Physical and cognitive anxiety in school sports competitions and their impact on the performance of female basketball players in school teams at the middle school. A field study of some middle schools in Chlef

BERDAI ABDELHAMID¹, IDRENMOUCHE ABDELAZIZ², BEKLI AISSA³, CHIHA FOUAD⁴, BENKARA YACINE⁵

¹Laboratory APS, Society, Education and Health, ISTAPS UHBC, (Algeria), E-mail: a.berdai@univ-chlef.dz
²Laboratory APS, Society, Education and Health, ISTAPS UHBC, (Algeria), E-mail: a.idrenmouche@univ-chlef.dz
³Laboratory APS, Society, Education and Health, ISTAPS UHBC, (Algeria), E-mail: a.bekli@univ-chlef.dz
⁴Laboratory for Expertise and Analysis of Sports Performance «LEAPS» ISTAPS, Abdelhamid Mehri Constantine 2 University (Algeria), E-mail: fouad.chiha@univ-constantine2.dz
⁵Laboratory for Expertise and Analysis of Sports Performance «LEAPS» ISTAPS, Abdelhamid Mehri Constantine 2 University (Algeria), E-mail: yacine.benkara@univ-constantine2.dz

Abstract:
This study attempted to delve into one of the most important topics in the scientific and sports arenas. The subject concerns a sensitive group in society, particularly students in general, and middle school students in particular. The study aimed to address an educational aspect related to school sports and how their performance is affected by psychological changes and reactions, such as cognitive and physical anxiety during sports competitions. The focus was on basketball specialisation in inter-school sports league competitions. The goal was to shed light on the impact of these factors on players' performance, as well as to demonstrate the effectiveness of psychological support in alleviating these anxieties among female students. The study was divided into theoretical and practical sections, with the theoretical part covering anxiety, athletic performance, and school sports using a descriptive approach. The practical aspect revealed that both cognitive and physical anxiety have an impact on the athletic performance of female basketball players in school sports competitions, with most players experiencing cognitive and physical anxiety.

Keywords: Physical and cognitive anxiety, school sports competitions, female basketball players, middle school, the performance.

Introduction:
The performance or achievements that through people and their behavior are only an expression of all aspects of personality. Mutation does not depend on starting with a state of fitness or badness.” The athlete has a high score and improvement in athletics in general. And the results of students participating in school sports within the state school sports associations, which aim to discover and select talents and strengthen the reservoir of the sports arena with the best and best in various team and individual sports in all groups and genders, and from that we find basketball for the category of female students studying in the middle school stage. Those whom we targeted in this study and an attempt to reach and identify the impact of the states of cognitive anxiety and physical anxiety on their performance and response in official basketball competitions within the framework of the State School Sports Association program. We have divided our research into two aspects, one of which is theoretical, in which we presented an introduction that included the problem of the topic, as well as its hypotheses, in addition to the objectives of the research and the literature of the study, or the so-called related studies or previous studies. As for the second aspect, which was theoretical, it included within it a chapter related to anxiety, and a chapter in which we talked about Sports performance. As for the last chapter, we touched on school sports, while the second aspect was purely practical in which we presented the approach followed in the study, the human and spatial limits, and the tools used. Then we presented the results obtained, analyzed them, and discussed them to then reach the conclusion.

