

The Effect of Positive Self-Verbal and Subjective Imaging on Subjective Skills of Teenage Footballers of Tehran Province

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Abstract: *The purpose of this study was to investigate the effect of self-affirmation and mental imagery on skills of teenage footballers of Tehran. This research is a pretest - post-test with control group and its statistic society consists of teenage footballers of Homa team in Tehran. The instrument of this research to measure the mental skills was OMSAT-3, in which pre-test and post-test and visual imaging and self-talk interventions were used for 14 sessions and 2 times each week. To analyze the data, descriptive and inferential statistical methods were used and to determine the normal data the Shapiro-Luhn test and covariance test were used.*

The results of research showed that positive self-talk and imagery have significant influence in response to stress, relaxation, fear and focus control but have no significant effect on target selection, self-esteem, commitment, motivation, recovery, concentration, imagery, mental practice, and contest design. The results suggest that sports trainers, training positive self-concept strategies and mental imagery, improve mental skills of athletes. It is also suggested to other researchers that the effect of these two cognitive strategies on types of interventions, exercise on different age groups.

Key words: *positive self-reflection, mental imagery, mental skills, footballers.*

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I. Introduction

Wazen (2014) believes that mental and mental fitness of athletes is one of the most important parts of their overall preparedness, which, given the ability and capacity of the players to strengthen their skills and the ability to utilize focused mental skills and attention, Imagary, initial arousal, and motivating motivation during psychological training. Horner (2008) also argues that since players, especially high-level players, are in the same level as technical skills, the skill level Psychological and effective role in their optimal performance.

Athletes are also aware of the past. It has become more and more known that thoughts and emotions affect their sports activities and the mind and body do not separate themselves from performing sports activities, and a prominent athlete in a competition may suffer losses due to lack of control over the thoughts and lack of focus during the competition. Athletes should use cognitive and mental exercises to achieve better performance, apart from physical exercise so that they can take control your anxiety and arousal (Movahedi et al., 1395). Today, mental and psychic issues are an integral part of sport, and without any psychological, physical and skill component, it makes it impossible for the athlete to win the championship and defeats the athlete (Goguryardi, 2007). Nowadays attention to sports psychology and related variables can have beneficial effects on the performance of athletes (Grun and Kher, 2010). Mental skills are referred to as intrinsic or learned attributes of the athlete, which makes it possible or possible for him to succeed. (Vaez Mousavi and Mosayebi,2007). Practicing psychological skills involves continuous, regular and stable practice of mental or mental skills designed to enhance performance, improve mental states and achieve greater satisfaction. Additionally, mentors and athletes consider arrogance, mental fitness, imagery, enhancement of motivation, commitment through targeting, attention and inner focus, and mental programs as the best and most practical issues in designing psychological programs. Methods and techniques that are the standard elements of psychological skills are mainly derived from the main sources of psychology (Gould and Weinberg, 2014).

One of the methods is self-talk psychological interventions. Speech is a conversational self-talk that executors perform in an obvious or concealed manner during acquiring or executing skills, thereby promoting their performance and enhancing it. Self-referencing using appropriate keywords helps athletes control and organize their thoughts, focus on essential skill areas, or encourage themselves to work more during practice (Aghdasi and colleagues, 1392).

Hardy and colleagues conducted many studies to identify the nature of self-talk. Hardy et al. (2001) concluded in a descriptive study on self-talk: Athletes perform self-talk with a cognitive and motivational purpose. This self-talk is expressed positively, negatively or neutrally, with the contact of "me" or "you" in the form of a phrase, sentence or word.

Self-talk is an internal conversation in which one interprets his or her feelings and perceptions, adjusts and changes his or her assessments and cognizance, educates himself or encourages himself. Slowly Self-talk improves performance by focusing attention, doing the task properly, and implementing appropriate strategies, and also facilitating performance by increasing self-esteem, increasing efforts to achieve more with lower energy costs, and the emergence of Positive states (Movahedi et al., 114: 1395).

Ahmed (2010) examined the effect of self-talk and Imagery in coping with stress in athletes and showed that the experimental group had a significant difference in control of under pressure conditions compared to the control group.

Another psychological approach to mental imagery is mental imagery.

Mental imaging is one of the most important psychological practices used to learn new skills in order to succeed and win athletics competitions and keep track of learned learning. Mental imaging is the use of athletic mental imagery to improve physical performance that is performed in the mind field instead of practice. Mental imaging improves learning and implementation of motor skills (Ghaffari and Shahbazi, 411: 1394).

Imagery can be used based on learning, skill, and information types. Two types of visualization (exterior-to-surface) and motion imaging are categorized, whose external form is most commonly used in the early stages of skill learning. Gradually, the athlete learns how to internalize it (internal visualization) to the extent that he can visualize all movements using his muscle sensation (motion imaging). (Keshavarz Moghaddam et al., 47: 1392).

