

RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION, TRAIT ANXIETY AND SELF-ESTEEM

A. Aktop, K.A. Erman

Akdeniz University, School of Physical Education and Sports, Antalya, Turkey

Abstract. The purpose of present study was to investigate relationship between achievement motivation, trait anxiety, and self-esteem. Furthermore, secondary aim of study was to determine achievement motivation, trait anxiety and self-esteem level of athletes, which are attained sport in different level. One hundred seventy five male engage in sport active, were a student in Akdeniz University School of Physical Education and Sport, aged from 18 to 25 years (21.90 ± 1.87 yr.) participated the study voluntarily. Willis Sport Related Motive Scale, Rosenberg Self Esteem Scale and Spielberger's Trait Anxiety Inventory were applied to subjects. As a result of correlation analysis, it was found that there was a significant positive correlation between power motive, motive to achieve success and self-esteem and there was a significant negative correlation between trait anxiety and self esteem. Comparison analysis according to sport experiences level showed that; there were significant differences in favour of high sport experiences group in power motive, motive to achieve success and self-esteem ($p < 0.05$). It was found that self-esteem and trait anxiety value of subject were related significantly ($r = 0.28$). Self-esteem was affected by sport experiences level and subjects who were in high experiences group had higher self-esteem value than the other groups ($p < 0.05$). Results indicate that self-esteem is an important trait for achieving success in sport. According to these findings, psychological factors should be considered as much as other factors in talent identification programs. Furthermore, achievement motivation and self-esteem are important trait having permanent character for sport attainment and success.

(Biol.Sport 23:127-141, 2006)

Key words: Achievement motivation - Power motive - Self-esteem - Trait anxiety and sport experiences

Reprint request to: Dr. Abdurrahman Aktop, Akdeniz University School of Physical Education and Sports, 07058 Kampus Antalya, Turkey

Tel.: +90 242 3102087, Fax: +90 242 2271116, E-mail: aktop@akdeniz.edu.tr



Introduction

Motivation is a central construct in sport and exercise psychology as research attempt to describe, explain, and predict behavior in athletically inclined individuals. Specifically, variations in motivation describe why some people choose optimally challenging tasks, try harder, and persist longer than other [13]. Typically, in the research literature motivation refers to those personality factor, social variables, and cognitions that come into play when a person undertakes a task at which he or she is evaluated, enters into competition with others, or attempt to attain some standard of excellence. In the extant literature, achievement behavior, which motivation theories purport to explain, has typically been defined as behavioral intensity (trying hard), persistence (continuing to try hard), choice of action possibilities, and performance (outcomes). In sport, achievement behaviors are those witnessed when participants try harder, concentrate more, persist longer, and join or drop out of sporting activities [24].

Coaches, athletes, and a large part of a sport-conscious culture have speculated a great deal on the subject of competitive behaviors. Most people interested in sport have their own ideas as to what makes a "winner," what "drives" the successful athlete, or what distinguishes between the great athlete and the near great [33].

Until now the vast majority of the research has been focused mental features such as "trainable" abilities. However, there is still little research on "achievement motivation"- described as a psychological feature, which has a character of "lasting property". Achievement motivation cannot be described as something that occur during competition but mostly as a trait having "permanent character"- being formed during preceding weeks, months, and years. Therefore it is obvious that coaches in the area of "motivation" are one of the main reasons for mistakes made in talent identification process. It often causes disappointment of the athletes who are not predestined to practice high- professional athletes by the basics of their personality- these athletes who do not possess high level of achievement motivation do not reach at the highest levels of performance despite good result at young age [34].

From the mid-1950s through the mid 1970s, the theory of achievement motivation that received the most attention in the psychological literature was the McClelland-Atkinson theory [7]. Need Achievement Theory (Atkinson, 1974; McClelland, 1961) is an interactional view that considers both personal and situational factors as important predictors of behavior. According to the need achievement view, each of us has two underlying achievement motives: to achieve success and avoid failure. The motive to achieve success (Ms) is defined as "the



capacity to experience pride or satisfaction in accomplishments”, whereas motive to avoid failure (Maf) is “the capacity to experience shame or humiliation as a consequence of failure”. The theory contends that our balance of these motives will influence our behavior [32].

Because achievement motivation has been considered a personality factor, sport psychologists have viewed it like personality, progressing from trait-oriented view of a person’s “need for achievement” to an interactional view that emphasize more changeable achievement goals and how these affect and are affected by situation. Achievement motivation in sport is popularly called competitiveness [32].

