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Anuar, Nurwina; Williams, Sarah; Cumming, Jennifer

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5 **Do the Physical and Environment PETTLEP Elements Predict Sport Imagery Ability?**

6 Nurwina Anuar^{1,2}, Sarah E. Williams¹, Jennifer Cumming¹

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10 *¹Sport, Exercise and Rehabilitation Science, University of Birmingham, UK, ²Universiti*

11 *Teknologi Malaysia, Malaysia*

12 Corresponding details:

13 Nurwina Anuar

14 School of Sport, Exercise, and Rehabilitation Sciences

15 University of Birmingham

16 B15 2TT, UK

17 wynakmal@gmail.com

1 **Abstract**

2 The present study aimed to examine whether physical and environment elements of
3 PETTLEP imagery relate to the ability to image five types of sport imagery (i.e., skill,
4 strategy, goal, affect, and mastery). Two hundred and ninety participants (152 males, 148
5 females; $M_{age} = 20.24$ years, $SD = 4.36$) from various sports completed the Sport Imagery
6 Ability Questionnaire (SIAQ), and a set of items designed specifically for the study to assess
7 how frequently participants incorporate physical (e.g., “I make small movements or gestures
8 during the imagery”) and environment (e.g., “I image in the real training/competition
9 environment”) elements of PETTLEP imagery. Structural equation modelling tested a
10 hypothesised model in which imagery priming (i.e., the best fitting physical and environment
11 elements) significantly and positively predicted imagery ability of the different imagery types
12 (skill, $\beta = 0.38$; strategy, $\beta = 0.23$; goal, $\beta = 0.21$; affect, $\beta = 0.25$; mastery, $\beta = 0.22$). The
13 model was a good fit to the data, $\chi^2(174) = 263.87, p < .001$, CFI = .96, TLI = .95, SRMR
14 = .09, RMSEA = 0.05 (90% CI = 0.03 – 0.05). Findings displayed that priming imagery with
15 physical and environment elements is associated with better skill, strategy, goal, affect, and
16 mastery imagery ability. The findings extend models of imagery use (e.g., Cumming &
17 Williams, 2012) by indicating that how athletes images may influence their imagery ability.

18

19 *Keywords:* imagery ability, physical elements, environment elements, PETTLEP
20 imagery, imagery types

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1 **Do the Physical and Environment PETTLEP Elements Predict Sport Imagery Ability?**

2 Imagery is a popular mental technique used by athletes and coaches to improve
3 learning and performance (for a review, see Cumming & Williams, 2012). As the benefits of
4 imagery become more established, there is a growing body of literature recognising its role in
5 achieving cognitive and motivational functions (Paivio, 1985). Hall, Mack, Paivio, and
6 Hausenblas (1998) defined five major functions served by imagery in sport: cognitive
7 specific (CS; skills), cognitive general (CG; strategies), motivational specific (MS; goal),
8 motivational general-arousal (MG-A; affect), and motivational general-mastery (MG-M;
9 mastery). These functions form the main reasons why athletes image, and influence both
10 what and how the imagery is carried out to achieve desired affective, behavioural, and
11 cognitive outcomes (Cumming & Williams, 2012).

12 Why athletes image, what they image, and how they image to achieve different
13 outcomes forms the basic premise of the revised applied model of deliberate imagery use
14 (RAMDIU; Cumming & Williams, 2012, 2013), which builds on its predecessor, the applied
15 model of imagery use developed by Martin, Maritz, and Hall (1999). The RAMDIU
16 encourages researchers and practitioners to consider the individual characteristics of the
17 imager (“Who”), the imagery situation (“Where and When”), the intended imagery
18 function(s) (“Why”), and the imagery content (“What”) and characteristics (“How”). This
19 model also outlines the role played by imagery ability in determining whether an imagery
20 intervention will be effective for facilitating desired outcomes by impacting both “What” and
21 “How” individuals image. Considering the different RAMDIU model components can
22 improve the effectiveness of imagery interventions for achieving outcomes such as skill
23 learning, confidence, and motivation (Callow, Hardy, & Hall, 2001; Cumming & Ramsey,
24 2008; Mellalieu, Hanton, & Thomas, 2009). As the RAMDIU is a recent addition to the
25 imagery literature, few studies have yet to directly examine its propositions (for an exception,

1 see Anuar, 2016; Anuar, Cumming, & Williams, 2016b). Of interest to the present study was
2 to further explore the proposed relationship between an individual's imagery ability and how
3 they image.