1. The problematic:
A person develops from his birth until his death through several different stages that differ according to their characteristics and their effects on the individual by his or her nationality in general. Among these stages is the adolescence stage, which is considered an important stage and even one of the most sensitive and
important stages. It is a stage that mediates between the childhood stage and the youth stage, and the adolescence stage comes with several... Changes, whether on the physical level, from structural changes to the body, such that the teenager’s height increases by several centimeters, in addition to the person’s significant physical growth in a few months, or physiological, from the secretions of the glands, or social changes, from the teenager’s attempt to find a place in the middle of society, bear responsibilities, and form ideas about social duties as citizens or Psychological changes in mood, inclinations, and love for other individuals or peers, The growth process varies from person to person; It may appear early in some people, it may appear late in others, and it may be greatly noticed in some people, while it may not be noticed much in others. Adolescence, from a psychological point of view, is the stage of transition from childhood, which is completely dependent on others, to the stage of independent, self-sufficient adulthood. This transition requires achieving a new adaptation that is rejected by the necessities of distinguishing between the behavior of the child and the behavior of the adult. Since physical education is one of the most important matters related to the health of the individual, we find that the Ministry of National Education allocates curricula for teaching physical education and sports in all educational stages in order to reach the formation of a good and integrated citizen in all aspects, whether physical, psychological, emotional, cognitive or social. The ultimate goal is preparation for playing. A major role in the community system. The psychological aspect of a person attracts the attention of many people, including guardians. When a teenager’s body grows rapidly, he becomes unfamiliar with others, due to the change in his physical growth that has occurred in his appearance and the emergence of needs that he was not familiar with before, which may push him to withdraw from public activities. And gatherings in his belief that he will be the subject of question, ridicule, or criticism, which will push him to retire, and he will display a behavior of shyness and anxiety due to his inability to confront others in light of the changes that are happening to him, and he will have a desire to be more alone with himself. Therefore, the topic of anxiety is an important topic in psychology in general and sports psychology in particular, because of its clear effects on the disruption of psychological functions, physical functions, or both together. Anxiety disturbs your sleep, so you do not sleep, confuses your thinking, and tightens your nerves. Anxiety has a significant impact on the competition atmosphere and leads to increased psychological burdens on athletes. From this concept, sports psychology has its importance among the modern sciences that play an important role in achieving and developing the goals of practice. Here, Osama Kamel Rateb says that to perform any skill with high efficiency, the factors for its success must be physical preparation and psychological readiness. (Osama Kamel Rateb, 2000). School sports activity aims to educate the individual in a balanced and integrated education from the emotional, social, physical and mental aspects, through multiple sports programs and fields under the supervision of specialists that work to achieve the goals of sports activity in a way that contributes to achieving the general goals of physical education in the stages of general education and school sports as well. It is known to contain group and individual sports competitions. These competitions or qualifiers are carried out by the Algerian Federation of School Sports, which aims to discover talents and champions in individuals or teams in order to give a new breath to the sports movement at the national or international level. The level of performance in school sports competition, like any other competition, is linked to many psychological emotions, which sometimes lead to the athlete relapsing. Psychological anxiety is one of the manifestations of psychological emotions that lead to an imbalance in neuromuscular coordination, which impairs motor and athletic performance. In this, Atkinson says that the motivation for achievement is competition, and it appears in two forms: hope for success and fear of failure (Youssef Al-Aqsari, 2001). Based on the above, we ask the following question: Do physical anxiety and cognitive anxiety in school sports competitions have an impact on the level of performance of female basketball players for middle school teams? To enrich this general question, we pose the following two questions: Does physical anxiety in school sports competitions have an impact on the level of performance of female basketball players for middle school teams? Does cognitive anxiety in school sports competitions have an impact on the level of performance of female basketball players for middle school teams?

2. Hypotheses:
Main hypothesis:
Does physical anxiety and cognitive anxiety in school sports competitions have an impact on the level of performance of female basketball players for middle school teams?

Partial hypotheses:
- Physical anxiety in school sports competitions has an impact on the level of performance of female basketball players for intermediate school teams.
- Cognitive anxiety in school sports competitions has an impact on the performance level of female basketball players for middle school teams.

3. research aims:
Shedding light on physical anxiety among students who participate in school sports competitions.
Explaining the relationship between athletic performance and physical anxiety on the one hand, and between athletic performance and cognitive anxiety on the other hand.
The importance of keeping pace with students and supporting them to reduce their physical and cognitive anxiety while participating in school sports competitions.

4. Definition of terms:

Definition of the term anxiety:
Linguistically: disturbance, discomfort, psychological instability, an emotional state characterized by fear of what might happen. (intermediate dictionary)

Terminologically:
May knows that anxiety is a direct threat to some of the values that the individual sanctifies and believes are essential to his existence (Mohamed Hassan Allawi, 1998)
As for Khaleda Ibrahim, she defined anxiety as a state of self-sensitivity that a person perceives as distress and discomfort with a certain expectation of danger (Khaleda Ibrahim, 1984).
While Dr. Muhammad Abd al-Zahir al-Tayeb pointed out: Anxiety is a psychological and physical relief, characterized by widespread fear and a feeling of insecurity, or the possibility that anxiety may escalate to the point of panic. (Muhammad Mustafa Zidan, 1994)
Procedurally: It is the students’ fear of not being able to perform well physically or physically, as well as their fear of not attending or recalling their tribal knowledge (laws and tactics) as a result of their participation in inter-school sports competitions or under the umbrella of the National School Sports Association.