A weak but significant relationship exists between athletic performance and achievement motivation. Achievement motivation is a good predictor of long-term success, but may not be a reliable predictor of immediate success [7].

The work of Spence and Helmreich and others who approach achievement motivation as a multidimensional construct suggests that a specific measure of achievement motivation for sport competition could be useful. Martens (1976a) specifically advocates the development of a sport specific construct and measure of competitiveness to further our understanding of competitive behavior [11].

Halvari [12] stated that success-oriented (high Ms/low Maf) performed better than failure-oriented (low Ms/high Maf) in international competitions, and better than indifferent-oriented (low Ms/low Maf) in local national competitions, and as regards technical ability. Ms and Maf may therefore affect wrestling performance differently, dependent on the level of competition [12].

Many explanations for individual differences in achievement behavior exist some emphasize the personality characteristic of achievement motivation, whereas others focus on perceptions and interpretations. Nearly all approaches are based to some extent on the classic work of Atkinson. Atkinson advanced the most widely known and most researched theory of achievement motivation. Atkinson’s theory is an interaction model that specifies the role of personality and situational factors as determinants of achievement behavior in precise, formal terms [11].

Self-esteem is often considered as self-evaluation, or an evaluation of one’s self-worth and self-acceptance. Global self-esteem is defined as a ‘positive or negative attitude toward a particular object, namely, the self’ (Rosenberg, 1965). He found that those low in self-esteem isolate themselves from others more often, tend to be more self-conscious and are also more likely to be depressed than those with high self-esteem [5].

Franken [10] states that "there is a great deal of research which shows that the self-concept is the basis for all motivated behavior. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for



behavior. Franken suggests that self-concept is related to self-esteem in that "people who have good self-esteem have a clearly differentiated self-concept. When people know themselves they can maximize outcomes because they know what they can and cannot do" [10].

Trait anxiety is the relatively permanent personality predisposition to perceive certain environmental situations as threatening or stressful, and the tendency to respond to these situations with increased state anxiety [18].

Researches and theoretical knowledge showed that anxiety and self-esteem affect performance. While self-esteem has positive effect on performance, anxiety results impaired performance [18].

Achievement motivation can be defined as the athlete's predisposition to approach or avoid a competitive situation. In some studies, there were relationships between achievement motivation and self-esteem, motivation and trait anxiety, which were considered as relatively stable personality characteristics of individual [15,19,22]. Piedmont stated that achievement motivation and anxiety are conceptually related to each other [22]. Many studies about elite/non-elite athlete and athlete/non-athlete showed that, there were significant relationship between sport attainment level and these stable variables [9,12,17,25,26,28,31].

Although achievement motivation, self-esteem and trait anxiety is well examined in many studies, sport related studies, which are examined these psychological variables together are limited. Achievement motivation cannot be described as something that occurs during competition but mostly as a trait having "permanent character", - being formed during the preceding weeks, months and years [34]. These psychological factors, which are known to undergo little change with education or training, should be considered in talent identification program. For that reason we believe that considering these psychological factors together and determining the relation between them is important for talent identification in sport. Giving this background, the primary aim of present study was to determine relationship between these psychological factors by using sport related measure of achievement motives and considering them together.

Also it is well known that achievement motivation, self-esteem and trait anxiety are important psychological factors for sport success and attainment. Person who has a high motive to achieve success persists longer in sport setting for achieving a success. So, we hypothesizes that there is a positive relationship between achievement motivation especially in motive to achieve success and sport attainment and success level. Determining these relationships and examining the differences in achievement motivation between athletes who, attained sport in different level are the secondary aim of present study.



Materials and Methods

Participants: One hundred seventy five male subjects engage in sport actively, were students of the School of Physical Education and Sport in Akdeniz University, Antalya/Turkey, aged from 18 to 25 years (21.90 ± 1.87 yr.) participated the study voluntarily. They were both team sports ($n=129$, basketball, soccer, handball, and volleyball), and individual sports ($n=46$, track and field, badminton, wrestling, swimming, martial arts, fencing, and archery) athletes in different level. All participants read and signed consent form prior to participation in the study.