4 It is now well established that athletes differ in their ability to image, and higher
5 imagery ability will lead to more effective imagery outcomes (e.g., Gregg, Hall, & Butler,
6 2010; Robin et al., 2007). A technique for increasing individual imagery ability is PETTLEP
7 imagery (Holmes & Collins, 2001), which involves incorporating seven different elements
8 (i.e., physical, environment, task, timing, learning, emotions, and perspective) into imagery.
9 For example, a tennis player may hold a tennis racquet (physical element) in a tennis court
10 (environment) and imagine the backhand shot (task) in first person view (perspective) during
11 imagery to improve execution of a backhand shot. In addition to performance benefits, there
12 is growing interest in altering how an individual images based on these elements (Callow,
13 Roberts, & Fawkes, 2006; Wright, Allsopp, & Westhead, 2007) to help athletes' imaging
14 (e.g., improve imagery ability). Identifying which of the seven elements (i.e., physical,
15 environment, task, timing, learning, emotions, and perspective) are beneficial for improving
16 imagery ability, may in turn offer ways of further extending the propositions made by the
17 RAMDIU. To date, robust evidence indicates that behaviourally matching the imagery
18 conditions as closely as possible to the real life situation by incorporating the PETTLEP
19 elements leads to more effective imagery (for a review, see Wakefield, Smith, Moran, &
20 Holmes, 2013). Two elements in particular, either when used individually or in combination,
21 have been consistently found to produce better performance compared to more traditional
22 imagery: physical and environment (Callow et al., 2006; Smith, Wright, & Cantwell, 2008;
23 Smith et al., 2007).

24 The "physical" element refers to the importance of making the imagery experience as
25 physical as possible (Wakefield & Smith, 2012). Wakefield and Smith (2012) further

1 described how this approach to imagery interventions could include not only the obvious step
2 of imagining the kinesthetic sensations felt when performing the skill, but also adopting the
3 starting position of the movement, and wearing the same clothes as when performing and
4 holding any associated implements. Incorporating the physical element is proposed to exert
5 its beneficial effects by increasing the shared brain regions and strengthening the memory
6 function as explained by functional equivalence theory (Holmes & Collins, 2001). As also
7 suggested by Gould and Damarjian (1996), dynamic kinesthetic imagery (e.g., holding the
8 relevant sport equipment and making movements related to the images) will result in more
9 vivid imagery because athletes would be able to more clearly recall the associated sensations.
10 According to Lang's bioinformational theory (1977, 1979), drawing on the relevant response
11 and meaning propositions (i.e., verbal responses, somatomotor events, visceral events,
12 processor characteristics) will help to create more vivid imagery as well as physiological
13 responses similar to the real life situation.

14 The "environment" element is also based on Lang's bioinformational theory and
15 relates to the place the imagery is performed. Response and meaning propositions are more
16 easily activated when stimulus information closely matches the real life situation. These
17 stimulus propositions include multisensory environmental cues to help make the imagery
18 more relevant and personally meaningful to the imager. These cues can be provided by
19 imaging within the environment where the real life performance takes place and/or
20 supporting image generation with pictures, video clips, and/or sounds relevant to this
21 environment. In turn, the individual can better access response and meaning propositions
22 from long-term memory and generate more effective images. Guillot, Collet and Ditmar
23 (2005) and Wakefield and Smith (2012) have similarly suggested that being in the
24 environment while imaging helps the athlete to feel closer to the actual performance.

1 A number of studies have demonstrated that altering how individuals' image based on
2 elements from Holmes and Collins' (2001) PETTLEP model can lead to greater ease and/or
3 vividness of the image. Compared to a static imagery group, Callow et al. (2006) reported
4 higher vividness of a ski-slalom task for a dynamic imagery group who performed their
5 imagery on the ski slope whilst wearing their ski equipment, adopting a race position, and
6 making small side to side movements as if they were actually skiing. In two recent studies,
7 Anuar and her colleagues (Anuar, Cumming, & Williams, 2016a; Anuar, Williams, &
8 Cumming, 2016) demonstrated that incorporating elements of the PETTLEP model increased
9 the ease and vividness of imaged movements. Furthermore, in both studies participants
10 consistently perceived the physical and environment elements to be the most helpful in
11 generating easier and more vivid images of movement. Collectively, these findings indicate a
12 need to understand the association of these two particular PETTLEP elements with imagery
13 ability.