Definition of the term performance
Linguistically: We say that he delivered something if he took it and delivered it, and performance means delivering the thing to the addressee. (intermediate dictionary)

Terminological definition:
Essam Abdel Khaleq says in his view of performance that it is a reflection of the capabilities and motivation of each individual for the best possible behavior as a result of the mutual influences of internal forces. It is often performed individually. It is an activity or behavior that leads to a result and is the standard by which learning outcomes are measured. It is a means of expressing the process. Learning as a behavioral expression. (Issam Abdel Khaleq, 1992)

Operational definition
It is the behavior or activity that leads to a specific result that may be intended and intended to be achieved, or it may be counterproductive. In our research, it is the ability of female students to do what the situation requires during school sports competitions in basketball.

I - the theoretical side:

Anxiety Chapter:
1-Definition of anxiety. Anxiety is a state of intense, mysterious fear that possesses a person, causing him distress, distress, and pain. Anxiety means discomfort, and an anxious person always expects distress. He appears pessimistic, nervous, and disturbed. The anxious person also loses self-confidence, appears hesitant, unable to research matters, and loses the ability to concentrate. (Farouk Al-Sayyid Othman, 2001)

2-Types of anxiety:
2-1- Normal (positive) anxiety: It helps in building, achieving, and succeeding. Normal anxiety is “exogenous anxiety” or exogenous anxiety, which is “state anxiety.”
2-2- Pathological (negative) anxiety: It leads to failure, stress, and poor adaptation, and pathological anxiety is “endogenous anxiety,” which is a “trait of anxiety.”
3 - The state of anxiety and the trait of anxiety: These two concepts are considered structural concepts that are logically linked together, despite their differences in concept, and Spielberger is the first to try to remove the ambiguity and confusion between them.

3-1- Trait anxiety: It is a relatively stable predisposition in the individual, and although this predisposition is characterized by greater stability than the first, there are individual differences among individuals in their preparation and perception of the world in a certain way, and those with a high degree in the trait of anxiety are characterized by their perception of the world that threatens their lives. Therefore, he is the most vulnerable person to stressful situations. (Ahmed Muhammad Abdel Khaleq, 1987)

3-2- State of anxiety:
It refers to an unpleasant emotional response characterized by subjective feelings that include tension, fear, nervousness, and discomfort. It is also characterized by activating the autonomic nervous system and increasing its alertness, and it is temporary and quickly disappears. Often, although repeated, in front of appropriate stimuli.

4- The theory of anxiety as a trait and as a state: A Trait State Theoy of Anxiety The beginning of the fifties of the current century witnessed the distinction between the two types of anxiety as a state and as a trait. Cattell, through his practical studies that he carried out in the beginning of the sixties, concluded that there are two clear factors for anxiety, which are competition anxiety. And state anxiety. Spielberger 1964 supported this concept and presented the theory of anxiety as a condition and as a trait. State anxiety is defined as “a subjective emotional state in which the individual feels fear and tension, and this state can change in severity from time to time,” while trait anxiety is defined as “the individual’s readiness to perceive certain situations as threatening to him.”

The response to these situations is different levels of anxiety, and the relationship between trait anxiety and state anxiety can be attributed to the relationship between potential energy (potential energy) and kinetic energy, where trait anxiety, like potential energy, indicates a latent readiness for a certain response to occur if it is provoked, and state anxiety, such as The energy of movement to the response (reaction) that is occurring now and at a certain level of intensity. (Osama Kamel Rateb, 2000).

5- Sources of anxiety related to sports competition:
5-1- Fear of failure: Research results indicate that fear of failure is considered the most important reason that makes athletes feel nervous and anxious, and direct fear comes as a result of the fear of losing the match. Or losing some points during the competition, or poor performance during the competition...etc.
In fact, this is part of the problem since all of these types of fears are usually the result of a deep-seated predisposition to the athlete's insecurity regarding his or her self-concept or self-esteem. This becomes clear when the athlete is dominated by some negative thoughts, such as the following:
- This match is of great importance to prove my character. - What do others say when I lose this match?
- I don't want to disappoint my coach and my parents? - It's difficult for me to meet my friends at the club if I lose this match - Really, if I lose this match, everyone will think I'm a failure.

