 track and field athletes got a good running performance with a running time ranging from 15.19 seconds to 17.19 seconds. Table 3 also reveals that only 2 or 3.8% of the athletes got an excellent running performance with the time ranging from 11.17 seconds to 13.17 seconds, while there are 8 or 15.4% of the athletes that got a considerable poor running performance with time ranging from 19.21 to 21.71 seconds.

Many sports enthusiasts consider 100-meter dash as the simplest event in the Olympics, yet it is one of the most anticipated events in athletics. Thomas Burke set the first world record of the fastest 100-meter dash (12.0 seconds) for men's category. Betty Robinson recorded the first Olympic record of the fastest 100-meter dash (12.2 seconds) for women's category. Years later, a Jamaican sprinter Usain Bolt recorded the newest Olympic record for 100-meter dash (9.58 seconds) for men's category in 2009. And, an American woman Florence Griffith Joyner set the newest Olympic record for 100-meter dash (10.54 seconds) in 1988.

Stavropoulos (2018) points out that the 100-meter dash needs an exceptional speed and techniques. Today, a lot of coaches and athletes use different training methods to improve their running performance for 100-meter dash. One of these training methods are interval training, parachute training and many more.

*Problem 4. Is there a significant relationship between performance in sports and the level of:*

*4.1. cognitive anxiety; and*

*4.2. somatic anxiety;*

*4.3. ego orientation; and*

*4.4. task orientation?*

**Table 4: The Correlation between performance in sports and the level of: competitive anxiety; somatic anxiety; ego orientation; and task orientation.**

Variables		Correlation Coefficient	P-value	Qualitative Interpretation
Performance in Sport	Cognitive Anxiety	-0.255	0.069	Not Significant
	Somatic Anxiety	-0.729**	0.000	Significant
	Ego Orientation	0.325*	0.019	Significant
	Task Orientation	0.295*	0.034	Significant

Table 4 presents the result of Pearson's product correlation analysis among the examined variables. It shows, only cognitive anxiety ( $r=-0.255$ ) ( $p=.069$ ) has no significant relationship with the performance in sports. While the other measured variables, namely the somatic anxiety ( $r=0.729$ ) ( $p<.001$ ), ego orientation ( $r=0.325$ ) ( $p=.019$ ), and task orientation ( $r=0.295$ ) ( $p=.034$ ) are likewise significantly related to performance in sport.

The result explains that, between the competitive anxiety subcomponents, only the level of somatic anxiety has a significant relationship to performance in sport. Based on the result, the null hypothesis that states, there is no significant relationship between performance in sport and the level of somatic anxiety is rejected. While on cognitive anxiety, the null hypothesis that states, there is no significant relationship between performance in sport and the level of cognitive anxiety is accepted.

Furthermore, the result shows that somatic anxiety ( $r=-0.729$ ) has a negative correlation and a very strong relationship ( $p<.001$ ) with performance in sports. With this, it could be claimed that if the level of somatic anxiety becomes high, the track and field athletes will finish the 100-meter dash slow; however, if the level of somatic anxiety becomes low, the track and field athletes will finish the 100-meter dash fast. This result is similar to the findings of Burton about the relationship of anxiety level and the performance of the

swimmers that states that the more anxious the swimmers the slower they swim (Vanderhoof, 2017). Thus the time to finish performance increases as the level of anxiety increases.

Also, the result of the study shows that somatic anxiety could debilitate the performance of the athletes. The findings of Leung, as cited by Sekeroglu (2017) support the result of the study which claims that apparent high somatic anxiety indicates a low level of self-confidence and low level of performance. However, the findings of Deshmukh (2015) contradicts the result, where it was stressed out that arousal as an equivalent to somatic anxiety does not directly affect the performance in sport harmfully; instead, it positively affects the performance of the level of anxiety or arousal is in its optimum. Espejel et al., (2013), also contradicts the result of the study - that as long as anxiety does not exceed beyond its normal limit level, it could be motivating to the part of the athletes to achieve a good performance in sport.

The data also reveal that the ego orientation got a correlation coefficient of  $r=0.325$  and a  $p$ -value of .019, while the task orientation got a correlation coefficient of  $r=.295$  and a  $p$ -value of .034. Based on the data, the null hypothesis that states there is no significant relationship between performance in sports and the level of ego orientation and task orientation is rejected.