14 The empirical evidence has helped to establish the "physical" and "environment"
15 elements as ways to prime imagery of movements and skills. However, it is also possible that
16 these elements may be helpful in generating other types of images experienced by athletes,
17 such as those measured by the Sport Imagery Ability Questionnaire (SIAQ; Williams &
18 Cumming, 2011). From an applied perspective, it is important to identify potential
19 intervention strategies that will enable athletes to also improve their ability to image different
20 imagery content (i.e., different types of imagery) so that this can be used to serve the specific
21 function(s) of imagery (i.e., why the athlete is imaging). Athletes tend to image content they
22 find easier to generate (Williams & Cumming, 2011). Therefore, improving the ability to
23 image the five types of imagery reflective of the main functions of imagery use (i.e., skill,
24 strategy, goal, affect, and mastery imagery content) will help to maximise the use of this
25 imagery as a performance-enhancing technique. Furthermore, investigating whether a direct

1 relationship exists between using the physical and environment elements and the different
2 types of sport imagery ability may lead to further developments of the RAMDIU by
3 demonstrating that how one image relates to how well they image.

4 Therefore, the aim of the present study was to examine the relationship between
5 athletes' use of physical and environment imagery primes and their sport imagery ability
6 using a cross-sectional design. Drawing from previous research by Anuar and colleagues
7 (Anuar, Cumming, & Williams, 2016a; Anuar, Williams & Cumming, 2016), it was
8 hypothesised that incorporating physical and environment elements into imagery more
9 frequently would be associated with greater ease of imaging of skill, strategy, goal, affect,
10 and mastery imagery ability as explained in the functional equivalence theory (Moran &
11 Holmes, 2013). As this is the first study to assess athletes' use of physical and environment
12 primes, items were developed specifically for the present study.

13 **Method**

14 **Participants**

15 Two hundred and ninety participants (151 males, 139 females; $M_{\text{age}} = 19.94$ years, SD
16 $= 2.33$) took part in the study. Most of the participants represented team sports ($n = 167$),
17 mainly representing football ($n = 74$), whereas 123 participants identified themselves as
18 individual sport athletes, mainly representing athletics ($n = 26$), and road running ($n = 23$).
19 All participants had been involved in their sport for an average of 9.46 years ($SD = 4.32$),
20 with 93 participating recreationally or at club level, and 197 representing competitive level
21 athletes from regional to national/international athlete.

22 **Measures**

23 *Demographic information.* Each participant was asked to provide background
24 information on their age, gender, competitive level, years of experience, and sport played.

1 *Sport imagery ability questionnaire.* The SIAQ (Williams & Cumming, 2011) was
2 used to measure ease of imaging. It consists of 15 items, with three items tapping each of the
3 five subscales athletes use in relation to their sport (skill, strategy, goal, affect, and mastery
4 imagery). Participants image each item and then rate their ease of imaging each item on a 7-
5 point Likert-type scale whereby 1 represents “*very hard to image*” and 7 represents “*very*
6 *easy to image*”. The SIAQ has previously derived valid and reliable scores with internal
7 reliability being above .76 for the different subscales (Williams & Cumming, 2011) and for
8 this study, all subscales appeared valid and reliable with internal consistency values reported
9 in Table 2.

10 *“Physical” and “environment” imagery priming items.* Participants completed 10
11 items designed specifically for the purposes of the present study to assess how frequently the
12 physical and environment elements were used when imaging. Items were based on
13 descriptions of the physical (e.g., I wear training/competition clothes) and environment (e.g.,
14 I image in the real training/competition environment) elements given by Wakefield and Smith
15 (2012), and those items used previously by Anuar and colleagues (2016). Participants were
16 asked to consider the extent to which they incorporate each item into their imagery.
17 Responses were rated on a 7-point Likert-type scale, with 1 representing “*never*”, 4
18 representing “*sometimes*”, and 7 representing “*very often*”.

