

## ORIGINAL RESEARCH

# Determining a psychology profile of team and individual sport women in skillful and semi skillful level

Mohammadbagher Forghani Ozrudi<sup>1</sup>, Fatemeh Nikkhoo Amiri<sup>2</sup>

<sup>1</sup>PE Teacher, Education Office, Babol, Iran. <sup>2</sup> Pathology and Corrective Exercises, PE Teacher, Education Office, Babol, Iran.

## Abstract

**Received:**  
December 11, 2021

**Accepted:**  
December 25, 2021

**Published:**  
December 30, 2021

The object of this study is to determine psychology profile of sport women in team and individual fields on the skillful and semi-skillful level on Mazandaran province. In this regard, we have selected 120 sport women by the mean age of 23 as targeted. Testier has been evaluated by Ottawa questionnaire and was using statistical software SPSS<sup>22</sup>. Data analysis showed in sport women in skillful and semi-skillful level, the number of skills (targeting, self-confidence, commitment) are on higher level and skills of (imaging, mental practice, game design) are in good level. Also, current result has determined the norm related to sport women psych skills on the two levels of skillful and semi-skillful.

**Keywords:** Psych skills, skillful and semi-skillful level, sportswomen.

## Introduction

One of the most important dimensions and perhaps the scientific one of sport is psychology. Sport psychology eras have tried to understand and forecast performance superiority based on characteristic and psychology factors (Davis, 2000). There is a salient document on sport psychology in which shows feasible psychology characteristic has helped in sport highest performance. In best level, competitor's difference reach to the least in mental, tactic, bodily capability and psychological difference would be clear (Moran, 2012), of questionnaires for evaluating psych capability, we could mention to psychological skills inventory for sport (PSIS.5), athletic coping skills inventory (ACSI-28), test of attention (TAS), sport completion anxiety test (SCAT) Martin & Hall (1997) profile of mood state (POMS) Morgan (1985) and test of performance strategy (TOPS) and other current tests (Vaez-mousavi & Mosibi, 2021).

In this case, spread application of Ottawa mental skills assessment tool and making newer volume shows feasibility and correctness of questionnaire from all researchers and psychology expert of sport. Recognition skills of questionnaire includes: focus,

refocusing, imaging, mental practice, game design. These skills are related to recognition procedures and phases including learning, understanding, memory and thought. Practice and game in higher level requires full focusing on targets and on procedures in which help athletes to reach them (Durand – Bush & Salmella, 2002)

Today in sport world, winners and looser separate from each other by tenth of seconds or only one shoot or one critical error and in higher level of competition, almost the levels are the same (Gill & Williams, 2017). At last, what distinguishes success and unsuccessful athlete is psychological skills. Researchers, has shown advantages of adding mental skills practice to sport programs in different psychological eras like stress (Hanton & Jones, 1999). Progress motivation (Pain & Harwood, 2004) and Peak performance (Golden et al., 2004).

Based on research past record, we could determine in sports of resistance run, intelligence profile does not have so influence on it. In addition, in Karate sport, meaningful influence of mental hygiene has not been achieved on success. In handball has been cleared mental hardiness, intelligence and creativity on success sport men and unsuccessful does not show meaningful difference. Although

✉ M. Forghani Ozrudi, e-mail: mohammadbagher.forghani@gmail.com

**To Cite:** Forghani Ozrudi, M., Amiri, F. N. (2021). Determining a psychology profile of team and individual sport women in skillful and semi skillful level. *Adv Health Exerc*, 1(2), 26-29.

according to research background discrepancy, we could know it as recognizing the share and role of intelligence profile, hygiene profile and psych hardiness on sport success of the best taekwondo students. However, in some research has been cleared in the best sport men mental hardiness is higher than others (Kamkari, 1996).

Connaughton et al. (2008) research result has shown psychological skills education does have external role and specially is related to athlete and mental hardiness peoples in which goal setting, self talk and visualization, coping strategy to competitive anxiety and being ready for games (Crust & Azadi, 2010). The role of mental skills practice in developing mental hardiness support from Sheard et al. (2009) study. These researchers have found seven mental skills programs has increased meaningfully in performance and self-regulation, mental hardiness in young swimmer. The object of current research is to determine psychological profile of sport women in team and individual fields on skillful and semi-skillful of Mazandaran. Information of current research has been used for trainers, athletes, and champions in which has been informed of their own weakness and strength and being model for trainer, athlete and talent seeker. All mental readiness could be influential on using athlete bodily talents.

