



BSc in Psychology

Cognitive Skill of Icelandic National Team Basketball Players

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Foreword

Submitted in partial fulfillment of the requirements of the BSc Psychology degree, Reykjavik University, this thesis is presented in the style of an article for submission to a peer-reviewed journal.

Abstract

Recent research has shown the importance of psychological factors and that it is in fact as important as the physical factors. This fact becomes even more fundamental when people reach the athletic stage. The main objective of this study was to examine the mental strength of Icelandic elite basketball players through a self-reported questionnaire.

The questionnaire was sent to 37 members of the Icelandic national basketball teams (A-teams). The players were both male and female, 15 and 22 respectively. There were 11 men and 15 women who finished the questionnaire which resulted in a 73% completion rate in the male group and 68% in the women's. The age of participants ranged from 18 to 35 years. The measurement used in the study were the following: Tops: A test of performance strategies, SAS-2: A sport anxiety scale and SMTQ: A sports mental toughness questionnaire

The results of the study showed that there is no significant difference between the men's national A-team in basketball and the women's national A-team in basketball when it comes to cognitive skills and anxiety in sports. There was only some difference in few sub scales in the Tops test; those were negative thinking and emotional control in competition and emotion control in practice. The results showed that there was a significant difference between the two groups in mental toughness were the men's team scored higher on the test.

Keywords: cognitive skill, anxiety in sports, mental toughness, sport psychology

Útdráttur

Nýlegar rannsóknir hafa sýnt fram á mikilvægi sálfræðilegra þátt og að þeir eru í raun jafn mikilvægir og líkamlegu þættirnir. Þegar komið er í afreksmennsku verða sálfræðilegu þættirnir jafnvel mikilvægari. Markmið þessarar rannsóknar var að rannsaka hugræna getu íslenskra landsliðsmanna í körfubolta, kvíða þeirra í íþróttum og andlegan styrk sem gert var með spurningalista.

Spurningalistinn var sendur á 37 einstaklinga sem allir voru í annað hvort í karla eða kvenna A-landsliði Íslands í körfubolta, 15 karla og 22 konur. Það voru 15 konur sem svöruðu spurningalistanum og 11 karlar sem gaf 68% svarhlutfall hjá konunum og 73% hjá körlunum. Aldur þátttakanda var frá 18 til 35 ára. Mælitækin sem notuð voru í rannsókninni voru eftirfarandi: Tops: A test of performance strategies, SAS-2: a sport anxiety scale and SMTQ: A sports mental toughness questionnaire

Niðurstöður rannsóknarinnar sýndu að það var ekki marktækur munur á milli karla- og kvennalandsliða hvað varðar hugræna færni og kvíða í íþróttum. Einungis mátti sjá mun á milli liðanna í þremur undirþáttum Tops prófsins sem voru neikvæð hugsun og tilfinningastjórnun í keppni og tilfinningastjórnun á æfingum. Þá sýndu niðurstöður að það var munur á milli hópanna hvað varðar andlegan styrk þar sem karlanir skoruðu hærra.

Lykilorð: hugræn færni, kvíði í íþróttum, hugrænn styrkur, íþróttasálfræði

Cognitive Skill of Icelandic National Team Basketball Players

Sport psychology is a field of study used to study individuals and their behavior in sports (Browne & Mahoney, 1984). Sport psychologists define principles and instructions which professionals and coaches can use to help individual athletes in reaching their goals. Sport psychologists also study the effects that psychological factors have on physical activity as well as explaining the opposite: what effects physical activity has on psychological health, wellbeing and development. The key professional occupation of sport psychologists varies, however the most common ones are: teaching, research and counseling (Weinberg & Gould, 2015).

Sport psychology is a rather young field of study but its beginning can be traced around hundred years back in time but its roots can be traced to studies on movement and performance (Browne & Mahoney, 1984). Sport psychology is a growing field of study and psychology is becoming an important focus point for athletes and trainers. In the early years of sport psychology the main focus was on enhancing athletes performance and to get athletes to enjoy their sport experience and also increase their satisfaction (Aoyagi, Portenga, Poczwardowski, Cohen, & Statler, 2012). Recent research shows that the importance of psychological factors has been coming greater and are in fact just as important as the physical factors, especially when people reach the athletic stage (Burton & Raedeke, 2008). To reach the level of an athlete there has to be a big commitment, focus and ambition (Patrick et.al., 1999).