Magill (2004) argues that learning skills, injuries, physical activity, and readiness for optimal performance are the benefits of mental imagery (Magill, 2014). Through Imagery, one can learn the cognitive factors of the task, and review it in his mind (Smith & Lee, 2005; Translation: Hemayat Talaband Ghasemi, 2012). The use of mental imagery can be pointed out to help learners learn new skills, review pre-implementation skills, review and develop performance strategies, help rehab in patients, and increase self-esteem and concentration (front and back). Colleagues, 101: 1393). Compton et al. (2006) concluded that the performance of the subjects improved, but self-efficacy did not show any significant change in studying the effect of self-concept and mental imagery on the performance of throwing and self-efficacy in adults. However, self-efficacy did not change significantly. Wogget (2010) and Telol et al. (2006) in a study with footballers concluded that the training of mental skills such as mental imagery, relaxation and self-consciousness reduced the stress of athletes during exercise and strengthened their performance.

Now, the question arises as to whether positive self-talk and mental imagery are effective on the mental skills of players? Many researches have been done on the effect of self-talk and mental imagery on the performance of athletes and sports groups. But research on the effect of these two variables on mental and mental skills is very low. Therefore, the purpose of this study was to investigate the effect of positive self-talk exercise and mental imagery on mental skills of adolescent football players in Tehran.

II. Research method

Participants

A total of 20 adolescents from the Tehran team were selected after describing the method and the goal of the study was age range of 15-18 years old.

Tools

OMSAT-3 mental skills log

This test is one of the most comprehensive tests of athletes' mental fitness that combines twelve psychological skills into three types of basic psychological skills (goal, commitment and self-esteem), psychosocial skills (stress response, fear control, contraction, and strength) (And cognitive skills) of concentration, concentration retrieval, imaging, mental training, and competition design. This questionnaire consists of 48 questions, which is a 7-level Likert scale. In front of each sentence there are options: completely disagree, disagree, somewhat disagree, not agree / not disagree, agree to some degree, agree and totally agree, which will be awarded points 1 to 7, respectively.

Subjects will respond to one of these seven options based on their current or past status in competitions and exercises. Questions about responses to stress, fear control, concentration, and retrieval of focus are scored inverted.

The questionnaire was created at the University of Ottawa by John Salmela and Validated by Vaez Mousavi in 2000. The revalidation of this questionnaire was evaluated by the Manfred Industrial Company in 2006 and the correlation coefficient was 80 to 96 percent of the variables. The concentration of 80% of the lowest and self-confidence and the overall score of OMSAT-3 with the highest correlation of 86% showed the highest correlation. In this research, Sanati Monfared performed 333 team athletes, recorded a validity of 68 to 88 percent and a reliability of 78 and 96 percent for the questionnaire (Riahi Farsani et al., 2013).

III. Research methodology

In order to collect the data, the research team was invited for the implementation of uniformity (distribution and collection of questionnaires) in the target community and important items were reviewed in the implementation of the plan. The participation of athletes was voluntary. Respondents were assured that their response would be confidential and would be used only for research purposes. In addition, they were informed that the results of the research had no effect on their selection and selection in the field of sport in order to avoid divergences among respondents. In this research, in order to obtain appropriate conditions in the distribution process and completion of the questionnaires, the respondents tried to complete them in the same place and conditions. The researcher would be present at the training place in the days and hours specified in the exercise. In the process of conducting the research, at first 20 volunteers volunteered to participate in the sessions and assist in the implementation of the research, were randomly divided into two groups of 10 experimental and control groups. Then, a psychological readiness test was performed using the test of the 3rd test as a pretest. These data were collected as pre-test data in order to compare, with post-test and follow-up data.

After training and practice in the experimental group, the mental skills questionnaire was repeatedly carried out in both groups in order to examine the effectiveness of positive self-talk and mental imagery intervention. Positive self-talk protocol and mental imagery were taught and practiced in six sessions for one and a half hours.

It should be noted that the experimental group was asked to perform training sessions after the training. The teachings given to the subjects contained techniques and skills related to self-talk (such as: I deserve the best, I will achieve my goals, I believe in myself, I feel calm, for the sake of I try and fight my goal, etc.) and mental imagination who were taught and trained in the experimental group. In this research, the researcher tried to offer three types of Imagarys to the players:

1: Imagary of the peak of performance: In this way, the researcher tried to remind successful players of the good performance of the past and regain all the positive feelings that had come about from the past.

2: Imagary of the model: In this type of Imagary, the player places himself in a successful sport in his sport or his sport. The player starts with the Imagary of the model, and continues to play in the player's body. And at the end of the player, he does all the movements with his body and his power.