19 **Procedures**

20 The protocols were submitted and approved by the ethical committee of the
21 University where the authors were based. Participants were recruited either from contact
22 with local sport teams or from an undergraduate sport science class. Potential participants
23 were informed about the voluntary nature of the study. Those agreeing to take part provided
24 written informed consent. They then completed either online ($n = 67$) or hardcopy ($n = 223$)

1 versions of a multi-section questionnaire consisting of demographic information, the SIAQ,
2 and the imagery priming items. The questionnaire pack took 10 to 15 minutes to complete.

3

1 **Data Analysis**

2 Prior to analysis, the data were examined using SPSS 22.0 for missing values,
3 mistakes, outliers, and univariate and multivariate normality. Prior to the main analyses, the
4 psychometric properties of both the SIAQ and the priming items was checked using AMOS
5 22.0 software (Arbuckle, 2013) with maximum likelihood (ML) estimation. Exploratory
6 confirmatory factor analysis (CFA) is the suggested strategy for utilising characteristics of a
7 given data set to generate hints and hypothesis that help to structure subsequent investigation
8 and test whether the items meet assumptions about the relations among variables of the study
9 (Laursen, Little, & Card, 2012). Thus, for the physical and environment imagery priming
10 items, an exploratory CFA was used to determine the structure of the observed variables (i.e.,
11 physical and environment) for the investigation. The best fitting model as determined by the
12 exploratory CFA was then used in the main analyses. For the more established SIAQ
13 (Williams & Cumming, 2011), a traditional CFA was used. The full measurement model
14 (imagery priming and SIAQ) was then tested using AMOS before structural equation
15 modelling examined the fit of the hypothesised model.

16 For both types of CFAs, the subsequent measurement model, and main analyses, the
17 models' goodness of fit were tested by the chi-squared likelihood statistic ratio (χ^2 ; Jöreskog,
18 & Sörbom, 1993). As a non-significant value is rarely found, additional fit indices were
19 employed following the recommendations of Hu and Bentler (1999). The standardized root
20 mean square residual (SRMR; Bentler 1995) and Root Mean Square Error of Approximation
21 (RMSEA) were employed as indicators of the absolute fit, with desired values of $< .08$ and $<$
22 $.06$. The Comparative Fit Index (CFI) and Tucker Lewis Index (TLI) were also reported to
23 reflect incremental fit with values for both of $> .95$ and $> .90$ considered to be excellent and
24 good fit respectively (Hu & Bentler, 1999). Although there is still a debate surrounding the
25 appropriate values for demonstrating an appropriate model fit (see Markland, 2007; Marsh,

1 Hau, & Wen, 2004), these values are the most commonly reported and accepted in the
2 literature as indicative of the model fit. Models re-specification in the case of poor model fit
3 was done by following the step-by-step techniques proposed by Byrne (2009), which includes
4 inspection of estimates and modification indices.

5 **Results**

6 **Preliminary Analyses**

7 *Data screening and item characteristics.* The data were free from any missing values
8 mistakes, and univariate and multivariate outliers. The Mardia's coefficient was 95.47 and
9 the critical ratio was over 1.96, indicating significant multivariate non-normality.

10 Bootstrapping was therefore employed for all subsequent CFA/SEM analysis (Byrne, 2009).

11 *SIAQ CFA and measurement model.* A CFA on the SIAQ revealed a good fit to the
12 data, $\chi^2(80) = 127.83, p < .001, CFI = .97, TLI = .96, SRMR = .04, RMSEA = .05$ (90% CI =
13 0.03 – 0.06). The internal reliability was adequate for all subscales with the Cronbach alpha
14 coefficients being above .71 for all subscales (see Table 2). The inter-factor correlations
15 between SIAQ subscales were significant and revealed moderate relationship ranging from
16 0.4 to 0.5 in magnitude.