The first known research in sport psychology was made by Norman Triplett where he studied athlete cyclists in 1897 (Browne & Mahoney, 1984). The object of his study was to see if cyclists would be more successful if they cycled alone or if they had a competition. The results showed that the cyclists were more successful when they had competition (Browne & Mahoney, 1984). Coleman Griffith, who also goes by the name: „the father of sport

psychology“, was the first known person to work specifically with athletes (Aoyagi et.al., 2012). The years between 1920 and 1940 are sometimes referred as the „Griffith era“ in the history of sport psychology. In 1925 Coleman Griffith started the first Athletics laboratory, located in the University of Illinois. Among his objects was to study personal growth in athletics, delineations of the function of the field and more (Gould & Pick, 1995).

In the years from 1970 to 1980, sport psychology evolved as an academic program for sports. At this time, training programs in sport psychology resided in institutions for kinesiology, exercise and sport science but where not resided in psychology departments. The elements of that science field addressed topics such as attention, motivation, emotion and more (Aoyagi et.al., 2012).

Studies have shown that an athlete who wants to reach their maximum results must have good cognitive skills (Gould, Eklund, & Jackson, 1992). In order for an athlete to improve and reach their maximum results they do not only need to work on improving their physical strength but also their psychological factors (Gould, Dieffenbach, & Moffett, 2002). TOPS (Test of performance strategy) is a test that regulates these important psychological factors. A research from 1999 on the TOPS questionnaire showed that those who competed internationally, trained their psychological skills more during training than the participants from the other groups which could be the reason why they are competing at a higher level. The participants of the study (472 in total answered the questionnaire) came from various sports from around the world as well as different qualification levels (regional standards, junior national standards, national standards and international standards) (Thomas, Murphy, & Hardy, 1999). A separate study involving athletes competing at an Olympic level showed that all winners scored higher on psychological test than those who did not win (Gould et.al., 2002).

Cognitive skills

Controlling one's attention is important for everyone no matter what they are doing (Murphy, 2005). When competing in sports athletes have to be able to focus on what they are doing and not let their surroundings affect them in any way no matter the distraction. (Murphy, 2005).

Goal is described as a target that people aim to reach (Moran, 2004). People are different and so are their goals. Goals can be as simple as trying to get in shape and lose some weight and they can be more complicated as in trying to get in the national team in their sport. Goal setting is a method that people can use to accomplish certain behavior or performance (Moran, 2004).

Imagery is used to take older experience and relive them in their mind through our senses (Murphy, 2005) A study was made in a university in Kuala Lumpur on eight male football players. Their age was from 25-36 and their average career duration was about ten years. The results showed that imagery helped to enhance their performance when training and competing (Sadeghi, Omar-Fauzee, Jamalis, Ab-Latif, & Cheric, 2010). One player stated that imagery helped him before and while competing in order to control his ability and manage his feelings. Another player stated that he imagined the game before he played to enhance performance (Sadeghi et.al., 2010).

Activation is procedure where mental and physiological conditions are increased when senses need to be increased. As an example of this is at an end of a game with little time left to go, and athletes are tired they are still able to increase their energy level to finish the game (Craciun, Dobosi, Ioan, & Prodea, 2011).

Self-talk has been used for some time and its goal is to change person's behaviors, interpretations and thoughts. When used in sports its goal is to enhance athletes focus and performance. Athletes also use self-talk while training and for some of them it makes the

process of learning easier (Hatzigeorgiadis, Zourbanos, Galanis, & Theodorakis, 2011).

Emotions can affect individual's performance in competition and training. It can both have negative and positive affects. A study from 2010 shows that positive emotions affect individuals' attention differently than negative emotions do. Emotions that are positive connect with increased attention and peak performance better than negative emotions (Vast, Young, & Thomas, 2010).

Automaticity is when a person keeps her attention to the act none consciously while executing, at the same time she's not aware of the surrounding and therefore becomes vulnerable to internal and external distraction. Sports that have self-pace allow time for athletes to prepare before performing in a situation that is stable and predictable (Thomas et.al., 1999).

