

Teaching mental visualization skills and their impact on improving volleyball players' performance in serving and receiving

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Abstract:

The study aimed to identify the impact of mental skills training, specifically mental visualization, on improving the performance of volleyball players in serving and receiving skills. The study employed an experimental design with control and experimental groups. The research sample consisted of 12 volleyball players per group (under 15 years category). The experimental group received additional mental visualization training related to the fundamental skills under study (serving and receiving). The results showed that mental training, in general, aids in learning motor skills and improving player performance. It was also found that mental visualization training positively affects the learning of the studied basic skills (serving and receiving). The study recommended emphasizing the use of mental visualization with skill instruction to accelerate motor learning.

Keywords: Mental Visualization; Performance; Serving and Receiving in Volleyball.

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1. INTRODUCTION

To optimize athletic performance, a holistic understanding encompassing technical, physical, motor, cognitive, and psychological dimensions is essential, given the integrated nature of human physiology and psychology. Consequently, comprehensive investigation across all these facets is crucial for advancing the field of sports.

Scholarly discourse in sports science and psychology underscores the necessity of integrating contemporary pedagogical strategies to enhance motor learning and elevate athletic capabilities⁽¹⁾. Furthermore, research efforts have been directed toward the acquisition of pertinent data concerning skill acquisition for effective resolution of motor-related challenges⁽²⁾.

Similarly emphasized the value of modern educational resources in facilitating the progression of motor proficiencies.⁽³⁾

Contemporary research has increasingly focused on the role of mental training in augmenting athletic outcomes, as evidenced by the work of These investigations predominantly employed mental training protocols, with a particular emphasis on mental imagery, to refine motor skills⁽⁴⁾.

One prominent method for improving sports performance is mental visualization. Van Gyn et al, who confirmed its significant

(1) Mathew: The Question of Motor Skill, New York college University of New York 1993.

(2) Shunk d: Learning Theories: an Educational Prespective 4th ed, upper Saddle River, nj: Pearson Education, inc 2004.

(3) Annet j: On Knowing How to do Things: a Theory of Motor Imagery Res Cogn Brain res 3. Sao Paulo Brazil 2008.

(4) Van gyn, g, Wenger, h, & Gaul, c, Imagery as a Method of Enhancing Transfer from Training to Performance, Journal of Sport & Exercise Psychology, 12, 366-375; Kendall, g, Hrycaiko, d, Martin, g & Kandall, t, The Effects of an Imagery Rehearsal and Self-talk Package on Basketball Game Performance, Journal of Sport & Exercise Psychology, 12, 157-166; Hall, c, Buckolz, e, & Fishburne, e, Imagery and the Acquisition of Motor Skills, Canadian Journal of Sport Science, 17, 19-27.

significance, examined the impact of mental imagery on the transfer of acquired abilities from training contexts to competitive execution. Similarly, Hall et al. investigated the relationship between mental visualization and physical skill acquisition to determine its effectiveness. According to their research, imagery influences behavior change via cognitive and motivational processes.

Precision, emotional control, attentional focus, decisiveness, and self-efficacy are just a few of the psychological traits that are necessary to achieve optimal performance in an athlete's serving and receiving proficiencies. According to Anan⁽⁵⁾ the topic of mental training techniques, which include visualization and relaxation exercises, has the dual function of reducing anxiety and failure-related dread and improving skill performance and accuracy.

2. Problem Statement

The intricate relationship between motor skills and diverse training modalities is frequently under-emphasized in the context of volleyball competition. Despite comparable skill proficiencies among numerous players and the prevalent use of conventional coaching methodologies that prioritize physical, technical, and tactical development, the cognitive and psychological facets of training often receive insufficient attention. Nevertheless, experienced coaches and elite athletes acknowledge the pivotal role of mental training, including visualization techniques, in establishing a competitive advantage.

Serving and receiving constitute fundamental skills in volleyball, requiring refined motor control and neuromuscular coordination. This research endeavors to address the existing lacuna in the literature concerning the effects of mental visualization training on these specific skills, particularly within the population of young volleyball players.