17 *Exploratory CFA of "imagery priming" items.* A two-factor model consisting of five
18 physical and environment items was tested using an exploratory CFA. This initial model had
19 a poor fit to the data, $\chi^2(34) = 86.13, p < .001, CFI = .91, TLI = .88, SRMR = .5, RMSEA =$
20 $.07$ (90% CI = 0.05 – 0.09). Due to high modification indices (Byrne, 2009), item 2 from the
21 physical subscale and item 7 from the environment subscale were considered problematic and
22 therefore removed from further analysis.

23 A second CFA with the two items removed revealed an improved fit to the data,
24 $\chi^2(19) = 26.78, p = .11, CFI = .98, TLI = .97, SRMR = .03, RMSEA = .04$ (90% CI = 0.00 –
25 0.07). However, the high interfactor correlation (.60; $p < 0.001$) between the physical and

1 environment suggested that both variables are not purely independent and are instead highly
2 inter-related (Bowen & Guo, 2011). Therefore, a one-factor model was examined to see
3 whether this more appropriately represented the data (Byrne, 2009). The physical and
4 environment variables were subsequently merged and a unidimensional variable named
5 “imagery priming” was tested with the remaining 8 items (4 from the original physical scale
6 and 4 from the original environment scale). The fit of this revised model was adequate,
7 $\chi^2(20) = 29.82, p = .073, CFI = .98, TLI = .97, SRMR = .04, RMSEA = .04$ (90% CI = 0.00 –
8 0.07). However, item 3 and 8 were considered to be problematic due to high modification
9 indices and therefore deleted in the final model.

10 The final model tested consisted of three physical items and three environment items
11 loading onto the single factor named “imagery priming”. Results for this CFA revealed a
12 non-significant chi square, which is desirable but rarely obtained in SEM, and demonstrated
13 good fit across the different indices (Tabanick & Fidell, 2013), $\chi^2(9) = 9.75, p = .37, CFI =$
14 $.99, TLI = .99, SRMR = .03, RMSEA = .05$ (90% CI = 0.00 – 0.07). The standardised factor
15 loadings were significant for all items ($p < .001$) and above .40, with item 1 ($\beta = .61$); item 4,
16 ($\beta = .55$); item 5 ($\beta = .79$); item 6 ($\beta = .46$), item 9 ($\beta = .56$), and item 10 ($\beta = .45$). The
17 internal reliability for imagery priming was also adequate ($\alpha = 0.75$) (Nunnally, 1978). The
18 priming items are listed in Table 1. The items in the final model (highlighted in bold in Table
19 1) were therefore used in all subsequent analyses.

20 After the model modification and a goodness of fit values attained at the item level,
21 the results of the overall measurement model containing both the SIAQ and priming items
22 revealed a acceptable fit to the data: $\chi^2(174) = 264.69, p < .001, CFI = .96, TLI = .95, SRMR$
23 $= .05, RMSEA = .04$ (90% CI = .03 – .05).

24 *Descriptive statistics and imagery content ease of imaging differences.* Means and
25 standard deviations for each factor were calculated for the total sample as well as separately

1 for males and females and the different competitive levels as displayed in Table 2. In
2 general, participants' rated their use of physical and environment imagery priming in relation
3 their sport as between "not very often" to "sometimes" ($M = 3.49$, $SD = 1.15$). They also
4 found it mostly "somewhat easy to image" the five types of ability measured by the SIAQ. A
5 repeated measures ANOVA, $F(4, 1103) = 62.02$, $p < .001$, $\eta_p^2 = .18$, indicated that significant
6 differences existed between SIAQ subscales. Pairwise contrasts using a Bonferroni ($p = .01$)
7 adjustment to correct for multiple comparisons indicated that participants had significantly
8 better affect imagery ability, compared to the other subscales (i.e., strategy, goal, affect, and
9 mastery imagery ability, all $ps < .001$). Additionally, strategy imagery ability was
10 significantly poorer than skill and goal imagery ability ($ps < .001$), and mastery imagery
11 ability was significantly poorer than skill ($p < .001$) and goal ($p = .001$) imagery ability.

12 **Main Analysis**

13 The final SEM model as shown in Figure 1 revealed a good fit to the data, $\chi^2(155) =$
14 231.16 , $p < .001$, CFI = .96, TLI = .95, SRMR = .05, RMSEA = 0.04 (93% CI = 0.03 – 0.05).
15 The standardized regression weights revealed that "imagery priming" was positively
16 associated with all five SIAQ subscales as shown in the Figure 1.