As both ego orientation and task orientation are positively correlated with the performance in sport, it could be said that, if the athlete has an average ego or high task orientation, he or she will most likely have an excellent performance. However, if the athlete has a low ego or low task orientation, he or she will most likely have a poor performance. The findings of Liu et al. (2017) on the relationship between goal orientation patterns and fifth graders' motivation in physical education supported the result of the present study, where it was revealed that students that have high task orientation showed higher levels of motivation for running than the students with low task orientation. However, his study contradicts the finding that ego orientation has a positive effect on performance. Nevertheless, Sari et al. (2013) expounded that ego orientation is indispensable if an athlete aims to be successful in participating in highly competitive circumstances.

As both ego and task orientation have been identified to have a positive effect on performance, the balance of these two orientations should be emphasized as an indicator of how athletes will experience the formation of an enjoyable experience and the positive mental state for a favorable performance (Stavrou, 2015).

*Problem 5. Which of the variables best predict performance in sport?*

**Table 5: Regression analysis of cognitive anxiety, somatic anxiety, ego orientation and task orientation on the performance in sport.**

Predictor	Coef	SE Coef	T-Value	P-Value
Constant	2.63	1.18	5.12	0.000
Cognitive Anxiety	-0.292	0.148	-1.98	0.054
Somatic Anxiety	-1.083	0.156	-6.96	0.000
Ego Orientation	0.212	0.137	1.55	0.129
Task Orientation	0.232	0.160	1.45	0.153
R-Sq = .613		R-Sq (adj) = .58		
F-value = 18.61		P-value = 0.000		
(Y)=6.05-0.292X1-1.083X2+0.212X3+0.232X4				

Table 5 shows the regression analysis to determine the variable that best predicts the performance in sport. Among the variables tested, somatic anxiety was determined as the best predictor with a beta weight of -1.083, a  $t$ -value of 6.96, and a  $p$ -value <.001. This result



indicates that somatic anxiety has the greatest effect on the running performance of the track and field athletes.

An increase of somatic anxiety lowers down the performance of the athletes, which means that the time to complete or to finish the 100-meter dash becomes longer. The analysis also showed that the regression model for the performance in sports is  $(Y)=6.05-0.292X1-1.083X2+0.212X3+0.232X4$  where (Y) is the performance in sports, X1 cognitive anxiety, X2 somatic anxiety, X3 Ego orientation, and X4 task orientation. Furthermore, the R-sq value of .613 indicates that 61.3 % of the variability of response of performance in sport can be explained by the model. The remaining 38.7 % can be explained by other variables outside the regression model.

The result attests that the null hypothesis that states, there is no variable that best predicts performance in sports is rejected, as somatic anxiety does greatly affect performance in sports. This result is in contradiction to the result presented by the study of Javaid et al. (2016), where they claim that it is not the somatic anxiety that predicts best the performance, but instead, it is cognitive anxiety. However, they also supported the finding that if somatic anxiety rises, it could debilitate the performance.

#### **4. CONCLUSION**

Based on the findings of the study, it is concluded that- as the track and field athletes showed an average level of cognitive anxiety, and an above-average level of somatic anxiety, it is concluded that most of the athletes suffer fear and worries before and during the competition. During the competition, the physiological function of the body such as breathing, and heartbeat can be negatively affected. The athletes exhibited a high task orientation, therefore, athletes perceive the competition enjoyable, and an avenue to test and develop their skills in athletics. Athletes also exhibited average ego orientation, thus most likely that athletes exhibit the eagerness to compete with other athletes and show their capability and skill for the said contest. Most of the athletes had a good running performance. Therefore, the athletes prepared themselves well before the competition. However, there are also some who fell behind. There are at least few number of athletes who had an exceptional performance during the competition. As somatic anxiety has significantly related to performance, the physiological functions of the athlete are affected during competitions, and so as performance. Since task orientation and ego orientation are significantly related to performance in sports, therefore promoting a task-oriented climate in training athletes is much advantageous. Since somatic anxiety was determined as the best predictor of performance in sport, therefore the more the athlete suffers from somatic anxiety the more his or her performance will debilitate or decrease.

#### **5. RECOMMENDATIONS**

Based on the findings and conclusion of the study, the following recommendations are made:  
For the administration:

- The administration of Bukidnon State University may offer training to the athletes and coaches about the strategies to cope with the debilitating effects of anxiety.

Parents:

- The parents may adopt a task-oriented climate in their homes to develop task orientation over ego orientation among their children.
- Physical Education teachers and instructors:

- The physical education teachers and instructors in Bukidnon State University may apply the principles and theories explained in sports or exercise psychology in their classes.