## Methods

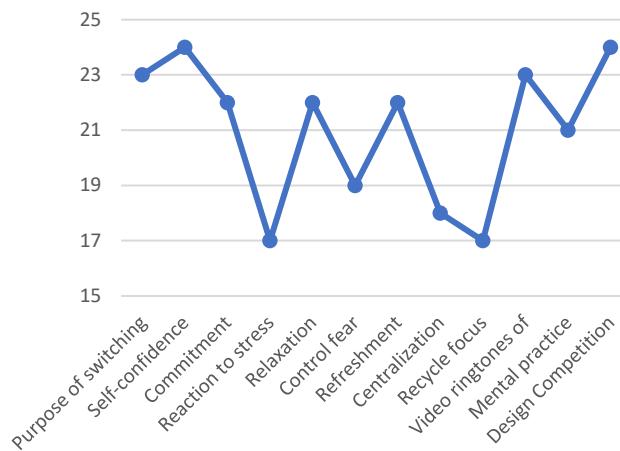
In order to evaluate sport men psychological skills in skillful and semi-skillful level, required prescription for questionnaire distribution has been achieved from different stadiums responsible and questionnaires has been distributed and completed among statistical samples according to guidance as individually and without presence of trainers. Also, we have assured respondents for confidentiality of their response and have been used only for research targets. In addition, in order to avoid social feasibility directing or social desirability among respondents, we informed them, the result of study has not related to selection and choosing in related sport field and there is no correct or false response for questionnaire questions (Anuar et al, 2010; Terry et al, 2003).

Ottawa questionnaire in which the third volume of evaluating mental skills has been designed by Durand-Bush & Salmela on 2002. This questionnaire has evaluated 12 mental or psychic skills in three groups of basic mental skills (self confidence, goal setting and commitment) body-mental skills (reaction to stress, fear control, calming and empowering) and recognition skills (focus, refocus,

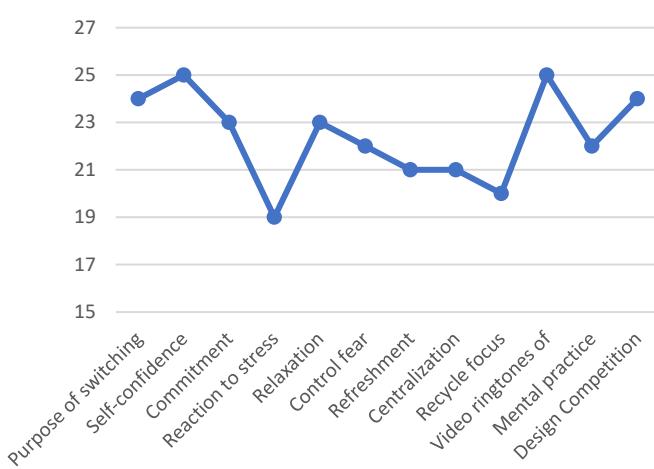
visualization, mental practice, game design) this questionnaire has evaluated 12 mental skills in three different categories and in this case mental skills does have more generality than other tests. Questionnaires have been analyzed after completing and gathering by expert in categorization statics and by the aid of descriptive static. Study contributions are 120 persons from national teams and provincial in fields of judo, free style wrestling, horse race, boating, golf, hike, gymnastic, basketball, cycling, badminton by the mean age of 23 years old on 2014 has answered to Amest-3 mental readiness questionnaire in referring to stadium. Because comparison hypothesis was not current on elementary examination, we have only used of descriptive statics for data categorization.

## Results

Below figures has shown the result of Ottawa questionnaire in 12 mental skills (goal setting, self-confidence, commitments, reaction to stress, calmness, stress control, empowering, focus, refocus, visualization, mental practice, game design) on the two levels of skillful and semi-skillful.



**Figure 1.** Psychology profile of sportmen in the two levels of skillful and semi-skillful.

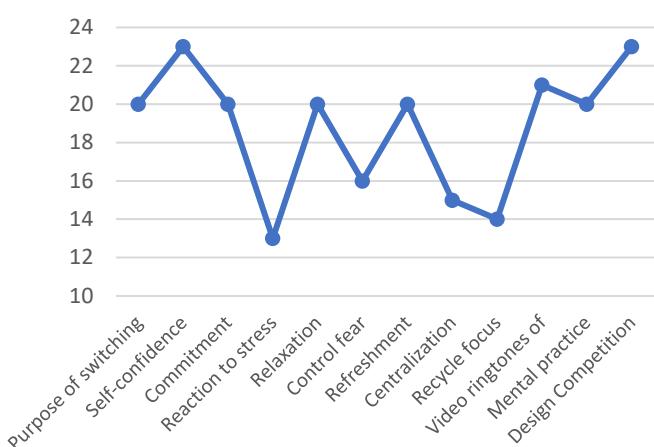


**Figure 2.** Psych skills of sport men in skillful level (national).

Based on Figure 1, it has been cleared among national team psychological sub-scales and provincial sub-scales of self-confidence does have the most amount and reaction to stress sub-scale does have the least amount among skillful and semi-skillful sport women.

According to the figure 2, it has been cleared among national team and provincial subscales, self-confidence does have the most amounts and reaction to stress does have the least importance among skillful sport women.

According to Figure 3. Sport men in semi-skillful level like skillful level does have the highest score in self-confidence structure by the mean score of 23.



**Figure 3.** Mental skills profile of sport men in semi-skillful level (provincial).

## Discussion

In general, scores related to mental basic skills (goal setting, self-confidence, commitment) are higher than recognition skills (Visualization, mental practice) whereas both of them has shown higher score and stability than body-mental skills. Related score highness is related to basic psych skills is the point score of contributors in study. Learning body-mental skills is easier and speedier than other mental skills, and then psychology center involvement for increasing general level of psych skills is not faced by great obstacle. It seems, elementary steps of psychology center for strengthening mental readiness are to educate skills related to mental stress control and maintain focus to athletes.