17

18 **Discussion**

19 The aim of this study was to examine the relationship between athletes' use of
20 physical and environment imagery primes and their sport imagery ability. Based on previous
21 research (Anuar, Cumming, & Williams, 2016a; Anuar, Williams, & Cumming, 2016), the
22 physical and environment imagery priming items were hypothesised to predict greater ease of
23 imaging skill, strategy, goal, affect, and mastery imagery ability.

24 A measure was developed to assess athletes' use of physical and environment imagery
25 primes. Items were written based on the descriptions of the elements of the PETTLEP model

1 (Holmes & Collins, 2001) and included things such as wearing training/competition clothes
2 and imaging in the real training/competition environment. Although physical and
3 environment are distinct elements of the PETTLEP model, the high interfactor correlation
4 found in the two-factor model suggested that participant responses to the items reflecting
5 each variable are representing the same underlying construct (Tabachnick & Fidell, 2013).
6 Consequently, data from the present study provided valid and reliable scores for a
7 unidimensional scale consisting of items representing both physical and environment
8 elements. Future research may wish to provide further validity evidence to support using this
9 measure to capture athletes' use of physical and environment primes within natural settings.
10 Another potential use of the measure is to serve as manipulation checks for interventions
11 testing the effectiveness of PETTLEP imagery.

12 In support to the hypothesis, results of the present study showed that the frequency in
13 which athletes incorporated the physical and environment PETTLEP elements into their
14 imagery was positively associated with greater ease of imaging. The finding suggests
15 imagery priming through the incorporation of physical and environmental PETTLEP
16 elements could be another way to make it easier for athletes to image different types of
17 content that they use in relation to their sport. Anuar and colleagues (Anuar, Cumming, &
18 Williams, 2016a; Anuar, Williams, & Cumming, 2016) previously found that imagery
19 priming helped with movement images. The present results support these previous studies,
20 but extend this finding beyond movement images by revealing an association with the ability
21 to image cognitive and motivational sport specific imagery content measured by the SIAQ.

22 The possible explanation for the physical and environment elements positively
23 predicting athletes' ease of imaging five different types of imagery content could be
24 attributed to Lang's Bioinformational theory (1979). Bioinformational theory proposes that
25 the incorporation of more relevant response and meaning propositions (e.g., verbal responses,

1 somatomotor events, visceral events, processor characteristics, and sense organ adjustment)
2 results in more vivid imagery. The presence of props (physical) and cues from the real
3 situation (environment) may help to trigger these responses leading to more vivid imagery
4 that is generated more readily. Additionally, Wakefield et al. (2013) suggested that a closer
5 match between the imaged and real life conditions contribute to an increment in imagery
6 ability. Therefore, coaches and practitioners should encourage athletes to use physical and
7 environment primes to help make their images easier to generate.

8 Interestingly, the relationship between how athletes' image (i.e., incorporating the
9 physical and environment elements) and imagery ability has implications for the RAMDIU,
10 which is a model for guiding effective imagery use (Cumming & Williams, 2013). Research
11 has identified a positive relationship between imagery use and ease of imaging (Gregg, Hall,
12 McGowan & Hall, 2011; Williams & Cumming, 2012). As such, the relationship between
13 imagery use and imagery ability may **be** influenced by how the imagery is performed (i.e.,
14 the incorporation of the physical and environment PETTLEP elements). Consequently, the
15 present study findings suggest that how particular content is imaged could possibly relate to
16 the ability to image such content. As the RAMDIU proposes that the "Imagery Ability"
17 component predicts the "What (type) & How" component of the model, the present findings
18 suggest the relationship between the "What (type) & How" and "Imagery Ability"
19 components could be bi-directional in nature.

20 The first strength of this study is the relatively large sample size and use of SEM to
21 establish the relationship between physical and environment priming and sport imagery
22 ability rather than separate regression analyses which would have inflated the likelihood of a
23 Type I error. The second strength of this study was the use of previous research findings
24 (Anuar, Cumming, & Williams, 2016) to focus on individuals have identified as their
25 preferred elements (i.e., physical and environment) of the PETTLEP model to increase

1 imagery ability. Other strengths of this study were the implementation of the RAMDIU
2 framework to underpin the research question, and that the assessment of physical and
3 environment elements was conducted in a more natural setting as a compliment to previous
4 research exploring the relationship between imagery ability and these PETTLEP elements
5 through manipulating the usage of these elements (Anuar, Williams, & Cumming, 2016).