(5) Anan M. Psychology of Education and Sports: Trends, Application and Experimentation, 1st ed., , Dar Al Fikr Al Arabi Cairo, 1995

2.1 Research Questions

- Does the implementation of mental visualization training yield a positive effect on serving and receiving proficiency among volleyball players?
- Are there statistically significant variations in serving performance scores within the experimental group when comparing assessments conducted before and after the introduction of mental visualization training?
- Are there statistically significant variations in receiving performance scores within the experimental group when comparing assessments conducted before and after the introduction of mental visualization training?

2.2 [Second Subtitle Placeholder]

3. Significance of the Study

This investigation offers a contribution to the body of knowledge concerning the efficacy of mental visualization training as a means of improving serving and receiving skills in volleyball. The findings are anticipated to provide valuable guidance for coaches and athletes seeking to integrate this technique into their training regimens.

4. Objectives of the Study

- To determine the influence of instruction in mental skills, with a specific focus on mental visualization, on the enhancement of volleyball players' performance in serving and receiving skills.
- To underscore the capacity of mental skills training to facilitate skill acquisition, elevate performance standards, and potentially reduce the duration allocated to physical skill training for teams.
- To ascertain the distinctions between conventional training methodologies and training approaches that incorporate instruction in mental visualization skills with respect to specific volleyball motor

skills.

5. Definitions of Terms

Mental Visualization: A cognitive aptitude that allows athletes to mentally practice and generate novel experiences, thereby augmenting their capacity for physical execution. ⁽⁶⁾

Performance: The degree of accomplishment in skill execution, characterized by precision, efficiency, and adaptability to varying conditions. ⁽⁷⁾

Serving: The process of starting or continuing play by throwing the ball to the opponent's court. ⁽⁸⁾

Receiving: The skill involved in managing an opponent's serve to prepare the ball for subsequent offensive maneuvers. ⁽⁹⁾

6. Literature Review

6.1 Review of Previous Studies:

Study 1: Al-Haliq et al. conducted a study aimed at determining the impact of a mental training program combined with skill instruction on the learning of fundamental volleyball skills (underhand serve, overhead pass, and reception). Type of study: experimental, Sample 40 from Yarmouk University. Two comparable groups were formed from the participants.: an experimental group (20 students) that received a standard volleyball skills education program supplemented with mental training, and a control group (20 students) that received only the standard education program. The study concluded that mental training

(6) Muhammad Hassan Allawi: Psychology of sports training and competition., Dar Al-Fikr Al-Arabi, Cairo 2002, p. 248.

(7) Samir Abdel Hamid Ali, Sports Organizations Management, Modern Theories and Their Applications, Maaref Establishment, 1st ed., Alexandria, 1999, p. 89

(8) Issam Al-Washahi: Educational Principles in Volleyball, , Dar Al-Fikr Al-Arabi, Cairo 1991, p. 141.

(9) Ali Mustafa Taha, Volleyball: History, Education, and Training, 1st ed., Dar Al Fikr Al Arabi, Cairo, 1999, p. 71.

had a favorable impact on the learning of basic volleyball skills, surpassing traditional instruction methods⁽¹⁰⁾

Study 2: A.Zawaousha and M.Boumaaza. The study aims to determine the effect of mental imagery on learning basic volleyball skills, and the research community was represented by second-year secondary students in the city of Medea, while a sample of (34) students was taken from it, and this sample makes up 34.69% of the research community and this sample was chosen deliberately. The study was

experimental, and after applying the proposed educational program to the experimental group, measurements and tests were carried out, and using appropriate statistical means, and through the results obtained, it was concluded The researchers pointed to the great effectiveness of mental visualization in improving the learning process of students for skills .(11)

7. Methodology

7.1 Design:

The experimental method was employed in this study.

7.2 Participants:

The research sample consisted of a volleyball team selected from M'sila (ACM). This sample was chosen for its homogeneity in terms of age, with participants belonging to the youth category (13-15 years old) and possessing similar capabilities. Tests were conducted on 12 players per group.