Measures: Willis Competition Related Motive Scale (WCMRS): This scale was designed to measure sport specific achievement motives (Motive to Achieve Success, MAS and Motive to Avoid Failure, MAF) and power motive (Pow) [33]. WCMRS has 40 items. Items were generated which attempt to tap the power motive (Pow) and two achievement-related motives: the motive to achieve success (MAS) and the motive to avoid failure (MAF). In the WCMRS, Pow represented with 12 items (e.g. I try to get other players to train hard), MAS represented with 17 items (e.g. I seem to play better when spectators are present), and MAF represented with 11 items (It is hard for me to stay calm before a game). Alpha and test-retest reliabilities were computed for each of the three scales. It has alpha reliability and test-re test reliability coefficient of .76 and .75 for Pow, .78 and .69 for MAS and .76 and .71 for MAF, respectively. Tiryaki and Gödelek [30] proved reliability of the WCMRS for Turkish population. It has alpha reliability coefficient of .81 for Pow, .82 for MAS and .80 for MAF for Turkish population [30,33].

Rosenberg Self-Esteem Scale (RSE): This scale was designed to measure adolescents' global feeling of self-worth or self-acceptance. It rated on a four-point scale from [1] strongly agree through to [4] strongly disagree, for 10 statements (e.g. "On the whole I am satisfied with my self", "I certainly feel useless at times") designed equally to be positive and negative. Rosenberg scored his 10-question scale as a six-Guttman scale. The first items included questions 1 through 3 and receive positive score if two or three of its questions were answered positively. Questions 4 and 5 and questions 9 and 10 were aggregated into two other items that were scored positively, if both questions in the item had positive answers. Question 6 through 8 counted individually formed the final three items.

For the negatively worded RSE questions, responses that expressed disagreement and, hence, were consistent with high self-esteem, were considered positive and endorsed. Rosenberg (1965) demonstrated that this scale was a Guttman scale by obtaining high enough reproducibility and scalability coefficients. It is one of the most well used measures to assess self-esteem because



of the proven validity (Blascovic and Tomaka, 1991). Çuhadaroğlu [8] proved reliability and validity of RSE for Turkish population. It has a reliability coefficient of 0.71, test-retest reliability of 0.75 for Turkish population [5,8].

Spielberger Trait Anxiety Scale (STAI-Trait): Anxiety was measured using the Trait form of the Spielberger State-Trait Anxiety Inventory (STAI) Form. The STAI consists of 20 statements on 4-point Likert-type scales that assess the level of anxiety a person reports as generally characteristic of himself or herself. The STAI has been found to have acceptable validity, internal reliability, and test-retest reliability for Turkish population [20].

Procedure: Participants were asked to fill out the four measures in the classroom setting. Prior the administration of scales and questionnaires, the experimenters issued the appropriate instruction in scales manual, explained nature of study, and asked subjects for their voluntary participation.

In order to determine sport experiences a questionnaire, which was prepared by investigators, was given to participants. According to their sport experience, which was determined by amount of experiences in terms of the number of years of involvement in some kind of organized individual and team sports, participants were divided into three groups (below 5 years, 6 to 8 years, and above 10 years). First group was low sport experiences (Low-EXP) group, whose sport age was below 5 years ($M=4.03$). Second group was moderate sport experiences (Mod-EXP) group who involved in sport between 6 to 8 years ($M=7.94$) and the last group was high sport experiences group whose sport age was above 9 years ($M=10.48$). In High-EXP group there were 15 athletes who took place in national team and participated in international competition.

Statistics: In the first part of statistical analyses Pearson's product moment correlation was used on all participants to examine correlations between parameters. In the second part analyses, participants were divided into three groups according to their athletic experiences. One-way ANOVA was used to detect differences between athletic experiences groups. If the differences were found the Tukey's HSD post hoc test was used to analyze differences between specific athletic experiences groups.

Results

Means and standard deviation of measurements (WCRMS, RSE, STAI-Trait and SAQ) are presented in Table 1.



Table 1

Means (M) and standard deviations (SD) of sub-scales of WCRMS (Power motive, motive to achieve success, and motive to avoid failure), RSE scale, and STAI-Trait scale (n=175)

Measure	Mod-EXP	SD
Age (year)	21.90	1.87
Power Motive (Pow)	38.74	5.19
Motive to achieve success (MAS)	62.17	5.16
Motive to avoid failure (MAF)	29.03	6.94
RSE scale	1.12	0.97
STAI-Trait scale	39.56	6.32

Relationship between achievement motivation, trait anxiety and self-esteem:

The primary aim of this study is to find relationship between achievement motivation, trait anxiety and self-esteem. Pearson's product moment correlation coefficient was computed in order to determine relationship between variables.