Researchers have found that there are two basic motivations for success and excellence: the fear of failure, and the desire to succeed. People who strive for excellence for fear of failure make an effort and perform well, because thinking about failure represents an unpleasant bad thing for them. They try to avoid failure and the disturbances, anxiety, depression, and self-criticism that accompany it. As for people who strive for excellence, out of a desire to succeed, they make the effort because they know the virtue of success, and how it represents a great value to them.

There is no doubt that the motivation of the desire for success is more appropriate for achieving maximum performance, as the fear of failure leads the athlete to play with the goal of not losing or avoiding defeat, rather than playing with the goal of achieving gain or victory, and there is a difference between them. (Osama Kamel Rateb, 2000)

For example: The tennis player feels loss and is afraid of failure or defeat. This is reflected in his performance style and we notice that he performs skills with safe results.
Instead of performing the smash serve with force, we find that the serve is performed with extreme caution against danger. Although this method may suit beginner athletes, it is not suitable for athletes with a high level of skill, as it is preferable for their performance to be characterized by initiative and pressure on the opponent in order to achieve success in the match. the performance.
The same applies to athletes in team sports such as football, basketball, or handball, where we notice that athletes who are characterized by a fear of failure tend to use the defensive style, and do not take the initiative to use the offensive style.

II- School sports class.

1- The concept of school sports in Algeria and its goals:

School sports in Algeria are one of the basic pillars that are relied upon to achieve educational goals. They are organized and various activities in the form of individual or group competitions at all levels.

The Algerian Federation for School Sports is ensuring its organization and success, taking into account that it will be carried out in coordination with the state associations for school sports. Some shortcomings have emerged for school sports associations in educational institutions, and this is to ensure and monitor activities and restore the reputation of school sports. School sports in the educational system have an important place and a recognized educational dimension, and both the Ministries of National Education and Youth Sports seek to advance all levels, and to harness all necessary means to expand sports practice and competitions among students. This dimension was achieved by the Ministry of National Education 09 on: February 25 - Regarding the compulsory practice of school sports, according to Instruction No. 95 of 1995 through Articles 5 and 6. The Ministry of National Education decided to make the practice of physical education and sports compulsory or compulsory for all students, while exempting all those suffering from health problems.

This decision came after the signing of a joint agreement between the Ministries of National Education and Youth and Sports with the Ministry of Health and Population regarding the practice of physical education in the school environment on October 25, 1997. This decision aims to promote sports practice in schools. The Ministry also issued an instruction including how to be exempted from practicing physical education. Physical education and sports in the school environment involve the concerned administrators and educators to implement the content of the joint ministerial decision between the three ministries.

The decision stipulates that children who are unable to practice some physical and sports activities will benefit from the exemption, as the exemption is provided by the school health doctor providing a medical certificate after conducting a medical examination of the students and studying their health file prepared by a specialist doctor.

2. Objectives of school sports in Algeria: Practicing school sports in Algerian educational institutions has basic goals, including physical, psychological, motor, and social development. It is also evident that the economic goal is mentioned, and this is to raise the child’s health and cultural outcomes, which allows the individual to know himself while developing both a love for the system. The spirit of cooperation, The spirit of responsibility is refining behavior, developing the qualities of courage, obedience, and collective decision-making, in addition to sensory-motor, neuromuscular coordination. Thus, we can say that practicing physical education contributes to preparing the man of tomorrow in all aspects. The budget allocated by the state for school sports is not only considered an investment in the interest of the material aspect, such as achieving results, but it is also an investment in the interest of the moral aspect of the individual, and thus reforming the individual necessarily means reforming society.

-Features and characteristics of students during the middle school stage

-Intermediate stage: (12 to 15 years):

It is called the stage of adolescence, in which the young person’s life is affected by physiological factors. The characteristics of the stage of adolescence differ according to genders and their environments, and it is also affected by many factors, including:

- Genetics, climate, nature, glands, and psychological factors.

Among the characteristics of students at this stage are the following:

Girls usually reach adolescence before boys, and this stage is characterized by mental and physical changes that have an impact

Its importance in rearing starch, as it is characterized by rapid, unregulated growth, lack of neuromuscular coordination, and transmission of movements

The lack of balance and agility of the students also decreases, and signs of fatigue appear quickly. (Mohamed Awad Bassiouni, 1989)

- Inaccuracy in movement.