Coaches:

- The sports coaches for MASTS and SCUAA may consider the types of goal orientations of their athletes in making a training program. As much as possible, it is recommended to the coaches to promote a task-oriented climate in training. By that, the optimum development and performance of the athletes will most likely be achieved. They may also apply the different principles and theories offered by sports psychology on how to minimize the level of competitive anxiety of the athletes before, during, or after the competition.

Athletes:

- The athletes enrolled in Bukidnon State University may undergo training and workshop that would help them prevent or reduce the negative effect of anxiety on their performance. They may also take personality tests to have a full understanding of themselves.

Researchers:

- Because few participants and limited resources were involved in the study, the future researchers in the same locality may further study the same variables examined in the recent study but in a different setting, sports, and athletes related to the claim that both competitive anxiety and goal orientation can affect performance.

## 6. REFERENCES

- Abdelbaky, F. M. (2012). Impacts of mental toughness program on 20 km race walking. *Science, Movement and Health*, 12(1), 67-71.
- Ahsan, M. & Mohammad, A. (2017). Mental toughness as a determinant factor of performance in table tennis. *European Journal of Physical Education and Sports Science*, 3(12), 194-202.
- Athan, A. N. & Sampson, U. I. (2013). Coping with pre-competitive anxiety in sports competition. *European Journal of Natural and Applied Sciences*, 1(1), 1-9.
- Atkins, M., Johnson, D., Force, E., & Petrie, T. (2014). Peers, parents, and coaches, oh my! The relation of the motivational climate to boys' intention to continue in sport. *Psychology of Sport and Exercise*.
- Bano, S. & Mohammad, A. (2019). An analysis of social media use and its impact on mental health of female students. *European Journal of Physical Education and Sports Science*, 5(6), 66-76.
- Behzadi, F., Hamzei, M., Nori, S., & Salehian, M.H. (2011). *The relationship between goal orientation and competitive anxiety in individual and team athletes fields*. Scholars Research Library.
- Bortoli, L., Bertollo, M., Comani, S., & Robazza, C. (2011). Competence, achievement goals, motivational climate, and pleasant psychobiosocial states in youth sport. *Journal of Sports Sciences*, 29, 171-180.
- Cox R. H., Martens, M. P. & Russell, W. D. (2003). Measuring anxiety in athletics: The revised Competitive State Anxiety Inventory-2. *Journal of Sport and Exercise Psychology*, 25, 519-533.
- Desmukh, U. (2015). A study of anxiety level of interuniversity players of various games in Maharashtra.
- Duda J. L., & Horn H. L. (1993). Interdependencies between the perceived and self-reported goal orientation of young athletes and their parents. *Pediatric Exercise Science*, 5(3), 234-241.
- Duda J. L., Chi L., Newton, M. L., Walling, M. D., & Catley, D. (1995). Task and ego orientation and intrinsic motivation in sport. *Journal of Sport and Exercise Psychology*, 26(1), 40-63.
- Duda, J. L. (1989). Relationship between task and ego orientation and the perceived purpose of sport among high school athletes. *Journal of Sport Exercise Psychology*, 11, 318-323.
- Espejel, A., Walle J., Rodriguez, J., Villanueva, M. M., & Ceballos, O. (2013). Pre-competitive anxiety and self-confidence in PAN American gymnasts. *Science of Gymnastics Journal*, 5, 39-48.
- Hagan Jr., J., Pollmann D., & Schack T. (2017). Interaction between Gender and Skill on Competitive State Anxiety Using the Time-to-Event Paradigm: What Roles Do Intensity, Direction, and Frequency Dimensions Play? *Frontiers in Psychology*, 8, 692.