Anxiety in sport and mental toughness

Anxiety is defined as „strong perturbation or apprehension, without any visible reason or imminent threat. The ability to tackle pressure in competition is considered to be the key to success in sports (Lavalley, Kremer, Moran, & Williams, 2004). Studies have showed that mental anxiety can have a great impact on performance in sports, no matter who it is (Humera, 1999). In a study made on participants in a softball tournament were they were divided in to two groups the results showed that those who got a lot of criticism showed more cognitive anxiety than those who did not get criticism (Humera, 1999). Another study on elite swimmers showed that those who thought their anxiety was a weakness had more anxiety than those who didn't (Humera, 1999).

Mental toughness is defined as being able to cope effectively under pressure and tribulation so that persons performance is little or nothing affected and to be able to recover or rebound from failure or setbacks as a result of enhanced determination to succeed (Crust, 2007).

The research question in this study are following:

- Is there any difference in cognitive skill between the men's national A-team and the women's national A-team in basketball?
- Is there any difference in sport anxiety between the men's national A-team and the women's national A-team in basketball?
- Is there any difference in mental toughness between the men's national A-team and the women's national A-team in basketball?

Method

Participants

The participants in this research were the players in the Icelandic national A-team in basketball, both women and men. All the players that participated in the research had participated in one or more game in 2016.

A questionnaire was sent out to 37 players, 15 players in the Icelandic men national A-team and 22 players in the Iceland women national A-team. From the man team there were 12 that answered the questionnaire which is 80% and 15 from the women team that answered which is 68%. The age of those who answered was from 18 to 35.

Participants were split in two groups witch was decided by the team they played for. The female participants were in one group and the male participants in one group.

All of the players that answered from the men team gave up there birth year and there age range was from 20 to 35 years old. There mean age was 28. Of those who answered there are 7 players that were professionals or 59 %.

All of the players that answered from the women team also gave up there birth year and there age range was from 19 to 29. The mean age was 24. Of those who answered, there are 3 players that are professionals or 20 %.

Instrument and Measures

In this study, the researcher used three questionnaire to gather data. The main questionnaire was TOPS (Test of performance strategy) which is a competent test to evaluate the psychological factors that are most important in competition and training.

The TOPS is a capable test to evaluate the most important psychological factors in exercise and competition and SAS-2 (Sports Anxiety Test): a sport anxiety scale and SMTQ (Sports Mental Toughness Questionnaire): a mental toughness in sport scale. Participants were also asked to answer some personal questions (Appendix A). Questionpro which is a online survey software was used to set up the questionnaire.

Data analysis

To begin with the researcher contacted Hannes Jónsson the chairman of the Icelandic basketball association, KKÍ. After he had given permission for this research, Kristinn Geir Pálsson the sports representative for KKÍ provided all that was needed to contact the players of the women and men national A-team in basketball.

The questionnaire designed in questionpro. The questionnaire was sent out to the participants by email. When the players had answered the questionnaire all the data was put into SPSS were it was processed.

Procedure

The questionnaire was sent out by email to all the participants 2nd of March and was closed for answers the 3rd of May. The questions were put up in questionpro. In this research, quantitative method was used. All statistic data was processed on the statistic application SPSS. Pictures and tables were made in Microsoft Word and Excel. When describing the results of the data author used descriptive statistic. To find if there was any significant difference between the groups the Independent t-test was used in SPSS.

Results

Cognitive skills

The goal of this chapter is to report the results of the research. To begin with the results of the TOPS self-questionnaire. There it was examined if there was any difference in mental skills between the two research groups, the men's national A-team in basketball and the women's national A-team in basketball. Then it was examined if there was any difference between those groups in sports anxiety were the SAS-2 questionnaire was used and if there was any difference between the groups in mental toughness were the SMT questionnaire was used.

Test of performance strategy

In table 1 the number of participants, mean and standard deviation for the two groups can be seen for the TOPS test. As the mean is higher, the better the cognitive abilities are.

Table 1.