Table 2 gives the Pearson's product moment correlation coefficient between sub-scales of WCRMS (Power motive, motive to achieve success, and motive to avoid failure), RSE scale, and STAI-Trait scale in total group.

Correlation analyses between achievement motivation (Pow, MAS and MAF) and self-esteem in combined group, High-EXP, Mod-EXP and Low-EXP groups showed that there was negative correlation between Pow and RSE scale score in combined group (-0.25, $p < 0.01$) and Mod-EXP group (-0.41, $p < 0.01$). Result showed significant moderate negative correlation between MAS and RSE in combined group (-0.39, $p < 0.01$), Mod-EXP group (-0.33, $p < 0.05$) and Low-EXP group (-0.46, $p < 0.01$). Correlation between RSE scale score and Trait anxiety was significant in combined group (0.28, $p < 0.01$), High-EXP group (0.44, $p < 0.01$), and Low-EXP group (0.31, $p < 0.01$). It was found that there were no significant correlations between RSE scale scores MAF ($p > 0.05$) in all group. Although RSE scale score negatively correlated with Pow and MAS and positively correlated with trait anxiety, nature of correlation was positive for Pow and MAS, and negative for trait anxiety because of Guttman scaling of the RSE. In Guttman scaling of the RSE, higher score reflects lower self-esteem and lower score reflects higher self-esteem. Hence, there was a significant positive correlation between power motive,



Table 2

Pearson correlation coefficient between sub-scales of WCRMS, RSE scale, and STAI-Trait scale for High-EXP, Mod-EXP and Low-EXP groups and Combined samples

	Combined (n=175)			
	1	2	3	4
1. Power motive				
2. Motive to achieve success	0.40**			
3. Motive to avoid failure	0.06	.20*		
4. Self-esteem	-0.25**	-0.39**	0.04	
5. Trait anxiety	-0.09	0.05	0.38**	0.28**
	High-EXP (n=52)			
	1	2	3	4
1. Power motive				
2. Motive to achieve success	0.20			
3. Motive to avoid failure	0.14	0.15		
4. Self-esteem	0.13	-0.19	0.18	
5. Trait anxiety	-0.09	0.00	0.54**	0.44**
	Mod-EXP (n=53)			
	1	2	3	4
1. Power motive				
2. Motive to achieve success	0.41**			
3. Motive to avoid failure	0.06	0.34*		
4. Self-esteem	-0.41**	-0.33*	-0.01	
5. Trait anxiety	0.03	0.25	0.51**	0.07
	Low-EXP (n=70)			
	1	2	3	4
1. Power motive				
2. Motive to achieve success	0.38**			
3. Motive to avoid failure	-0.01	0.12		
4. Self-esteem	-0.22	-0.46**	0.01	
5. Trait anxiety	-0.12	0.00	0.18	0.31**

*p<0.05, **p<0.01



motive to achieve success and self-esteem and there was a significant negative correlation between trait anxiety and self esteem.

Results of correlation analyses between achievement motivation (Pow, MAS and MAF) and STAI-Trait Anxiety scale indicated that there was significant correlation between MAF and TA in all group (Total group=0.38, $p<0.01$, High-EXP group=0.54, $p<0.01$, Mod-EXP group=0.51, $p<0.01$) except for Low-EXP group (0.18, $p>0.05$).

Differences between Athletic Experiences Groups: The second series of analyses examined the differences between high, moderate and low sport experiences groups.

Table 3

Descriptive information of sport experiences group (Low-EXP, Mod-EXP and High-EXP)

	Sport Experiences						
	Low-EXP (below 5 year) n=70		Mod-EXP (6-8 year) n=53		High-EXP (above 9 years) n=52		F
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	
Age (year)	21.89	1.92	21.37	1.78	22.44	1.79	4.471 *
Sport age (year)	4.03	1.01	7.94	1.01	10.48	0.78	793.786*
Training day (a week)	4.00	1.22	4.85	1.13	5.60	1.07	29.157*
Power motive	36.86	5.69	39.49	5.22	40.50	3.43	8.883*
Motive to achieve success	60.54	5.19	61.96	4.82	64.58	4.60	10.155*
Motive to avoid failure	28.61	6.46	29.21	7.08	29.42	7.52	0.224
RSE scale	1.30	1.04	1.11	0.95	0.88	0.86	2.781*
T- Anxiety	40.21	6.54	39.08	5.93	39.17	6.45	0.625