- Halawani, H. (2012). Comparison of sport competitive anxiety levels of Saudi Arabian national team athletes with and without disabilities in competitions. University of Arkansas, Fayetteville ScholarWorks@UARK.
- Harrington, M. (2015). *Goal orientation and how a task or ego mentality can affect the enjoyment for college hockey players*. School of Human Movement, Sport, and Leisure Studies.
- Hassan, H., Amir, M., & Soltani, H. (2017). Confidence, cognitive and somatic anxiety among elite and non-elite futsal players and its relationship with situational factors. *Pedagogics, Psychology, Medical-Biological Problems of Physical Training and Sports*, 21, 13.
- Javaid, H., & Ahmed, J., Shamim, A., & Sarwer S. (2016). Anxiety and self confidence as predictors of athletic performance. *Journal of Administrative & Business Studies(Peshawar)*. 1.
- Juan, M. V., & Lopez, A. (2015). Mental toughness of scholar athletes. *Researchers World*, 6(3).
- Khan, Z., Khan, S., Haider, Z., & Ahmed, N. (2012). Sports achievement motivation in national and international athletes. a comparative study. *International Journal of Physical Education, Fitness & Sports*, 1, 9-13.
- Kim, B. J. & Gill, D. L. (1997). A cross-cultural extension of goal perspective theory to Korean youth sport. *Journal of Sport and Exercise Psychology*, 19, 142-155.
- Li, F., Harmer, P., & Acock, A. (1996), The task and ego orientation in sport questionnaire: construct equivalence and mean differences across gender. *Research Quarterly Exercise Sport*, 67(2), 1996, 228-238.
- Liu, J., Xiang, P., Lee, J., & Li, W. (2017). Developing physically literacy in K-12 physical education through achievement goal theory. *Journal of Teaching in Physical Education*, 36, 292-302.
- Loghmani, M. (2012). The relationship between goal-orientations and sport commitment among athletes. *Pedagogics, Psychology, Medical-Biological Problems of Physical Training and Sports*. 5.
- Mackenzie, B. (n.d.). TEOSQ. Retrieved from <https://www.brianmac.co.uk/teosq.htm>
- Mathai, S., & Konattu, P.J., (2014). The relationship of anxiety and self-efficacy with task orientation among athletes. *I-scholar*.
- Mohammad, A. & Ahsan, M. (2016). A comparative study of exercise motivation between male and female under 17 years soccer players. *European Journal of Physical Education and Sports Science*, 2(3), 74-80.
- Mohammad, A. & Hassan, M. (2015). Aggression of Indian female field hockey players at different levels of competitions. *International Journal of Sports and Physical Education*, 1(1), 9-13.
- Mohammad, G. & Mohammad, A. (2015). Social intelligence between state and national level male volleyball players: A comparative study. *Journal of Physical Education Research*, 2 (3), 79-83.
- Mottaqhi, M., Atarodi, A., & Rohani, Z. (2013), The relationship between coaches' and athletes' competitive anxiety, and their performance. *Iranian Journal of Psychiatry and Behavioral Sciences*, .
- Parnabas, V., Parnabas J., & Parnabas, A. (2015). The level of cognitive anxiety and sport performance among swimmers. *The International Journal of Indian Psychology*, 2(Special Issue), IJIPS20150207.
- Peden, A. (2013). Cognitive techniques to manage performance anxiety in tennis. *Coaching & Sport Science Review*, 43, 12-13.
- Radochonski, M., Cynarski, W., Perenc, L., & Siorek-Maślanka, L. (2011). Competitive Anxiety and Coping Strategies in Young Martial Arts and Track and Field Athletes. *Journal of Human Kinetics*, 27, .
- Rathee, N. K., & Singh, J. (2011). Achievement motivation and adjustment patterns among international and national players of different team sports. *Journal of Social Sciences*, 7(3), 369-374.
- Rhea, N. (2019). Goal orientations & beliefs about success in age group swimmers. *ProQuest LLC*.
- Saadon, R., Boon, H. L., Mohd, A. H., & Jan, Z. (2016). The relationship between competitive anxiety and goal orientation among junior hockey athletes. *IOSR Journal of Sports and Physical Education*.
- Saberon-Abalayan, M. L. (2016). *Importance of sports psychology underscored*. Retrieved from <https://www.sunstar.com.ph/article/114858>
- Singh, A. K., Valsaraj, K. M., & Mohammad, A. (2013). A comparative study of self concept between male physical education and non-physical education students. *International Journal of Creative Research Thoughts*, 1(2).
- Speilberger, C. D. (1971). *Theory and research on anxiety: anxiety and behavior*. New York: Academic Press.
- Stavropoulos, V. (2018). *Historical and predictive analysis for the 100-meter sprint race*. Available at [www.Stathlon.com](http://www.Stathlon.com).
- Stavrou, N., Psychountaki, M., Georgiadis, E., Karterioliotis, K., & Zervas, Y. (2015), Flow theory – goal orientation: positive experience is related to athlete's goal orientation. *Front Psychology*, 6,1499.
- Turkmen, M., Bozkus, T., & Altintas, A. (2013). The relationship between motivation orientations and competitive anxiety in Bocce players: Does gender make a difference. *Phycology and Behavioral Sciences*, 2(4), 162-168.

Vosloo, J., Ostrow, A., & Watson, J. (2009). The relationships between motivational climate, goal orientations, anxiety, and self-confidence among swimmers. *Journal of Sport Behavior*, 32(2), 376-393.

Weinberg, R. S., & Gould, D. (2010). *Foundations of sport and exercise psychology*. Champaign, IL: Human Kinetics.

JOPER