Weinberg & Gould (2018) has shown those who have mental skills could better focus and does have higher self-confidence, their mental affectivity goes higher and does have lesser anxiety and are more successful in performance. Also, these athletes do have positive thought potential and better decision-making capability than other sport men. Mahoney et al (1987) has indicated best athlete in comparison to lower-level athlete does have more self-confidence, better focus capability in games, lesser stress and more capability in visualization and does have more commitment and resistance in reaching to the best performance (Mahoney et al, 1987). The result of figures 2, 3 has shown goal setting skills in the two groups are in the best level. These findings are the same as Taghian (2001). Gharayagh Zandi et al (2014) and does not have conformity to Riddle & Dabbagh (1999) study. highness of psych basic skills is the superiority point of contributors in study. Learning body-mental skills is easier and speedier than other skills; perhaps psychology center involvement for increasing general level of mental skills is not faced to great obstacle. It seems elementary steps of sport psychology center for strengthening sport women mental readiness is skills related to mental stress control and maintaining focus.

## References

Anuar, H.H., Zulkifli, E.Z., Hazwani, A.Y. (2010). Factorial validation of Malaysian Adapted Brunel Mood Scale in an adolescent 5-Sample. *Asian Journal of Sports Medicine*, 1(4), 185-194.

Connaughton, D., Wadey, R., Hanton, S., Jones, G. (2008). The development and maintenance of mental toughness: Perceptions of elite performers. *Journal of Sports Sciences*, 26, 83-95.

Crust, L., Azadi, K. (2010). Mental toughness and athletes' use of psychological strategies. *European Journal of Sport Science*, 10, 43-51.

Davis, C. (2000). Exercise abuse. *International Journal of Sport Psychology*, 31, 278-289.

Durand - Bush, N., Salmela, J.H. (2002). The development and maintenance of expert athletic performance: Perceptions of world and Olympic champions. *Journal of Applied Sport Psychology*, 14, 154-171.

Gharayagh Zandi, H., Reza Soltani, N., Kamandani, M. (2014). Effects of psychological training on mental skills with female basketball players. *IOSR Journal of Sports and Physical Education*, 1(7), 32-36.

Gill, D., Williams, L. (2017). Psychological Dynamics of Sport and Exercise. 4<sup>th</sup> Edition. *Human Kinetics Publisher*.

Golden, A., Tenenbaum, G., & Kamata, A. (2004). Affect-related performance zones: An idiographic method linking affect to performance. *International Journal of Sport & Exercise Psychology*, 2, 24-42.

Hanton, S., & Jones, G. (1999). The effects of a multimodal intervention program on performers: II. Training the butterflies to fly in formation. *The Sport Psychologist*, 13, 22-41.

Kamkari, K. (1996). *Comparing sport women and sport men self-confidence in fields in national teams of swimming and diving, running, gymnastic*. Master degree thesis, Islamic Azad University, Roodehen branch.

Mahoney, M.J., Gabriel, T.J., Perkins, T.S. (1987). Psychological skills and exceptional athletic performance. *The Sport Psychologist*, 1, 189-199.

Martin, K.A., Hall, C.R. (1997). Situational and intrapersonal moderators of sport competition state anxiety. *Journal of Sport Behaviour*, 20(4), 435-446.

Moran, A.P. (2012). *Sport and exercise psychology a critical introduction*, 2<sup>ed</sup> edition. Routledge.

Morgan, W.P. (1985). *Selected psychological factors limiting performance: A mental health model*. In D. H. Clarke & H. M. Eckert (Eds.), *Limits of human performance*. Champaign, IL: Human Kinetics.

Pain, M.A., Harwood, C.G. (2004). Knowledge and perceptions of sport psychology within English soccer. *J Sports Sci*, 22(9), 813-26.

Riddle, E.M., Dabbagh, N. (1999). Lev Vygotsky's Social Development Theory. <http://chd.gse.gmu.edu/immersion/knowledgebase/theorists/constructivism/vygotsky.htm>

Sheard, M., Golby, J., Van Wersch, A. (2009). Progress Toward Construct Validation of the Sports Mental Toughness Questionnaire (SMTQ). *European Journal of Psychological Assessment*, 25(3), 186-193.

Taghian, F. (2001). *Comparing any mental skills of professional & non-professional volleyball players*. Master of Science thesis in Physical Education, Tarbiat Modarres University, Tehran.

Terry, P.C., Lane, A.M., Fogarty, G. (2003). Construct validity of the Profile of Mood States-A for use with adults. *Psychology of Sport and Exercise*, 4, 125-139.

Vaez-mousavi, M., Mosibi, F. (2021). Sport Psychology, Samt publication, Tehran, Iran.

Weinberg, R.S., Gould, D. (2018). *Foundations of sport and exercise psychology*. Human Kinetics.