* $p<0.05$

Low-EXP indicates low sport experiences group Mod-EXP indicates moderate sport experiences group High-EXP indicates high sport experiences group



Results of ANOVA indicated that there were differences between groups in age ($F_{2,174}=4.471$, $p<0.05$), sport age ($F_{2,174}=793.786$, $p<0.05$), training day (a week) ($F_{2,174}=29,517$, $p<0.05$), Power motive ($F_{2,174}=8.883$, $p<0.05$) and motive to achieve success ($F_{2,174}= 0.155$, $p<0.05$) variables (Table 3).

For these analyses that resulted in significant finding, a further analysis using the *Tukey's HSD Post Hoc* test was performed to determine nature and direction of differences and results are summarized in Table 4.

Table 4

Comparison of three different sport experiences groups in psychological measurements

	Low- EXP mean	Tukey HSD difference	Mod- EXP mean	Tukey HSD difference	High- EXP mean	Tukey HSD difference
Age (year)	21.89	NS	21.37	*	22.44	NS
Sport age (year)	4.03	*	7.94	*	10.48	*
Training in a week (day)	4.00	*	4.85	*	5.60	*
Power motive	36.86	*	39.49	NS	40.50	*
Motive to achieve success	60.54	NS	61.96	*	64.58	*
RSE scale	1.30	NS	1.11	NS	0.88	*

* $p<0.05$

Low-EXP indicates low athletic experiences group Mod-EXP indicates moderate athletic experiences group High-EXP indicates high athletic experiences group

According to *post hoc* test (Tukey HSD) results High-EXP group was older than the other groups and difference between age of High-EXP and Mod-EXP group was significant ($p<0.05$). High-EXP group's sport age was higher than both Mod-EXP and Low-EXP group ($p<0.05$) and also Mod-EXP group had higher



sport age than Low-EXP group ($p < 0.05$). In the training day in a week variable, there were significant differences between three groups ($p < 0.05$). High-EXP group trained more frequently than the other groups. According to Table 5 while there was a significant difference in power motive scores of High-EXP and Low-EXP, Mod-EXP and Low-EXP group ($p < 0.05$), there was no significant difference between High-EXP and Mod-EXP group ($p > 0.05$). Power motive of High-EXP group was higher than both Mod-EXP and Low-EXP group. High-EXP group had higher motive to achieve success than the other groups and differed significantly from Mod-EXP group ($p < 0.05$). In relation to Rosenberg Self-Esteem Scale score the difference existed between High-EXP and Low-EXP group ($p < 0.05$).

Discussion

The aim of the study was to examine relationship between achievement motivation, trait anxiety, and self-esteem. Furthermore, secondary aim of study was to determine achievement motivation, trait anxiety and self-esteem level of athletes, which are attained sport in different level. Although this line of investigation has received a great deal of attention in general psychology, it has received little attention in sport psychology.

Correlation analyses results indicate that there was a correlation between achievement motivation, self-esteem and trait anxiety in different sport experiences level. Especially, highest positive correlation between power motive and self-esteem was found in group which has moderate sport experiences. Association between motive to achieve success and self-esteem was highest in low sport experiences group. Highest-level relationship between motive to avoid failure and trait anxiety was found in high sport experience group.

This finding of an association between achievement motivation and self-esteem is consistent with previous reports [1,2,3]. According to Arkes and Garkse, self-esteem is a critical discriminating factor in individual's high or low achievement motivation. Athletes with high self-esteem are more likely to have high level of motive to achieve success and expectation of success (2). Mukherjee ve Sinha suggested that individual with high need achievement perceive their self positively than individual with low need achievement. Bedeian in a study of college students showed self-esteem was positively correlated with need achievement in both genders (3). Albel stated that there was a positive correlation between self-esteem and expectation of success (1).

Consistent with the result from early studies [15,16,21,27] in present study, there was a significant negative correlation between self-esteem and trait anxiety in



combined, High-EXP and Low-EXP group. These results also supported by finding of difference between High-EXP and Low-EXP group in respect of self-esteem in the present study.