Experimental Group: Received standard training in addition to

(10) AL- Haliq, M., Khasawneh, Al-Akor, A. The Effect of Mental Training Program Related to Skills Teaching on Learning the Volleyball Basic Skills. International Journal of Academic Research 2013 Part B; 5(2), p:308-312.

(11) Zawawsha Abdelkader, Boumaza Mohamed Lamine: The effect of an educational program using mental imagery on learning some basic volleyball skills in secondary school, Maaref Journal, Volume 17, Issue 2, 2022, pp. 1614-1635.

mental visualization training.

Control Group: Received standard training using conventional methods.

7.3 Data Collection Instruments:

A battery of serving and receiving tests was used, The tests were applied to both groups. Furthermore, mental visualization training, which aids in the development of fundamental skills such as serving and receiving in volleyball, was provided to the experimental group.

7.3.1 Tests Used:

2 test Serving and 2 test Receiving.

7.3.2 Statistical Analysis:

Mean, Standard Deviation, Student's t-test and Spearman's correlation coefficient.

Testing instruments:

- **Test of the First Reception Skill:**

Test Objective: to gauge the reception's accuracy.

Materials: A standard volleyball court and volleyballs.

Procedure: The player in zone (A) receives the ball from the Server, who in On the other side of the field.

The player repeats the same action in zone (B).

5 attempts in each zone.

direct the ball to zone (2) toward a target player standing in front of a hoop (target).

Conditions: The player must receive from the designated zone.

The player must direct the ball to the designated area.

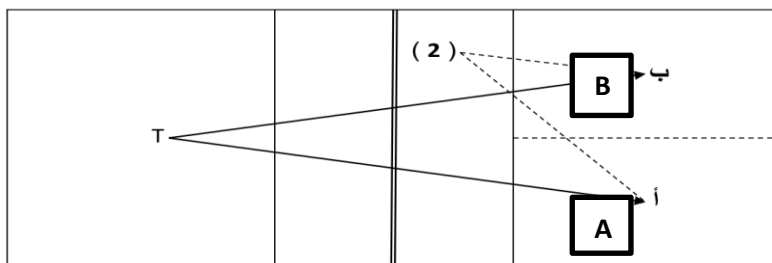
Scoring: The ball is in the designated area. 3p.

The ball around the area 2p.

Ball far from the target but within the attack zone: 1 point.

Ball far from the target and outside the attack zone: 0 points. ⁽¹²⁾

Figure 01. Illustrates the First Reception Skill Test.



Source: Ali Mustafa Taha, 1999, p178.

- **Test of the Second Reception Skill:**

Test Objective: Transmission reception accuracy.

Materials: Volleyball field, Stadium layout see picture below.

Procedure: The player in zone (A) Receiving the ball from the serving position, Repeat the same action for the zoneB and then zone (C).

The player performs 5 attempts from each zone.

The player must direct the ball to zone (2) toward a cone where another player is standing

Conditions :The player receive from the zone.

The player must direct the ball.

Scoring: The right ball towards the goal 3p.

The ball is on the edge of the goal 2p.

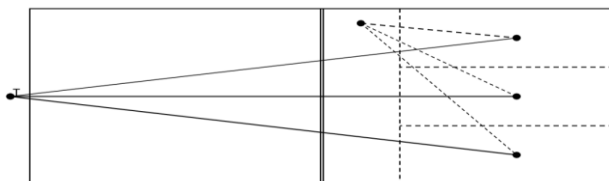
Correct ball far from the target but within the attack zone 1p.

Incorrect ball far from the target: 0 points. ⁽¹³⁾

(12) Ali Mustafa Taha, previous reference, p. 178.

(13) Ali Mustafa Taha, previous reference, p.181

Figure 02. Illustrates the Second Reception Skill Test.



Source: Ali Mustafa Taha, 1999, p181.

- **Test of the First Serving Skill:**

Test Objective: To measure serving accuracy to a designated area.

Materials: A standard volleyball court, court markings as shown in the figure, volleyballs.

Procedure: The participant is positioned behind the court's end line, holding the ball, and performs the serving skill (using any technique) to send the ball into the marked area of the opposing half of the court.