Results from the TOPS self report questionnaire Competition part

Groups	Men's national A-team			Women's national A-team		
	N	M	SD	N	M	SD
Scale:						
Goal setting	9	3.2	0.1	14	3.3	0.8
Relaxation	10	3.8	0.5	14	3.7	0.7
Negative thinking	11	4	0.4	14	3.4	0.9
Automaticity	11	3.6	0.6	14	3.3	0.6
Activation	9	3.9	0.6	14	4	0.6
Imagery	11	3	0.8	13	3.2	0.4
Self talk	11	3.3	0.9	14	3.3	0.2
Emotional control	11	3.9	0.5	14	3.3	0.2
Sum	10	28.7		14	27.5	

The number of participants for the two groups is not the same but similar, 14 from the women's team and 10 from the men's team. The mean for participants was 10 in the men's national A-team and for the women's national A-team it was 14. When looked at the scores from the test then the men's national A-team scores higher in four scales which are relaxation, negative thinking, automaticity and emotional control. The women's national A-team scores

higher in three scales which are goal setting, activation and imagery and the groups scored the same in self talk. When looked at the total score on the test the men's team (28.7) had on average higher score than the women's team (27.5).

Table 2.

Results from the TOPS self report questionnaire practice part

Groups	Men's national A-team			Women's national A-team		
	N	M	SD	N	M	SD
Scale:						
Goal setting	9	3.3	0.4	14	3.1	0.6
Relaxation	11	2.5	0.7	14	2.1	0.9
Automaticity	11	3.7	0.5	13	3.7	0.4
Imagery	10	2.6	0.7	14	2.9	0.5
Self talk	11	3.2	1	14	3.5	0.5
Emotional control	11	3.8	0.7	14	3.1	0.9
Attentional control	10	3.8	0.7	14	3.5	0.5
Sum	10	22.9		14	21.9	

The number of participants for the two groups is not the same but similar, 14 from the women's team and 10 from the men's team. The mean for participants was 10 in the men's national A-team and for the women's national A-team it was 14. When looked at the scores from the test then the men's national A-team scores higher in four scales which are goal setting, relaxation, emotional control and attentional control. The women's national A-team scored higher in two groups which are imagery and self-talk and the groups scored the same in automaticity. When looked at the total score on the test the men's team (22.9) had on average higher score than the women's team (21.9).

SAS-2

To evaluate anxiety in sport by the participants the SAS-2 questionnaire was used.

Table 3 shows the number of participants, mean and standard deviation for the two groups. As the mean is lower the better it is.

Table 3.

Results from the SAS-2 self-report questionnaire

Groups	Men's national A-team			Women's national A-team		
	N	M	SD	N	M	SD
Scale:						
Somatic	11	7.4	1.7	14	9	3.2
Worry	11	8	1,8	13	11.8	5.3
Concentration	11	5.6	0.9	14	6.6	2.6
Sum	11	21	3.3	13	27.4	9.8

The number of participants for the two groups was similar, 14 from the women's team and 11 from the men's team. When looked at the scores from the test the women's team score higher in all of the scales. When looked at the total score the women's team (27.4) had on average higher score than the men's team (21).

SMTQ

To evaluate participants mental toughness the SMTQ questionnaire was used. Table 4 shows the number of participants, mean score and standard deviation for the two groups. As the mean is higher the better.

Table 4: Results from the SMTQ self-report questionnaire

Groups	Men's national A-team			Women's national A-team		
	N	M	SD	N	M	SD
Scale:						
Self Confidence	10	17.3	1.4	14	14.5	3
Stability	11	14.8	1.1	14	13.9	1.8
Control	11	12.8	1.5	14	11.2	3.9
Sum	10	45.2	2.8	14	39.6	7

The number of participants for each group was similar, 14 from the women's team and 10 from the men's team. When looked at the score the men's team scored higher in all scales. When looked at the total score the men's team (45.2) had on average higher score than the women's team (39.6).

Comparison between groups

To see if there was any significant differences between the two groups T-tests were used. The results are showed in the following text.

Test of performance strategy

The men's national A-team scored a total of 28.7 in the Tops competition part and the women's national A-team scored a total of 27.5. In the goal setting scale the men's team scored on average of 3.2 and the women's team scored 3.3 on average. The results from the independent t-test showed that there was no significant difference between the two groups, $p = 0.7$. Therefore it can not be concluded that men are better in goal setting. In the relaxation scale the men's team scored on average of 3.8 and the women's team scored 3.7 on average. The results from the independent t-test showed that there was no significant difference between the two groups, $p = 0.7$. Therefore, it can not be concluded that men are better in relaxation. In the Negative Thinking scale the men's team scored on average 4 and the women's team scored 3.4 on average. The results from the independent t-test showed that there was a significant difference between the two groups, $M=0.6$ $SE=0.3$ $t(23)=2.2$, $p=0.041$. Therefore it can be concluded that the men's team is better in eliminating negative thoughts from their head while competing. In the automaticity scale the men's team scored on average 3.6 and the women's team scored 3.3 on average. The results from the independent t-test showed that there was no significant difference between the two groups, $p = 0.2$. Therefore it can not be concluded that men are better in automaticity. In the activation scale the men's team scored on average 3.9 and the women's team scored 4 on average. The results from the independent t-test showed that there was no significant difference between the two groups, $p = 0.9$. Therefore it can not be concluded that men are better in activation. In the imagery scale the men's team scored on average 3 and the women's team scored 3.2 on average. The results from the independent t-test showed that there was no significant