Previous studies showed that there was a difference between elite and non-elite athletes in respect of achievement motivation, self-esteem and trait anxiety [14,17,23,29]. Tenebaum and Milgram [29] showed differences in trait anxiety between competitive athletes and non-athletes. They reported that competitive athletes had lower trait anxiety score than non-athletes [29]. Mahoney in a study of elite and non-elite weight lifter indicated that elite weight lifter had high self-esteem score than non-elite [17]. Consistent with previous study in the present study, it was found that High-EXP and Low-EXP group differed in achievement motivation and self-esteem. High-Exp group had higher score of power motive, motive to achieve success and self-esteem than Low-EXP group. Contrary to the previous study, in trait anxiety there was no difference between High-EXP group and Low and Mod-EXP group. Also Chiese found that there was no difference between high and moderate and low level athletes in trait anxiety level [6].

Tomassen *et. al* (1996) stated that there was a significant positive correlation between the scores on motive to achieve success and the amounts of competitive involvement in sport. Link between sports participation and self-esteem is also supported by Marsh's work with elite athletes (Marsh, 1998). His data suggest that, as athletes perform at higher levels, their skills or athletic competence increase and that this increase in self-efficacy may translate into increased self-esteem One might also reason then, that sports participation at a higher level of competitiveness would also have a stronger effect on body esteem, and ultimately on Self-esteem [4].

Positive self-esteem, or general self-worth, allows individuals to feel good about who they are and what they can do, while at the same time giving them the confidence necessary to meet new challenges. Some studies have shown that individuals who participate in sports have higher self-esteem than nonparticipants [4].

In conclusion, this study attempt to delineate the relationship between relatively stable personality characteristics (achievement motivation, trait anxiety and self-esteem) of athletes in different sport experiences level. The data of present study indicate that there is a significant relation between competition related motives (power motive and motive to achieve success) and self-esteem, and also there are differences in power motive, motive to achieve success and self esteem level of athletes according to their sport experiences level in favors of high sport experiences athletes. High sport experiences athletes possess higher power motive,



motive to achieve success and self-esteem. These data reinforce the relationship between achievement motivation, self-esteem and trait anxiety, which was found in previous studies. In addition, these data provide evidence in presence of these relationships in sport settings.

The progression from initial youth sport experiences to more elite levels is complex. It involves some degree of identification and selection of talented individuals at virtually all levels of youth sports. When implementing talent identification programs, individuals need to consider specific factors that influence performance in a particular sport. These factors that need to be examined are physiology, anthropometry and psychology. Findings of present study showed that more experienced and successful athletes had higher self-esteem and motive to achieve success than less experienced and successful athletes. As a result, it was thought that in talent identification programs psychological factors should be considered as much as other factors. Furthermore, achievement motivation and self-esteem are important trait having 'permanent character for sport attainment and success.

References

1. Albel M.N. (1996) Self esteem moderator or mediator between perceived stress and expectancy of success. *Psychol.Reports* 79:635-641
2. Bailey K., P.Moulton, M.Moulton: Athletics as a predictor of self esteem and approval motivation. www.sport.Ussa.edu/journal/Vol2no2/Bailey.html
3. Bryne D. (1974) An introduction to Personality Research, Theory and Application. 2nd Ed.. Prentice Hall, pp. 148-150
4. Bowker A., G.Shannon, B.Cornock (2003) Sports participation and self-esteem: variations as a function of gender and gender role orientation. *Sex Roles* 49: 47-59
5. Cheng H., A.Furnham (2003). Attributional style and self-esteem as predictors of psychological well being. *Counseling Psychol.Quart.* 16:121-130
6. Chiesi D. (1998) Personal Characteristics of Beginning, Intermediate, and Advanced Sport Performers. Microform Publications. University of Oregon, Eugene, Or, I microfiche 66
7. Cox R.H. (1990) Sport Psychology, Concepts and Applications. 2nd Ed., pp. 194-195,199
8. Cuhadaroğlu F. (1986) Adölesanlarda Benlik Saygısı (Self-esteem in Adolescents). Uzmanlık Tezi; Hacettepe Üniversitesi; Tıp Fakültesi
9. Durtschi S.K. M.R.Weiss (1986) Psychological Characteristics of Elite and Non-elite Marathon Runners. Unpublished Paper, 20 pp