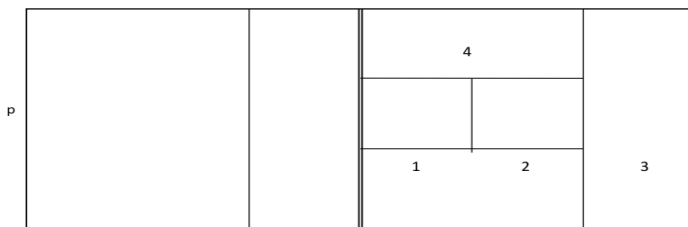
Conditions: Each player is given ten attempts.

Scoring: Ball inside the square: 3 points.

Ball outside the square but within the court: 2 points.

Ball outside the court: 0 points. ⁽¹⁴⁾

Figure 03. Illustrates the First Serving Skill Test.



(14) Ali Mustafa Taha, previous reference, p180

Source: Ali Mustafa Taha, 1999, p180.

• **Test of the Second Serving Skill:**

Test Objective: To measure serving accuracy to specified zones.

Materials: A standard volleyball court, court markings as shown in the figure, a volleyball, a whistle, and a net.

Procedure: The player stands behind the court's end line. Upon hearing the signal, the player performs the serving skill, aiming for square (1). The player then repeats the same action, aiming for square (6), followed by square (5), and continuing until square (1) is reached.

Conditions: Each player is given 12 balls.

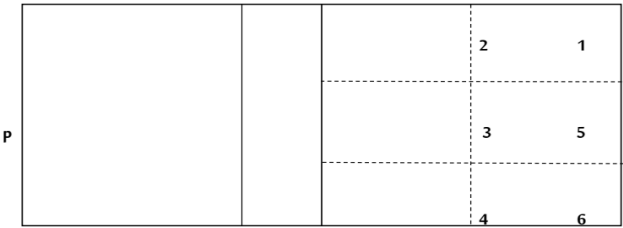
Scoring: The time taken by the player to complete all attempts and the accuracy of the shots are recorded. ⁽¹⁵⁾

Ball inside the square: 3 points.

Ball outside the square: 2 points.

Ball outside the court: 0 points.

Figure 04. Illustrates the Second Serving Skill Test.



Source: Ali Mustafa Taha, 1999, p179.

8. Study Limitations:

8.1 Spatial Scope: The pilot study included the ACM'sila team, with pre- and post-tests conducted in the same Multi-sports hall (Wilaya of M'sila).

(15) Ali Mustafa Taha, previous reference, p.179

8.2 Temporal Scope: The pilot study for both groups was conducted, with the theoretical study commencing at the beginning of March 2022.

Pilot Sample: Pre-tests: February 20, 2022, Post-tests: March 06, 2022.

Experimental and Control Samples: Pre-tests: March 10, 2022, Post-tests: April 10, 2022.

9. Scientific Criteria for the Instrument:

9.1 Test Reliability:

Reliability refers to the stability of a phenomenon; that is, the test yields consistent results when administered to the same individuals under the same conditions. Initial tests were conducted on a sample of players from the Raed Shabab M'sila youth team, representing 20% of the population. Two weeks later, the same tests were repeated on the same sample.

The results of the Spearman correlation coefficient calculation were:

- Reliability of the first serving test: 0.97.
- Reliability of the second serving test: 0.99.
- Reliability of the first receiving test: 0.94.
- Reliability of the second receiving test: 0.98.

9.2 Test Validity:

To determine test validity, the self-validity coefficient was calculated using the square root of the Spearman's reliability coefficient.

Test validity = $\sqrt{\text{Reliability coefficient}}$.

The validity results were as follows:

- Validity of the first serving test: 0.98.

- Validity of the second serving test: 0.99.
- Validity of the first receiving test: 0.97.
- Validity of the second receiving test: 0.98.

These results indicate a high degree of validity.

9.3 Test Objectivity:

• Since the nature of the tests used in our study relies on standardized tools such as balls and numerical scoring, and considering that the serving and receiving tests do not require subjective judgment from evaluators for recording results, the test objectivity is inherently considered to be one (1).