- The need to search for the truth and his image in society, as well as knowledge.
The emergence of sexual maturity and the awakening of emotions makes the student vulnerable and emotional.

The ability to perform balanced work is minimal, because bones grow in length, thickness, and density without a mechanical system for the whole body.

The middle stage is considered the best stage in terms of taking care of a moderate stature and strengthening the torso muscles, especially when practicing running, but not for long distances, as well as in team sports such as: football and basketball. The child tends to work for the team and stays away from selfishness and individualism, which allows the formation of teams. In various activities according to the specializations and abilities of the students and the competition factor here its importance remains not prominent.

3 - School sports competition:

School sports contain competitions, whether group or individual. There are competitions or qualifiers carried out by the Algerian Federation for School Sports, through which it seeks to choose champions in the individual or team competitions in order to organize a mini-national championship, for which a day a week is allocated to hold the preliminary qualifiers and the teams that qualify for the final. Nationally advanced roles have final competitions during the holidays. Therefore, school sports, like other sports, organize competitions to promote young talents and give a new breath to the sports movement. That is, school sports are considered the main reservoir and raw reserve of the national sports movement, which would maintain the process and survival of Algerian sports representation in the country. International and global forums.

III- Chapter Sports Performance

1. The concept of sports performance: It is the only objective measure on which an organism's performance of situations can be based. Learning, on the contrary, refers to the process that is based on performance. (Mohamed Awad Bassiouni, 1989)

Types of sports performance: The types of performance are:

- Confrontational performance: a suitable method for all players to perform the same type of performance at the same time. The teacher and coach can direct all his organizational procedures to the class as an appropriate unit.

- Circular performance: A purposeful method by the performer in training that leads to the development of physical qualities, especially muscular strength and endurance. In this type of performance, the players are divided into groups and they perform the work several times in a row.

- Performance in stations: (Workshops) A suitable method for all players to perform with a change in stations or the performance of the whole class in different stations and different performances, i.e. stabilizing the motor performance by using the most complete solution.

- Performance in groups: Performance in groups means the use of multiple groups in class or sports training. The form of stations, where the players who form each group perform individually, is one of the oldest methods of sports training.

2. Athletic performance and the nervous system:

Reflexology works to achieve mechanical prevention in sports movements, as it protects the body’s performance before injury occurs and directs the functions of functional systems. Reflexive performance is of great importance during movement performance, especially for motor coordination, especially for newly learned movements.

Factors affecting athletic performance:

- Mental qualities and their degree of stability: memory, reaction speed, attention, and visualization to carry out various motor skill duties in all training or competitive conditions, whether high or low intensity, through the emergence of some resulting nervous reactions, regardless of the state of stress and difficulties. Foreign Affairs

- Personal characteristics and their degree, whether in terms of intensity, consistency and stability, the level of competition or psychological ambition, and the degree of its expression or change in light of the experiences of failure or success achieved by the player, the level of development of nervous and psychological processes, and the ability to bear psychological burdens.

- The ability to control the psychological state before and during competition, under various circumstances, motives and forms, whether (internal or external difficulties). Conscious control of
such a situation through expected daily training helps to increase the degree of stability during competition, as well as helping to distinguish All the factors that help a player’s lack of concentration before competition.

- The psychological and social relationships between team members that help in performance, the stability of the team represented by the degree of cohesion or cohesion of the team in a way that achieves a psychological atmosphere and mutual and appropriate relationships.
- Model leadership and its role in maintaining the organization and status of the team, recognizing it and its traditions, recognizing and not underestimating the capabilities of competitors. (Muhammad Hassan Allawi, 1987).

Practical part:
1- The approach followed: Due to the nature of our subject, we relied on the descriptive approach, which aims to collect data to try to test hypotheses or answer questions related to the subject of the study. It also seeks to try to determine the relationship between two or more measurable variables.

2- Research variables:
The independent variable: physical anxiety and cognitive anxiety.
Second: The dependent variable: is the performance of female basketball school sports team players.

3- Tools used:
We chose a test to measure the two states of anxiety (cognitive and physical) in competition situations. It is by Dr. Martinez, and its Arabic version was presented by Dr. Osama Kamel Rateb. This test consists of 27 statements that examine the state of cognitive anxiety, the state of physical anxiety, and the state of self-confidence, with 9 statements for each condition, which we will explain in the following table. While we did not take from the test what suits us in our research, which relates to the expressions of the cognitive anxiety axis and the physical anxiety axis only, and we did not address the self-confidence axis.