difference between the two groups, $p = 0.6$. Therefore it can not be concluded that men are better in imagery. In the Self-talk scale the men's team scored on average 3.3 and the women's team scored 3.3 on average. The results from the independent t-test showed that there was no significant difference between the two groups, $p = 0.8$. Therefore it can not be concluded that men are better in self-talk. In the emotional control scale the men's team scored on average 3.9 and the women's team scored 3.3 on average. The results from the independent t-test showed that there was a significant difference between the two groups, $M=-0.6 SE=0.3 t(23)=2., p=0.048$. Therefore it can be concluded that the men's team is better at controlling their emotions while competing.

In the practice part the of the TOPS questionnaire the men's team scored 22.9 total on average and the women's team scored 21.9 total on average. In the Goal Setting scale the men's team scored on average 3.3 and the women's team scored 3.1 on average. The results from the independent t-test showed that there was no significant difference between the two groups, $p = 0.4$. Therefore it can not be concluded that men are better in self-talk. In the relaxation scale the men's team scored on average of 2.5 and the women's team scored 2.1 on average. The results from the independent t-test showed that there was no significant difference between the two groups, $p = 0,3$. Therefore it can not be concluded that men are better in relaxation. In the automaticity scale the men's team scored on average of 3.7 and the women's team scored 3.7 on average. The results from the independent t-test showed that there was no significant difference between the two groups, $p = 0.9$. Therefore it can not be concluded that men are better in automaticity. In the imagery scale the men's team scored on average of 2.6 and the women's team scored 2.9 on average. The results from the independent t-test showed that there was no significant difference between the two groups, $p = 0.3$. Therefore it can not be concluded that men are better in automaticity. In the self-talk scale the men's team scored on average of 3.2 and the women's team scored 3.5 on average. The

results from the independent t-test showed that there was no significant difference between the two groups, $p = 0.4$. Therefore it can not be concluded that men are better in self-talk. In the emotional control scale the men's team scored on average of 3.8 and the women's team scored 3.1 on average. The results from the independent t-test showed that there was a significant difference between the two groups, $M=0.7$, $SE=0.3$, $t(23)=2.2$, $p=0.043$. Therefore it can be concluded that the men's team is better at controlling their emotions while practicing. In the attentional control scale the men's team scored on average of 3.8 and the women's team scored 3.5 on average. The results from the independent t-test showed that there was no significant difference between the two groups, $p = 0.2$. Therefore it can not be concluded that men are better in attentional control.

SAS-2

The men's team scored a total of 21 in the SAS-2 questionnaire on average and the women's team scored a total of 27.2 on average. The difference between the groups was 6.2. The results from the t-test showed that there was no significant difference between the group when looked at anxiety in sports.

SMTQ

The men's team scored a total of 45.2 in the SMTQ questionnaire on average and the women's team scored a total of 39.6 on average. The difference between the groups was 5.6. The results from the t-test showed that there was a significant difference in mental toughness between the groups, $M=5.6$, $SE=2.3$, $t(22)=2.4$, $p=0.024$. Therefore it can be concluded that the men's team has more mental toughness on average than the women's team.

A part of this study was to examine participant's attitude towards psychological factors, which will follow here.

Participants were asked if they had ever seen a sport psychologist, psychologist or a mental coach to enhance their performance in basketball. In figure 1 are the answers from the participants on that question.

