Chapter 4: Arousal, Stress, and Anxiety

The Nature of Arousal, Stress, and Anxiety

Stress and the Stress Process
Sources of Stress and Anxiety
The Arousal (Anxiety)-Performance Relationship
Why Arousal Influences Performances
Implications for Practice
The Nature of Anxiety, Stress, and Arousal

Arousal
A general physiological and psychological activation of the organism that varies on a continuum from deep sleep to intense excitement.

Trait Anxiety
A motive or acquired behavioral disposition that predisposes a person to perceive a wide range of objectively nondangerous circumstances as threatening and to respond to these with state anxiety levels disproportionate in intensity and magnitude to the objective treat.

State Anxiety
Moment-to-moment changes in feelings of nervousness, worry and apprehension associated with arousal of the body.
- **Cognitive State Anxiety**
  (worries and negative thoughts)
- **Somatic State Anxiety**
  (changes in perceived physiological arousal)

Measurement Issues
Arousal/Anxiety Measurement
Physiological Signs
Global & Multidimensional Self-Reports

Trait and State Anxiety Relationship
State anxiety: Right now feelings that change from moment to moment
Trait anxiety: A personality disposition that is stable over time

Stress
A substantial imbalance between physical and psychological demands placed on an individual and his or her response capability, under conditions where failure to meet demands has important consequences.

The Stress Process
Stage 1: Environmental demand
Stage 2: Individual's perception
Stage 3: Stress Response
Stage 4: Behavioral consequence
Sources of Stress and Anxiety
Situational Sources of Stress
Personal Sources of Stress

Situational Sources
Event Importance
Uncertainty

Personal Sources
High versus low trait anxious people usually have more state anxiety in highly evaluative situations.
Low self-esteem athletes have less confidence and experience more state anxiety than do athletes with high self-esteem.
People with high social physique anxiety report more stress during fitness evaluations and experience more negative thoughts about their bodies.

Arousal (Anxiety) - Performance Relationship
Drive Theory
Inverted-U Hypothesis
Zones of Optimal Functioning
Multidimensional Anxiety Theory
Catastrophe Model
Reversal Theory

Drive Theory
The more psyched up an athlete becomes the better (s)he performs.

Inverted-U Hypothesis
As arousal increases, so too does performance - up to an optimal point, beyond this optimal point performance declines.

Zones of Optimal Functioning
For best performances to occur, athletes need individualized optimal levels not only of state anxiety but of a variety of other emotions as well.

Multidimensional Anxiety Theory
Cognitive Anxiety
Negatively related to performance
Somatic Anxiety
Related to performance in an inverted-U pattern

Catastrophe Model
Physiological arousal is related to performance in an inverted U fashion, but only when an athlete has low cognitive state anxiety. If cognitive anxiety is high, however, the increases in arousal at some point reaches a threshold, just past this point there is a rapid decline in performance.
Reversal Theory
How arousal affects performance depends on an individual's interpretation of his or her arousal level

Arousal interpreted as
- pleasant/excitement
- unpleasant/anxiety
Arousal interpreted as pleasant facilitates performance
Arousal interpreted as unpleasant hurts performance

Significance of All the Arousal-Performance Views
Arousal is multifaceted
Significance of All the Arousal-Performance Views
- Arousal and state anxiety do not always have a negative effect on performance
  - it can be facilitative or debilitative, depending on the interpretation

Why Arousal Influences Performance
Increased Muscle Tension and Coordination Difficulties
Attention Changes
Narrowing of Attention
Shift to Dominant Style
Attend to inappropriate cues

Implications for Practice
Identify optimal arousal-related emotions needed for peak performance
Recognizing the interaction of personal & situational factors
Implication for Practice
Recognize arousal and state anxiety by knowing their signs and symptoms
Tailor coaching strategies to individuals
Develop confidence in performers

Define key terms and answer review questions

Review for Test
50 point test will include true/false questions and multiple choice questions.

Definitions or Concepts
- personality structure
- trait, situation, and interaction
- trait and state anxiety
- entity versus incremental goal focus
- motivation
- science
theory
hypothesis
study
experiment
approval-oriented
rejection-threatened
father of applied sport psychology
father of American sport psychology
Behavioral orientation
Psychophysiological orientation
Cognitive-behavioral orientation
systematic observation
Psychological core
Role-related behavior
Typical responses
social facilitation
Validity or reliability
competition
personality
ACSI
CSAI-2
TAIS
POMS
iceberg profile
SCAT
major motives for participating in sport
reasons for continuing involvement
achievement motivation or competitiveness
self-competition
need achievement
high achievers vs. low achievers
attributional theory
outcome goal vs. task goal
learned helpless behavior
somatic and cognitive
state/trait anxiety
stress process (stage 1-4)
anxiety, self-esteem, and confidence relationship
Catastrophe theory
Drive theory
Inverted-U theory
Zones of optimal functioning
Multidimensional anxiety theory
arousal and attentional focus
behavioral approach
behavioral orientation
behavior in sport
interactional approach
psychodynamic approach
phenomenological approach
trait approach
Trait-State Sport Confidence Inventory

People/Research to know
Orlick
Ryan
Weinberg
Henry
Triplett
Griffith
Antonelli
Ogilvie
Weinberg and Gould
Sorrentino and Sheppard
Morgan
Bandura
Martens
Landers
Rowley, Landers, Kyllo & Etnier
Smith and Christensen
Elliot and Dweck

Exam study tip: You may want to answer questions at the end of each chapter and change them into true/false questions and multiple choice questions.