4-Study sample
This sample contains 40 female basketball players who were taken from five school sports teams in a purposive manner, so that we took 8 female basketball players from each team. They are shown as follows in the following table:

<table>
<thead>
<tr>
<th>Number</th>
<th>Figure school sports basketball teams</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>middle school, Muhammad Harishan</td>
</tr>
<tr>
<td>2</td>
<td>middle school, Jahafi Al-Jilali</td>
</tr>
<tr>
<td>3</td>
<td>middle school, Qalfut Khalifa</td>
</tr>
<tr>
<td>4</td>
<td>middle school aqashalaalia</td>
</tr>
<tr>
<td>5</td>
<td>middle school, Ahmed Bouzana</td>
</tr>
</tbody>
</table>

- Scoring the Competition Anxiety List:
The list includes 18 statements, 9 statements for each subscale (state of cognitive anxiety, state of physical anxiety). The range of scores for each subscale ranges between 9 and 36 degrees, where a score of 9 means the lowest level and a score of 36 means the highest level, and reflects high The degree is an increase in the state of cognitive anxiety or the state of physical anxiety, and the degree is not counted as a total for the list. - It measures the state of cognitive anxiety with the following nine statements: - 25.22.19.16.13.10.7.4.1 While the state of physical anxiety is measured by the following nine phrases: 26, 23, 20, 17, 14, 11, 8, 5.2.

A table showing the expressions of physical anxiety and cognitive anxiety in sports competition in its Arabic version, prepared by Osama Kamel Rateb. (Osama Kamel Rateb, 2000).

<table>
<thead>
<tr>
<th>Number</th>
<th>Phrases</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Moderately</th>
<th>Greatly</th>
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<tbody>
<tr>
<td>1</td>
<td>I am interested in this competition</td>
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<td>2</td>
<td>I feel nervous</td>
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<td>3</td>
<td>I doubt my abilities</td>
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<td>4</td>
<td>I feel nervous</td>
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<td>5</td>
<td>I'm afraid I won't be able to do well in this competition.</td>
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<td>6</td>
<td>I feel that my body is tense</td>
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<td>7</td>
<td>I fear loss (defeat)</td>
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<td>8</td>
<td>I feel my stomach cramping</td>
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<td>Statement</td>
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<tr>
<td>I am afraid of performing poorly under the pressure of competition</td>
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<td>I feel that my body is relaxed</td>
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<td>I am afraid of poor performance</td>
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<td>My heart is beating fast</td>
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<td>I care about achieving my goals</td>
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<td>I feel sick to my stomach</td>
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<td>I fear that others will not be satisfied with my performance</td>
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<td>I feel cold hands</td>
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<td>I fear losing my ability to concentrate</td>
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<td>I feel that my body is tight</td>
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</tbody>
</table>

A table showing the correction key for the expressions of the anxiety scale for physical anxiety and cognitive anxiety in sports competition:

<table>
<thead>
<tr>
<th>Cognitive scales</th>
<th>Phrase number</th>
<th>Rarely</th>
<th>sometimes to a moderate degree</th>
<th>to a very great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>State of cognitive anxiety</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<td></td>
<td>4</td>
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<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>State of physical anxiety</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

How to transcribe test results:
This test consists of 18 statements that study the state of cognitive anxiety and the state of physical anxiety, with 9 statements for each case, and the process was done as follows: After we distributed the test to the basketball players of the school sports teams before the match and retrieved the forms, we counted them and collected the scores for each player. We represented each case in one table called the test scores table. Then we calculated the average score between 9 and 36, which is 22.5. Then we limited these scores to two fields: the first field between [9, 22.5], which represents the low level, while the second field [22.5, 36], which represents the high level of the measurement score. Then we calculated the percentages of test scores for low and high levels using the following relationship:
Percentage = (Number of levels (high/low)/ Number of players) X 100

5. Presentation, analysis and discussion of results:
Results of test scores for a scale of physical anxiety and cognitive anxiety among female players of some school basketball teams in the state of Chlef.