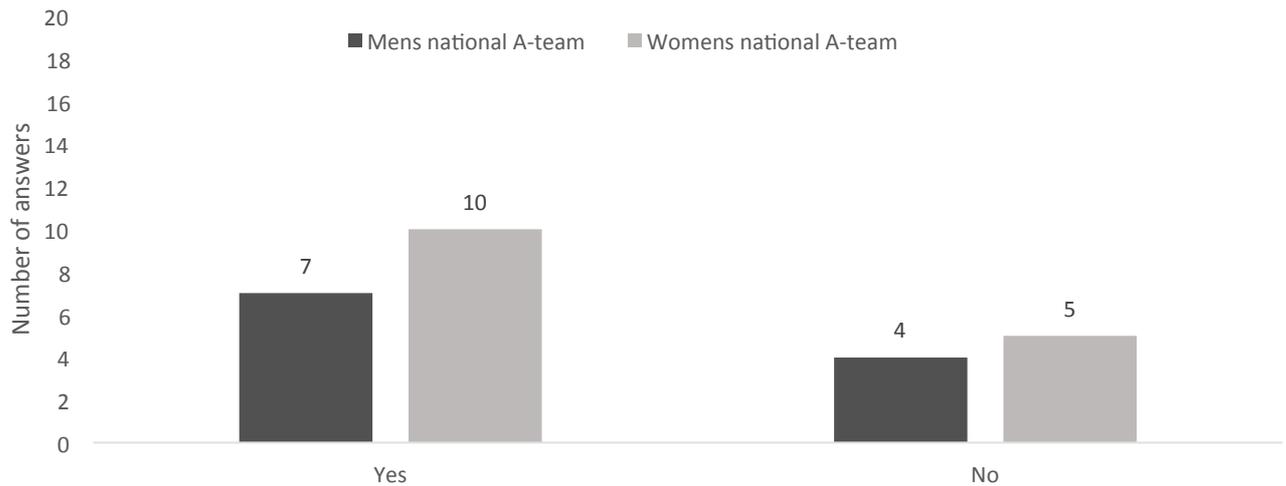


Figure 1. Those who have seen a sport psychologist, psychologist or a mental coach to enhance there performance in basketball or not.

Figure 1 shows that most of the players from both teams have at some point seen a sport psychologist, psychologist or a mental coach to enhance their performance in basketball. Most of the player from the men's national A-team or 63.6% have at some point seen a sport psychologist, psychologist or a mental coach to enhance their performance in basketball. Only 36.4% of the men's national A-team had not. Of the women's national A-team in basketball 66.6% have at some point seen a sport psychologist, psychologist or a mental coach to enhance their performance in basketball and only 33.3 % have not done it.

Participants from both men's and women's national A-team in basketball were asked if they had any interest in meeting a sport psychologist, psychologist or r mental coach to enhance their performance in basketball. Their answers are showed in figure 2.

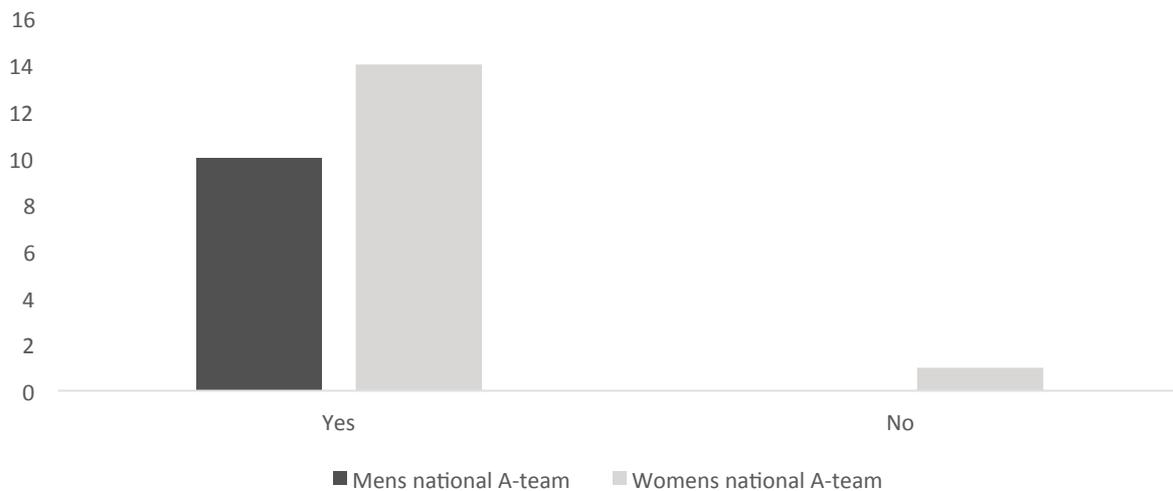


Figure 2. Those who have any interest in seeing a sport psychologist, psychologist or a mental coach to enhance their performance in basketball or not.