6 Despite the strengths of the present study, the work is limited by the imagery priming
7 items having been developed for the present study and have not been extensively validated.
8 Although evidence was found to support the validity and reliability of the scores, it is still
9 recommended that researchers further investigate this measure. Additionally, the cross-
10 sectional nature of the study means that causation cannot be inferred. A logical next step in
11 continuing this line of research would be to conduct an intervention to encourage athletes to
12 adopt the physical and environment elements in naturalistic settings to see whether this
13 improves their sport imagery ability.

14 The present study was the first to examine the relationship between athletes' use of
15 physical and environment imagery primes and their imagery ability. Consequently, it is
16 unknown whether athletes would differ in their use of physical and environment primes
17 according to key demographic variables such as gender, sport type, and competitive level.
18 Therefore, future research could examine any differences in utilising physical and
19 environment elements between males and females or across different competitive levels to
20 see whether the effect the primes have on imagery ability is influenced by such individual
21 characteristics.

22 The present study contributed to the literature by giving further insight into the
23 relationship between the "What (type) & How", and "Imagery Ability" components of the
24 RAMDIU. The important practical implication is that athletes of lower imagery ability
25 should be educated and encouraged to use more physical and environment elements during

1 their imagery to help develop their imagery ability likely resulting in greater benefits from
2 this technique. Although mean scores of the imagery priming frequency demonstrated
3 moderate results which suggest athletes only use these elements sometimes, those who use
4 the elements more frequently tend to display greater imagery ability. Therefore, it can be
5 suggested that those who find it harder to image, should be encouraged to use physical and
6 environmental primes as a potentially simple way to improve imagery ability when using this
7 technique in an applied setting as results suggest that this should impact not only movement
8 based imagery but other types of imagery (e.g., goal, mastery and affect) ability.

9 In conclusion, this study is the first to explore the relationship between athletes'
10 general use of physical and environment PETTLEP elements and their sport imagery ability.
11 Results revealed more frequent use of physical and environment elements positively
12 predicted skill, strategy, goal, affect, and mastery imagery ability. These results suggest that
13 the “What (type) & How” component of the RAMDIU is likely to influence the “Imagery
14 Ability” component. Future research should be undertaken to investigate the differences in
15 utilising physical and environment PETTLEP elements using different research design (e.g.,
16 qualitative research and intervention studies) to have a better understanding of how athletes
17 use these elements and the effects this can have on their imagery ability.

18 **4520 words**

19

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1 Table 1. Original imagery priming items and the six retained items following the exploratory
 2 CFA analysis.

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Item no	Physical and environment imagery priming items	Element	Means	SD
1	I make small movements or gestures during the imagery	Phys.	4.26	1.67
2	**I wear training/competition clothes	Phys.	4.01	1.74
3	** I image while holding or touching kit related to my sport (e.g., hockey stick)	Phys.	3.12	1.93
4	I perform the movement for real just before I image it	Phys.	4.64	1.82
5	I image while standing or adopting a position similar to what I am imaging	Phys.	4.84	1.32
6	I watch myself or others perform the movement and/or in that situation, either live or recorded	Env.	3.36	1.79
7	** I image in the real training/competition environment	Env.	3.73	1.70
8	** I image a situation that I have recently experienced	Env.	2.81	1.75
9	I use pictures or other visual cues of the environment and/or equipment	Env.	3.10	1.50
10	I try to image the same senses (e.g., sight, sound, smell, taste, touch) that I would experience in the real life situation	Env.	4.39	1.78

4 *Notes.* The items in bold font are the 6 retained items for final analysis.

5 ** Items that were removed during Exploratory CFA analysis.