3: Victory-based imagery and success in the contest: This Imagary refers to the circumstances in which a person feels himself in a match situation and, by overcoming a hypothetical opponent, picks up a pleasant feeling and victory after it. The person may first fall behind in his portrayal, but with success and rewarding the backward points, he will succeed and win again).

Table 1. Sample Interventions

Interventions	Sentences	Repetition	Practical conditions
A: self-talk	1: I deserve the bests.	5	Before practicing
	2: I will achieve my goals.	5	Before practicing
	3: I believe in myself.	5	Before practicing
	4: I control myself.	5	While practicing
	5: I feel calm.	5	While practicing
	6: Try and fight for your purpose.	5	While practicing
	7: In action and appearance I will be look like a professional player.	5	After workout
	8: No one is allowed to interfere in my mind.	5	After workout
	9: I bear the pressure.	5	After training
	10: I'm stable.	5	After workout
B: Imagary	1: Imagary of Performance Peak.	5	Before and after the workout
	2: Imagary of a successful model	5	Before and after the workout
	3: Imagary based on Victory and success.	5	Before and after the workout

Statistical Method

Descriptive statistics were used to calculate the mean and standard deviation of the variables. Normality of the data was also assessed through the Shapiro-Wilk test. In addition, homogeneity of variances was calculated using Levin's test. Regarding the normal distribution of data and homogeneity of variances, covariance analysis was used to measure the hypotheses. The significance level in this research is 0.05. Statistical operation was performed using SPS software version 18.

Findings

The results of the Shapiro-Wilk test showed that the distribution of data is normal, and Levin's statistics for research variables indicate that homogeneous assumptions of variances exist. Descriptive information The 12 components of mental skills scores are presented in Table 1.

Table1. Mean and standard deviation of research variables in pre-test and post-test

Variables	Group	Pre-test		Post-test	
		Average	Standard deviation	Average	Standard deviation
Goal Setting	Experiment	26.50	1.4	26.50	1.22
	Control	25.60	1.81	24.16	3.06
Self Confidence	Experiment	25.00	1.89	26.00	1.54
	Control	25.40	1.51	23.40	1.81
Obligation	Experiment	27.33	1.21	26.50	1.38
	Control	26.80	1.64	25.20	1.64
Responses to Stress	Experiment	19.33	3.66	25.00	1.89
	Control	17.20	4.76	18.80	3.89
Tranquility	Experiment	24.33	2.25	27.32	1.20
	Control	21.00	1.73	20.20	2.86
Fear Control	Experiment	21.33	4.03	22.33	24.50
	Control	16.00	4.69	16.80	3.70
Refreshment	Experiment	20.63	2.4	22.83	3.71
	Control		2.70	17.60	3.04
Focus	Experiment	21.00	3.09	24.31	2.23
	Control	16.80	3.03	20.17	1.92
Focus Recycling	Experiment	18.00	3.52	18.83	5.03
	Control	17.20	4.08		
Imagary	Experiment	18.83	5.03	16.00	4.69
	Control	21.40	3.78	17.00	8.47
Mental Training	Experiment	24.50	3.50	23.33	3.55
	Control	24.20	2.28	18.60	8.41
Race Design	Experiment	19.66	6.34	20.16	3.31
	Control	20.60	5.12	20.60	5.12

As in Table 1, in the control group, in the pre-test phase, the highest mean score and the focus of the lowest concentration score are in the control group, and in the post-test phase, the highest average scoring and recycling scores have the lowest average scores. In the test group in the pre-test phase, the highest average score and recycling score are the lowest concentration score and in the post-test, the highest mean score and Imagary have the lowest average scores.

In this study, the effect of self-affirmation and mental imagery on mental skills is analyzed using covariance analysis. A significance level of 0.05 was considered.

Table 2 - Results of the general test of one-way covariance analysis of research variables

Variable	Sum of squares	Degrees of freedom	The amount of «f»	Significance level	Quotation share ETA
Goal Setting	0.283	1	0.111	0.748	0.014
Self Confidence	0.249	1	0.0889	0.774	0.011
Obligation	10.809	1	2.375	0.163	0.228
Responses to Stress	64.76	1	18.48	0.003	0.698
Tranquility	8.776	1	8.368	0.020	0.511
Fear Control	39.066	1	7.257	0.027	0.476
Refreshment	24.926	1	3.063	0.118	0.277
Focus	29.802	1	10.725	0.011	0.573
Focus Recycling	0.252	1	0.024	0.881	0.003
Imagary	46.125	1	10.90	0.327	0.120
Mental Training	27.300	1	1.546	0.249	0.162
Race Design	12.998	1	4.137	0.076	0.341

The results of covariance analysis in order to investigate the effect of positive self-referral training and mental imagery on mental skills in the post-test phase on the experimental group showed that 4 components of the 12 components of mental skills, namely stress response, fear control, And concentration, after intervention, self-directed exercises and mental imagery have a significant effect on the subjects in the experimental group in the post-test. Therefore, the interventions performed on the members of the experimental group have increased the response to fear, fear control, tranquility and focus.