The following is a summary of the results obtained:

Table 1. Shows the Validity, Reliability, and Objectivity Coefficients of the Pilot Sample Tests.

	Reliability Coefficient	Test Validity Coefficient	Test Objectivity Coefficient	Statistical Significance
First Serving Test	0.97	0.98	1	0.05
Second Serving Test	0.99	0.99	1	0.05
First Receiving Test	0.94	0.97	1	0.05
Second Receiving Test	0.98	0.99	1	0.05

10. Program Implementation Steps:

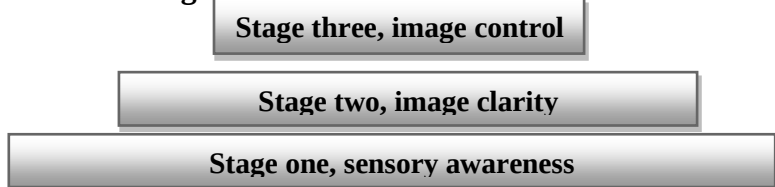
After confirming that the sample members had no prior experience in mental training, pre-tests were conducted for both the experimental and control groups on March 10, 2022, at the multi-sports hall in the 108 district of M'sila. The tests and the number of attempts for each individual were recorded.

The study was implemented in the same hall from March 17, 2022, to April 7, 2022, with three sessions per week over 10 sessions. Pre-tests were conducted, and the mental visualization training program was applied to the experimental group.

The proposed mental visualization training program was

implemented 15 minutes before the start of each training session. The mental visualization training session consisted of three phases: sensory awareness, image clarity, and image control.

Figure 5. Stages of the Mental Visualization Training



Source: Osama Kamel Rateb, 2000, p134

11. Presentation and Analysis of Study Results:

11.1 First Serving Skill Test:

11.1.1 Control Sample

Table 02. Shows the Results of the First Serving Skill for the Control Group.

	Mean	Standard Deviation	Tabular t-value	Calculated t-value	Significance Level	Statistical Significance
Pre-Test	13.08	3.77	1.78	0.61	0.05	Not Statistically Significant
Post-Test	14	3.21				

Analysis:

From Table Number 02, which displays the results of the First Serving Skill Test for the control group, we found that the mean of the pre-test was 13.08, with a standard deviation of 3.77. The mean of the post-test was 14, with a standard deviation of 3.21. After calculating the t-statistic at a significance level of 0.05, we found it to be 0.61, which is less than the tabular t-value of 1.78. This indicates that there is no statistically significant difference, and therefore, no significant differences exist between the pre- and post-test scores.

(16) Osama Kamel Rateb, Psychological Skills Training: Applications in the Sports Field, 1st ed., Dar Al Fikr Al Arabi, Cairo 2000, p. 134

11.1.2 Experimental Group:

Table 03. Shows the Results of the First Serving Skill Test for the Experimental Group.

	Mean	Standard Deviation	Tabular t-value	Calculated t-value	Significance Level	Statistical Significance
Pre-Test	12.75	4.37	1.78	2.05	0.05	Statistically Significant
Post-Test	16.08	3.17				

Analysis:

From Table Number 03, which displays the results of the First Serving Skill Test for the experimental group, we found that the mean of the pre-test was 12.75, with a standard deviation of 4.37. The mean of the post-test was 16.08, with a standard deviation of 3.17. After calculating the t-statistic at a significance level of 0.05, we found it to be 2.05, which is greater than the tabular t-value of 1.78. This indicates that there is a statistically significant difference, and therefore, significant differences exist between the pre- and post-test scores, in favor of the post-test.

11.2 First Receiving Skill Test:

11.2.1 Control Group:

Table 04 the Results of the First Receiving Skill Test for the Control Group.