As can be seen in figure 2 all of the players from the men's and women's national A-team in basketball except from one are interested in seeing a sport psychologist, psychologist or a mental coach to enhance their performance in basketball. All of the players from the men's team are interested in seeing a sport psychologist, psychologist or a mental coach to enhance their performance in basketball. From the women's team 93.3 % are interested in seeing a sport psychologist, psychologist or a mental coach to enhance their performance in basketball but 6.7 % are not interested.

Discussion

The aim of this study was to: a) evaluate cognitive skill of the national men's and women's A-team in basketball, b) to evaluate sport anxiety in both men's and women's national A-team in basketball and c) to evaluate mental toughness in both the men's and women's national A-team in basketball.

The results of this study show that there is no significant difference between the men's and the women's national A-team in basketball when measuring following scales in the competition part: Goal Setting, Relaxation, Automaticity, Activation, Imagery and Self Talk, and in the following scales in the practice part: Goal Setting, Relaxation, Automaticity, Imagery, Self Talk, Attentional Control. There was only in three scales that there was a significant difference between groups, two in the competition part, Negative Thinking and Emotional Control and one in the practice part, which was Emotional Control.

The results from the SAS-2 test showed that there was no significant difference between the men's team and the women's team depending sport anxiety but the women's team scored about 5 points more, which shows that their anxiety is a little more the men's.

The results from the SMTQ test showed that the men's mental toughness is higher than the women's. It can be concluded that the men have more resilience and confidence in what they are doing which may predict more success in sport.

All participants were asked if they had seen sport psychologist, psychologist or a mental coach to enhance their performance in basketball and the results showed that 65% of the players had done that.

When players were asked if they had any interest in meeting a sport psychologist, psychologist or a mental coach to enhance their performance in basketball 96% said that they had interest to do that which is no surprise.

It is interesting to see that 96% of the players had interest in meeting sport

psychologist, psychologist or a mental coach to enhance their performance in basketball but only 65% of them had done it, which is surprising. Maybe it is because it is very expensive to meet up with psychologists here in Iceland. Another explanation that the players don't know much about the psychological factors. This might be something for the Icelandic Basketball Association to work on so their players can always reach their top performance in national games and enhance their ability as basketball players.

The sample of this study is small and should be taken into consideration when reading into the results. When the sample size is small the answer of each participant counts more than if the sample was bigger. Another effect of a small sample size is that a difference between two genders is not highlighted as it would be in a bigger sample size.

Of those who got the questionnaire only 72% answered which is interesting because the study was done in cooperation with the Icelandic basketball association.

These results show the mental strength of the participants and can be used as a tool to improve where improvement is needed. Many studies have shown that players with high mental strength perform better in their sport. Even though there was difference between the two groups in almost every scale the results shows how the teams stand in mental strength and gives them idea what they can need to work on to get better as players and teams.

An interesting next step to this study would be to redo the study again in 1 year or more to see if the mental strength has changed positively or negatively. The younger national teams in Iceland could also be added to the study to examine the difference in mental strength between young athletes and older. The study could be done including participants from every league in Iceland and see if there is any difference between the top league and the lower leagues. Additionally the study does not have to be restricted to basketball but could potentially be done with all sports that have players at a professional level for example: football, handball, swimming and golf.

Lastly it would be of interest to explore if there is any difference between players that are playing professionally and those who have not yet reached a professional level in Iceland.

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Appendix A

1. Hvert er fæðingarár þitt?
2. Í hvaða landsliði ertu?
U-15
U-17
U-19
A
3. Ertu örvhennt/ur eða réttthennt/ur?
Örvhennt/ur
Réttthennt/ur
4. Hver er aðal leikstaða þín?
Leikstjórnandi
Kraftframherji
Skotbakvörður
Lítill framherji
Miðherji
5. Hvað hefur þú æft körfubolta í mörg ár?
0-3 ár
4-6 ár
7-9 ár
10-12 ár
Lengur en 12 ár
6. Hversu marga daga æfir þú í viku?
2
3
4
5
6
7
7. Hversu marga klukkutíma æfir þú á viku?
10 eða færri
11-15
16-20
21-24
Meira en 24 klst
8. Hversu marga klukkutíma er æfing hjá þér?
2 klukkutíma eða minni
2 klst.