IV. Discussion and Conclusion

The purpose of this study was to investigate the effect of self-talk and mental imagery on the mental skills of teenage soccer players in Homa team, Tehran. As the results showed, a positive self-concept exercise and mental imagery could have a significant difference in some of the components of mental skills (stress response components, fear control, correlation, and concentration) between the experimental and control groups.

In the current study, the results of covariance analysis in measuring the hypotheses showed that positive self-affirmation and mental imagery does not have a significant effect on the goal of player selection, according to Weinberg (1988) definition that positive self-affirmation helps the athlete. It is in the present, not in past mistakes, not in the future. Therefore, it is important to say the words during the practice and play that improve the mental processes and thus the performance of the athlete, rather than planning for games or future conditions. No research has been found in order to influence the self-reflection and mental imagery on goal-setting. In evaluating the effect positive self-affirmation is ineffective on self-confidence skills. This result is consistent with the results of Hardy et al. (1996) and Hatzigeorgiadis et al. (2009). Hatzigeorgiadis et al. showed the effect of self-concept on self-esteem and anxiety reduction in the experimental group. Hardy says self-talk does not only increase the self-confidence of athletes, but also teaches athletes how to achieve goals. As it has been observed, most researches have investigated the effects of other types of self-talk on self-esteem, and there are some shortcomings in the effect of positive self-affirmation in this field. Garza and Feltz (1998) concluded in their study that imaging increased self-esteem, which did not match the results of the present study. In examining the effect of self-concept and mental imagery on the commitment of adolescent football players, the results of the research showed that they did not affect the commitment skill.

Also, the results showed that positive self-affirmation and mental imagery have a significant effect on fear response and fear control. This result is in line with the results of the research by Hatzigeorgiadis et al. (2009) and Hardy (2009) and Ahmed (2010). In this regard, Ahmad (2010) examined the effect of self-talk and Imagary in coping with stress under pressure. The results showed that the experimental group significantly improved. The results showed that these two interventions had no significant effect on motivation in the study of the effect of positive self-talk and mental imagery on motivation. But somewhere else, the results of the research indicate that positive self-talk and Imagary are effective on the law. Self-esteem skill causes the athlete's level of anxiety to be controlled and the performance decreases. Croney et al. (2007) showed a significant effect on the feeling of calm during shooting when examining the effect of self-expression on the basketball players.

In examining the effect of positive self-talk and mental imagery on the focus, the results showed that positive self-affirmation and mental imagery on the focus had a significant effect, while focus on recycling did not have a significant impact. The results of this study are in line with the results of the research of Bunker et al. (2001) and Hardy et al. (2001) regarding the effect of positive self-affirmation on concentration. Also, the results of Garza and Feltz (1998) and Post and Reisberg (2012) showed that mental imagery has a significant effect on athletic concentration. Examining the hypothesis of the effect of positive self-talk and mental imagery on mental training and Imagary of adolescent footballers, the failure of the hypothesis is indicated. Self-talk can be effective in improving the scores of these two factors, but considering that these two skills involve some other factors, the self-talk effect in the development of these skills decreases and therefore, self-talk and mental imagery are significantly It has not been possible to improve the image and practice of the mind. Finally, the study of the hypothesis of the positive self-concept and mental imagery on the design of the competition for adolescent footballers shows the lack of influence of the two on the competition design. Planning ahead of the competition helps the athlete, in addition to setting up a robust method of execution, to control their level of arousal. Advances in pre and post planning are a long process that requires constant evaluation and reinforcement. Therefore, it seems that interfering factors prevent the effect of positive self-reflection and mental imagery on the design of the contest. Therefore, consideration of psychological factors and their application in sports activities implies the success of athletes. Coaches and athletes are aware that physical skills require regular exercises, but they also need to know that cognitive skills such as concentration, leveling arousal, increasing self-esteem and maintaining motivation also require regular skills. Therefore, mentors and athletes can put their psychological skills and training and practice these skills in their various success styles.

There are limitations to this research. This study was conducted in the field of soccer and only men, and it should be treated with caution in generalizing it to other disciplines and societies. It is also suggested that future researches should examine the impact of these two cognitive strategies (positive self-talk and mental imagery) on various types of sports and age groups, and sport coaches are strategies for self-talk and mental imagery Improve mental skills and ultimately improve athletes' performance in their training programs and athletic exercises.

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