5.1. Presentation of Percentages of cases of physical anxiety and cognitive anxiety for female basketball players in a middle school sports competition Harishan Muhammad
Table No. (01) Percentages of cases of physical anxiety and cognitive anxiety for female basketball players competing in middle school sports, Harishan Muhammad

<table>
<thead>
<tr>
<th>Psychological states</th>
<th>High level</th>
<th>Low level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Cognitive anxiety state</td>
<td>66.66%</td>
<td>33.33%</td>
<td>99.99%</td>
</tr>
<tr>
<td>2-State of physical anxiety</td>
<td>44.44%</td>
<td>55.55%</td>
<td>99.99%</td>
</tr>
</tbody>
</table>

Analysis of the results:

We notice from the results presented in Table No. 1 and shown in the following figure that 66.66% of the female players are characterized by a high degree of cognitive anxiety, while 33.33% of the female players are characterized by a low degree of cognitive anxiety. As for physical anxiety, the female players who had a high level had a rate of 44.44%. Those who had a low level had a rate of 55.55%.

Conclusion: By analyzing Table No. 01, we conclude that the majority of female players are characterized by a high degree of cognitive anxiety, and the majority of them are characterized by a low degree of physical anxiety.

5.2. presentation of Percentages of cases of physical anxiety and cognitive anxiety for female basketball players competing in middle school sports, Jahafi Al-Jilali

Table No. (02) Percentages of cases of physical anxiety and cognitive anxiety for female basketball players competing in middle school sports, Jahafi Al-Jilali

<table>
<thead>
<tr>
<th>Psychological states</th>
<th>High level</th>
<th>Low level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Cognitive anxiety state</td>
<td>55.55%</td>
<td>44.44%</td>
<td>99.99%</td>
</tr>
<tr>
<td>2-State of physical anxiety</td>
<td>66.66%</td>
<td>33.33%</td>
<td>99.99%</td>
</tr>
</tbody>
</table>

Analysis of the results:

We note from the results presented in Table No. 2 and shown in the following figure that 55.55% of female players are characterized by a high degree of cognitive anxiety, while 44.44% of female players are characterized by a low degree of cognitive anxiety.

As for physical anxiety, the percentage of female players who had a high level was 66.66%, and those who had a low level had a percentage of 33.33%

Conclusion: By analyzing Table No. 02, we conclude that the majority of female players are characterized by a high degree of cognitive anxiety, and the majority of them are characterized by a low degree of physical anxiety.

5.3. Presentation of the percentages of cases of physical anxiety and cognitive anxiety for female basketball players in the school sports competition at Qalfut Khalifa Middle School

Table No. (03) shows the percentages of cases of physical anxiety and cognitive anxiety for female basketball players in the school sports competition at Qalfut Khalifa Middle School

<table>
<thead>
<tr>
<th>Psychological states</th>
<th>High level</th>
<th>Low level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Cognitive anxiety state</td>
<td>66.66%</td>
<td>33.33%</td>
<td>99.99%</td>
</tr>
<tr>
<td>2-State of physical anxiety</td>
<td>44.44%</td>
<td>55.55%</td>
<td>99.99%</td>
</tr>
</tbody>
</table>

Analysis of the results:

We notice from the results of Table No. 03 shown in the following figure that 66.66% of female players are characterized by a high degree of cognitive anxiety, while 33.33% of female players are characterized by a low degree of cognitive anxiety.
As for physical anxiety, the percentage of female players who had a high level was 55.55%, and those who had a low level had a percentage of 44.44%.

Conclusion: By analyzing Table No. 03, we conclude that the majority of female players are characterized by a low degree of cognitive anxiety, the majority of them are characterized by a low degree of physical anxiety, and that the majority of female players are characterized by a high degree of self-confidence.

5.4. presentation of the percentages of cases of physical anxiety and cognitive anxiety for female basketball players in school sports competitions for Iqash alaalia middle School.

Table No. (04): Shows the percentages of cases of physical anxiety and cognitive anxiety for female basketball players in school sports competitions for Iqash alaalia middle School.

<table>
<thead>
<tr>
<th>Psychological states</th>
<th>High level</th>
<th>Low level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Cognitive anxiety state</td>
<td>44.44%</td>
<td>55.55%</td>
<td>99.99%</td>
</tr>
<tr>
<td>2-State of physical anxiety</td>
<td>88.88%</td>
<td>11.11%</td>
<td>99.99%</td>
</tr>
</tbody>
</table>

Analysis of the results:
We note from the results shown in the following figure that 55.55% of female players are characterized by a low degree of cognitive anxiety, while 44.44% of female players are characterized by a high degree of cognitive anxiety.

