

Comparison of the Effect of Training Type on Functional Ability and Psychological Skills of Iraqi Male Volleyball Players Under Psychological Pressure

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1. Round 1

1.1. Reviewer 1

Reviewer:

"The introduction does a good job of setting the stage for the study, but the statement 'choking is a common phenomenon' could benefit from more context. Consider elaborating on how choking specifically impacts volleyball compared to other sports, as this will help readers better understand why this is a relevant issue for volleyball players."

"The reference to Oudejans et al. (2009) and the reinvestment theory is insightful. However, it would be helpful to further explain the reinvestment theory for readers unfamiliar with it. A concise summary of how this theory applies to choking under pressure in volleyball could enhance clarity."

"You state that 'competition is another factor used in choking research,' but the way competition is categorized seems somewhat brief. Can you provide a more thorough exploration of explicit vs. implicit performance comparisons and how they relate to volleyball performance under pressure?"

"The description of the repeated effort test is very thorough, but there is a lack of explanation on how the scores for vertical jumps and lateral movements were standardized. Could you elaborate on how the standardized T-scores were calculated and why this method was chosen over other alternatives?"

"In the results section, you mention that psychological pressure led to a decline in functional ability scores. It would be helpful to provide more specific data points here, such as the actual numerical changes in functional ability scores across the three groups. This would give readers a clearer sense of the magnitude of the effect."

"While the ecological approach to sports learning is a compelling theoretical framework, I recommend adding a more detailed explanation of how the ecological perspective directly informs your findings. For example, how does the reciprocal relationship between perception and action, as proposed by Gibson, help explain the results in your study, particularly under psychological pressure?"

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

"While you reference several theories of choking, you might want to clarify how each theory specifically applies to volleyball. For instance, how do drive theories, behavioral theories, and attention theories play out in the context of volleyball performance? A brief discussion on each theory's relevance would strengthen this section."

"The discussion on the importance of psychological and functional components in volleyball is well-founded, but it would be helpful to integrate a brief mention of how these components have been previously measured or studied in volleyball, particularly under psychological pressure. This would better link to your study's objectives."

"The discussion of sports vision training is well-supported by references, but the claim that 'athletes with better visual reaction speeds can perceive environmental events in near slow motion' needs further explanation. Could you elaborate on the mechanisms behind this perception and how it relates to performance improvement?"

"The paragraph on the effectiveness of sports vision training could benefit from a more direct connection to your research. For example, how do the studies by Nascimento et al. (2021) and others relate to your study's specific hypothesis regarding visual training and psychological pressure in volleyball?"

"You mention the CSAI-2 to measure state anxiety, but it would be helpful to explain why this particular tool was chosen for assessing anxiety in the context of psychological pressure in sports. Additionally, a brief explanation of how the anxiety subscales (cognitive, somatic, and self-confidence) were used in your study would clarify their relevance."

"In the combined training group, participants performed both sports vision exercises and volleyball-specific movements. Can you clarify if these movements were designed to simulate match conditions, and how they might differ from the movements performed by the other groups?"

"You state that the sports vision and combined groups had similar functional ability scores in the post-test, but it would be useful to discuss potential reasons for this outcome in more detail. Are there other variables that could have influenced this result, such as baseline performance levels or individual differences in visual processing?"

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.