10. Franken R. (1994) In: W.Huitt. Human Motivation (3rd Ed.). Brooks/Cole Publ. Co., Pacific Grove, CA: Last Modified: May 1998/ Self Concept and Self Esteem/ (<http://teach.valdosta.edu/whuitt/col/regsys/self.html/>)
11. Gill D.L. (1986) Psychological Dynamics of Sport. Human Kinetics Publ., Champaign, IL, pp. 58- 64
12. Halvari H. (1983) Relationships between motive to achieve success, motive to avoid failure: Physical performance and sport performance in wrestling. *Scand.J.Sports Sci.* 5:64-72
13. Hayashi C.T. (1996) Achievement motivation among Anglo American and Hawaiian physical activity participants: Individual differences and social contextual factors. *J.Sport Exerc.Psychol.* 18:194-215
14. Kavussanu M., E.McAuley (1995) Exercise and optimism: are highly active individuals more optimistic? *J.Sport Exerc.Psychol.* 17:246-258
15. Kerr G.A., J.D.Goss (1987) Personal control in elite gymnasts: The relationships between locus of control, self-esteem, and trait anxiety. *J.Sport Behav.* 20:69-82
16. Lewthwaite R., T.K.Scanlan (1989) Predictors of competitive trait anxiety in male youth sport participants. *Med.Sci.Sports Exerc.* 21:221-229
17. Mahoney M.J. (1989) Psychological predictors of elite and non-elite performance in Olympic Weightlifting. *Int.J.Sport Psychol.* 20:1-12
18. Martin J.J., L.D.Gill (1991) The relationship among competitive orientation, sport confidence, self-efficacy, anxiety and performance. *J.Sport Exerc.Psychol.* 13:149-159
19. Ntoumanis N., S.Biddle (1998) The relationship between competitive anxiety, achievement goals and motivational climates. *Res.Quart.Exerc. Sport* 69:176-187.
20. Oner N., A.Le Compte (1982) Süreksiz Durumluluk/Sürekli Kaygı Envanteri El Kitabı (Manual of Spielberger Trait/State Anxiety Inventory). Boğaziçi Üniversitesi Yayınları, İstanbul 1:2-7
21. Passer M.W. (1983) Fear of failure, fear of evaluation, perceived competence, and self-esteem in competitive-trait-anxious children. *J.Sport Psychol.* 5:172-188
22. Piedmont R.L. (1988) The relationship between achievement motivation, anxiety and situational characteristics on performance on a cognitive task. *J.Res.Personal.* 22:177-187
23. Richman C.L., H.Rehberg (1986) The development of self-esteem through the martial arts. *Int.J.Sport Psychol.* 17:234-239
24. Roberts G.C. (1992) Motivation in sport and exercise: Conceptual Constrains and Convergence. In: G.C.Roberts (ed.), Motivation in Sport and Exercise. Human Kinetics Books, Champaign, IL., pp. 3-2025. Salokun S.O. (1990) Comparison of Nigerian high school male athletes and nonathletes on self-concept. *Percept.Motor Skills* 70:865-866
26. Schumaker J.F., L.Small, J.Wood (1986) Self concept, academic achievement and athletic participation. *Percept.Motor Skills* 62:387-390
27. Taylor D.N., J.Del Piar (1992) Self esteem, anxiety and drug use. *Psych.Reports* 71:896-898



28. Tenenbaum G., D.Furst, G.Weingarten (1984) Sport performance: Its dependence on anxiety, attribution and the interaction between them. Wingate Institute; 84 pp.; Netanya, Israel
29. Tenenbaum G; R.M.Milgram (1978) Trait and state anxiety in Israeli student athletes. *J.Clin.Psychol.* 34:691-693
30. Tiryaki Ş., E.Gödelek E. (1997) Spora Özgü Başarı Motivasyonu Ölçeğinin Türk Sporcuları İçin Uyarlama Çalışması (Adaptation of Competition Related Motive Scale for Turkish Population). 1. Uluslararası Spor Psikolojisi Sempozyumu Bildirileri; Bağrgan Yayımevi, 128
31. Tusak M. (2000) Comparison of sports motivation of top athletes and young boys. *Sportonomics* 6:36-40
32. Weinberg R.S., D.Gould (1995) Foundation of Sport and Exercise Psychology, pp. 74-75, 76-79, 81-83
33. Willis J.D. (1982) Three scales to measure competition-related motives in sports. *J.Sport Psychol.* 338-353
34. Unierzyski P. (2003) Level of achievement motivation of young tennis player and their future progress. *J.Sports Sci.Med.* 2:184-186

Accepted for publication 10.01.2005