	Mean	Standard Deviation	Tabular t-value	Calculated t-value	Significance Level	Statistical Significance
Pre-Test	11.66	3.49	1.78	0.51	0.05	Not Statistically Significant
Post-Test	12.33	2.60				

Analysis: From Table Number 04, which shows the results of the first receiving skill test for the control group, we found that the mean of the pre-test was 11.66, with a standard deviation of 3.49. The mean of the post-test was 12.33, with a standard deviation of 2.60. After calculating the t-statistic at a significance level of 0.05. we found it to be 0.51, which is less than the tabular t-value of 1.78. This indicates

that there is no statistically significant difference, and therefore, no significant differences exist between the pre- and post-test scores.

11.2.2 Experimental Group:

Table 05. Shows the Results of the First Receiving Skill Test for the Experimental Group.

	Mean	Standard Deviation	Tabular t-value	Calculated t-value	Significance Level	Statistical Significance
Pre-Test	11.90	2.15	1.78	3.56	0.05	Statistically Significant
Post-Test	15	2.23				

Analysis:

From Table Number 05, which presents the results of the first receiving skill test for the experimental group, we found that the mean of the pre-test was 11.90, with a standard deviation of 2.15. The mean of the post-test was 15, with a standard deviation of 2.23. After calculating the t-statistic at a significance level of 0.05, we found it to be 3.56, which is greater than the tabular t-value of 1.78. This indicates that there is a statistically significant difference, and therefore, significant differences exist between the pre- and post-test scores, in favor of the post-test.

11.3 Second Serving Skill Test:

11.3.1 Experimental Group

Table 06 Shows the Results of the Second Serving Skill Test for the Experimental Group.

	Mean	Standard Deviation	Tabular t-value	Calculated t-value	Significance Level	Statistical Significance
Pre-Test	15.75	4.63	1.78	2.18	0.05	Statistically Significant
Post-Test	19.33	2.87				

Analysis: From Table Number 06, which shows the results of the second serving skill test for the experimental group, we found that the mean of the pre-test was 15.75, with a standard deviation of 4.63. The

mean of the post-test was 19.33, with a standard deviation of 2.87. After calculating the t-statistic at a significance level of 0.05, we found it to be 2.18, which is greater than the tabular t-value of 1.78. This indicates that there is a statistically significant difference, and therefore, significant differences exist between the pre- and post-test scores, in favor of the post-test.

11.3.2 Control sample:

Table 7. the Results of the Second Serving Skill Test for the Control Group.

	Mean	Standard Deviation	Tabular t-value	Calculated t-value	Significance Level	Statistical Significance
Pre-Test	15.66	4	1.78	0.87	0.05	Statistically Significant
Post-Test	17	3.13				

Analysis:

From Table Number 7, which shows the results of the second serving skill test for the control group, we found that the mean of the pre-test was 15.66, with a standard deviation of 4. The mean of the post-test was 17, with a standard deviation of 3.13. After calculating the t-statistic at a significance level of 0.05, we found it to be 0.87, which is less than the tabular t-value of 1.78. This indicates that there is no statistically significant difference, and therefore, no significant differences exist between the pre- and post-test scores.

Second Receiving Skill Test:

11.4.1 Control sample:

Table 8. Shows the Results of the Second Receiving Skill Test for the Control Group.

	Mean	Standard Deviation	Tabular t-value	Calculated t-value	Significance Level	Statistical Significance
Pre-Test	17.48	5.46	1.78	0.50	0.05	

Post-Test	18.50	4.73				Not Statistically Significant
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Analysis:

From Table Number 8, which shows the results of the second Receiving skill test for the control group, we found that the mean of the pre-test was 17.48, with a standard deviation of 5.46. The mean of the post-test was 18.5, with a standard deviation of 4.73. After calculating the t-statistic at a significance level of 0.05, we found it to be 0.50, which is less than the tabular t-value of 1.78. This indicates that there is no statistically significant difference, and therefore, no significant differences exist between the pre- and post-test scores.

11.4.2 Experimental Group:

Table 9. Shows the Results of the Second Receiving Skill Test for the Experimental Group.