- 3 klst.
 - 4 klst.
 - 5 klst.
 - 6 klst.
9. Hversu oft keppir þú á ári?
10 sinnum eða sjaldnar
11-15 sinnum
16-20 sinnum
21-24 sinnum
oftar en 24 sinnum
10. Hvað varst þú gömul/gamall þegar þú byrjaðir að æfa körfubolta (x ára)?
11. Hvað varstu gömul/gamall þegar þú byrjaðir að æfa reglulega með meistaraflokki?
12. Spilar þú með félagssliði erlendis?
Já
Nei
13. Ef þú spilar með félagssliði erlendis, hversu lengi hefur þú gert það?
14. Hvað varstu gömul/gamall þegar þú varst valin/n í þitt fyrsta landsliðsverkefni (x ára)?
15. Landsleikir? Merktu aðeins við einn reit
Ég á engan landsleik fyrir Ísland, hvorki yngrilandsleik né A-landsleik
Ég á leik með yngri landsliðum Íslands en ekki A-landsleik
Ég á leik með A-landsliði Íslands en ekki yngri landsliðum
Ég á leiki með yngri landsliðum Íslands og A-landsliði
16. Stundaðir þú (æfðir eða kepptir) aðrar íþróttagreinar með íþróttafélögum sem barn/unglingur?
Já
Nei
17. Ef já, hvaða íþróttagreinar stundaðir þú? (merktu við fleiri en eina grein ef það á við)
Knattspyrnu
Handbolta
Fimleika
Frjálsar íþróttir
Annað
18. Hversu lengi æfðir þú viðkomandi íþrótt/ir?
0-1 ár
2-3 ár
4-5 ár

6 ár eða lengur

19. Hvað varstu gömul/gamall þegar þú hættir að æfa allar aðrar greina en körfubolta?

8 ára eða yngri

9-11 ára

12-14 ára

15-17 ára

18 ára eða eldri

Ég æfi enn aðra íþrótt

20. Hversu oft í viku stundar þú styrktarþjálfun?

1-2 sinnum

3-4 sinnum

5 sinnum eða oftar

21. Hversu lengi hefur þú stundað skipulagða styrktarþjálfun? (ár)

22. Stundar þú styrktarþjálfun aukalega utan hefðbundinna æfinga og styrktaæfinga?

Já, oft

Já, stundum

Nei

23. Stunduðu foreldrar þínir keppnisíþróttir?

Já, annað þeirra

Já, bæði

Nei

24. Ef já, hvaða íþrótt? (merktu við tvo valmöguleika ef þau stunduðu sitthvora keppnisíþróttina)

Handbolta

Körfubolta

Fótbolta

Fimleika

Frjálsar íþróttir

Annað

25. Hafa foreldrar þínir spilað landsleiki?

Já, annað

Já, bæði

Nei, hvorugt

26. Ef já, með hvaða landsliði?

Bæði með yngri landsliðum

Bæði með A-landsliði

Annar aðili með yngri landsliðum en hinn með A-landsliði

27. Stunda/stunduðu systkyni þín íþróttir?

Já

Nei

Ég á ekki systkyni

28. Ef já, hvaða íþróttir? (merktu við eins marga valmöguleika og við á)

Handbolta

Körfubolta

Fótbolta

Fimleika

Frjálsar íþróttir

Annað

29. Hafa systkyni þín spilað landsleiki?

Já

Nei

30. Ef já, með hvaða landsliðum? (ef þú átt fleiri en eitt systkyni sem eiga landsleik, merktu þá við það sem á við um þau öll)

Yngri landsliðum

A-landsliði

Bæði

31. Hefur þú leitað til íþróttasálfræðings, sálfræðings eða einhverkonar hugarþjálfara til þess að bæta frammistöðu þína í þinni íþrótt?

Já

Nei

32. Hefur þú áhuga á að leita til íþróttasálfræðings, sálfræðings eða einhverkonar hugarþjálfara til þess að bæta frammistöðu þína í þinni íþrótt?

Já

Nei

33. Hvað varstu gömul/gamall þegar þú varst valin/n í A-landslið? (x ára)