As for physical anxiety, the percentage of female players who had a high level reached 88.88%, and those who had a low level had a percentage of 11.11%.

Conclusion: By analyzing Table No. 04, we conclude that the majority of female players are characterized by a low degree of cognitive anxiety and that the majority of them are also characterized by a low degree of physical anxiety.

5.5. Presentation of the percentages of cases of physical anxiety and cognitive anxiety for female basketball players in middle school sports, Ahmed Bouzana.

Table No. (05) shows the percentages of cases of physical anxiety and cognitive anxiety for female basketball players in middle school sports, Ahmed Bouzana.

<table>
<thead>
<tr>
<th>Psychological states</th>
<th>High level</th>
<th>Low level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Cognitive anxiety state</td>
<td>55.55%</td>
<td>44.44%</td>
<td>99.99%</td>
</tr>
<tr>
<td>2-State of physical anxiety</td>
<td>66.66%</td>
<td>33.33%</td>
<td>99.99%</td>
</tr>
</tbody>
</table>

Analysis of the results:
We note from the results presented in Table No. 05 and expressed in the following figure that 44.44% of female players are characterized by a low degree of cognitive anxiety, while 55.55% of female players are characterized by a high degree of cognitive anxiety.

As for physical anxiety, the percentage of female athletes who had a high level was 66.66%, and those who had a low level had a percentage of 33.33%.

Conclusion: By analyzing Table 05, we conclude that the majority of female players are characterized by a low degree of cognitive anxiety and physical anxiety.

Conclusion
Through the results we obtained, especially in the applied aspect, and the aforementioned statistics as results of the scale used and by comparing them with the study hypotheses, we obtained the following:

The state of physical anxiety among female basketball players, the results of which were distinct and clear, has an impact on the performance of female players belonging to basketball sports teams in school competitions, which means that the first hypothesis has been fulfilled, the content of which is that the state of cognitive anxiety has an impact on the general performance of female basketball players.

As for the second hypothesis, which states that physical anxiety has an impact on the performance of female basketball players in school sports teams, the results obtained showed us that the level of the physical anxiety...
variable was also high, which means that female basketball players in school sports also suffer from physical anxiety, which has a significant impact. It is clear on the overall performance of female basketball players. Through the previous analysis, we can say that the state of cognitive anxiety and the state of physical anxiety among female basketball players for school sports teams has a clear impact on the performance of the female players.

When we arrange both variables, we find that the variable of physical anxiety in the degree of high influence reached 64.43%, while the state of cognitive anxiety in the same level, that is, high, we found a rate of 57.77%. This means that the female students studying in the middle school stage and participating in football team competitions School sports basketball students suffer from the effect of physical anxiety on their performance in sports competitions more than cognitive anxiety. This is what the study of Hassan Al-Obaidi and Ali Turki (1988) concluded. State anxiety among first-class handball players and its relationship to their level of performance, and through previous analysis and conclusions that proved the fulfillment of the partial hypotheses, which in turn leads to the fulfillment of the general hypothesis.

In this regard, Allawi (2003) indicates that anxiety - if its intensity increases - may lead to “a loss of psychological balance, which prompts the individual to try to re-control this psychological balance and restore its components using many different behavioral methods.” (Abdel Hafeez, 2002) confirms that our current era is characterized by the era of psychological pressure and anxiety, which requires that we pay attention to confronting the factors that cause it in order to help the individual adapt to the reality in which he lives and achieve sound psychological health.

**Suggestions and recommendation:**

Allawi (1998) points out that anxiety is one of the psychological factors studied by sports psychology, which is considered a double-edged sword. Anxiety may be a facilitator or it may be a hindrance. In the first case, anxiety plays the role of a catalyst that makes the athlete recognize the source of anxiety and prepare himself physically and psychologically to overcome it. In the second case, anxiety hinders work through its negative impact on the athlete’s psychology.

Therefore, it was necessary to provide psychological accompaniment and support for each athlete in order to raise the level of performance and obtain better results, including the segment of student athletes participating in various sports competitions, whether individual or team, which allows them to rise in level and achieve the desired results. And Representing the country in various international forums is the highest goal sought by the guardian authorities.

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