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Fitness Testing Anxiety Scale Components: A Literature Review

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Background/Purpose: Fitness testing anxiety (FTA) has been well documented in the physical education and sport pedagogy literature, with evidence suggesting that elevated anxiety may undermine the intended educational and health-promoting purposes of school-based fitness testing. Although numerous studies have reported the negative cognitive, emotional, and behavioral consequences of FTA, there is currently no widely accepted, validated scale specifically designed to measure students' FTA. Therefore, this project aimed to conduct a systematic literature review to identify and synthesize key domains examined in anxiety-related research and to provide a conceptual foundation for the future development of an FTA scale. **Methods:** A comprehensive literature search was conducted using commonly used databases in education, psychology, and sport sciences, including EBSCO databases, EMBASE, and Web of Science. Peer-reviewed studies examining anxiety in physical education, fitness testing, sport performance, body evaluation, and related assessment contexts were included and analyzed to identify recurring constructs and thematic patterns. **Results:** Findings indicate that fitness testing anxiety is a multidimensional psychological response characterized by cognitive, emotional, physiological, and behavioral reactions to anticipate or actual fitness testing situations. Key themes consistently identified across studies included performance expectations, social evaluation, body exposure, perceived control, and fear of negative outcomes. **Conclusions:** These findings highlight the need for a theoretically grounded, context-specific instrument to assess FTA. The proposed framework provides a foundation for future scale development and validation, with important implications for research, teacher practice, and the design of more supportive and inclusive fitness testing environments.