	Mean	Standard Deviation	Tabular t-value	Calculated t-value	Significance Level	Statistical Significance
Pre-Test	17.50	3.75	1.78	3.39	0.05	Statistically Significant
Post-Test	22.66	3.39				

Analysis:

From Table Number 9, which presents the results of the second receiving skill test for the experimental group, we found that the mean of the pre-test was 17.50, with a standard deviation of 3.75. The mean of the post-test was 22.66, with a standard deviation of 3.39. After calculating the t-statistic at a significance level of 0.05, we found it to be 3.39, which is greater than the tabular t-value of 1.78. This indicates that there is a statistically significant difference, and therefore, significant differences exist between the pre- and post-test scores, in favor of the post-test.

Discussion of Results:

Based on the results obtained from the tests, which included two

serving tests and two receiving tests to measure the accuracy of serving and receiving for both the control and experimental groups, as documented in Tables (02) to (9), we will discuss the findings in light of existing scientific literature and statistical analysis, attempting to highlight key factors that influenced the results and contribute to clarifying any ambiguities.

The experimental group demonstrated significant improvement in serving skills. In the first pre-test, the mean score was 12.75, and in the first post-test, it was 16.08, resulting in statistically significant differences (calculated $t = 2.05 > \text{tabular } t = 1.78$). Similarly, in the second pre-test, the mean score was 15.75, and in the second post-test, it was 19.33, also showing statistically significant differences (calculated $t = 2.18 > \text{tabular } t = 1.78$).

Conversely, the control group showed no significant differences in either serving test.

Therefore, the significant improvement in the experimental group's serving skills, compared to the control group's lack of improvement, indicates that mental visualization training positively impacts serving accuracy. This training, implemented for 15 minutes per session in the experimental group, proved effective, as evidenced by their superior performance compared to the control group. This improvement can be attributed to mastering specific technical skills through effective training, encompassing both technical and tactical aspects, to enhance movement control and optimize performance.⁽¹⁷⁾

Regarding the results obtained in the receiving tests, which showed statistically significant differences between the pre- and post-tests in favor of the latter for the experimental group, the experimental group achieved a mean score of 11.90 in the first pre-test for the receiving skill and 15 in the post-test, with a significant difference (calculated $t = 3.56 > \text{tabular } t = 1.78$).

(17) Zaki Muhammad Muhammad Hassan: Volleyball, Defense and Offensive Strategy, Maaref Establishment, Alexandria, 1997, p. 9.

In contrast, the control group achieved a mean score of 11.66 in the first pre-test for the receiving skill and 12.33 in the first post-test, showing no significant difference (calculated $t = 0.51 < \text{tabular } t = 1.78$). Similarly, the group achieved a mean score of 17.41 in the second pre-test for the receiving skill and 18.50 in the second post-test, with no significant differences (calculated $t = 0.50 < \text{tabular } t = 1.78$).

Therefore, the significant improvement in the experimental group's receiving skills, compared to the control group's lack of improvement, indicates that mental visualization plays a role in volleyball receiving skills. This technique, used with the experimental group during training sessions (15 minutes per session), positively impacted receiving performance.

Comparing the obtained results with the hypothesis, which states that mental visualization training positively affects serving and receiving skills in volleyball, the results from the experimental group's program application support this hypothesis. The calculated means and statistical significance of each test demonstrate a positive impact, aligning with the hypothesis.

12. General Conclusions:

The study highlights the importance of skill instruction and mental visualization training in learning fundamental volleyball skills, as also supported by Fan Jin et al. (1990) in their study."

Mental visualization training combined with skill instruction has an effective impact on beginners learning fundamental volleyball skills. Numerous studies, such as those conducted by Al-Haliq et al. (2013) and Zawaousha Abdelkader and Boumaaza Mohamed Lamine (2022) support this.

While skill training alone can facilitate the learning of basic volleyball skills, incorporating mental visualization can expedite the learning process, as indicated by Mamdouh Abdel Fattah (1995).

13. Suggestions:

Emphasize the use of mental visualization alongside skill instruction to accelerate the learning process.

Encourage players to practice basic skills and mental visualization outside of scheduled training times (during personal time).

Ensure the presence of a specialist in sports psychology or a coach proficient in psychological skills training to work with youth and beginner teams.

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