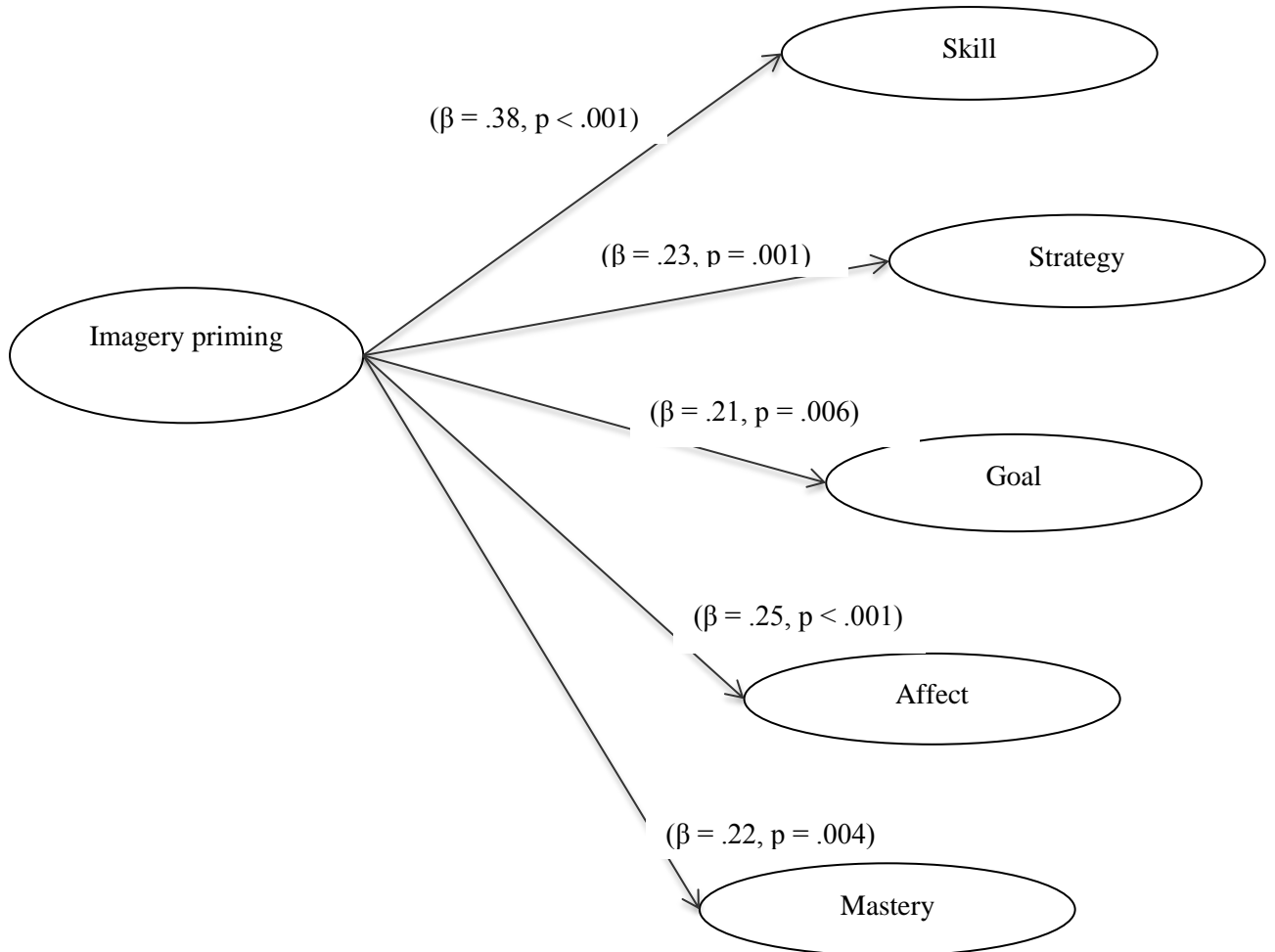
6 Phys. = Physical. Env. = Environment

1 Table 2. Mean and standard deviations of imagery priming and imagery ability according to gender and competitive level.

	Total sample			Gender				Competitive Level			
	α	<i>M</i>	<i>SD</i>	Female		Male		Recreational		Competitive	
				<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Imagery priming	.74	3.49	1.15	3.44	1.15	3.53	0.98	3.23	1.07	3.61	1.17
Skill	.81	5.12	1.02	5.11	1.00	5.13	1.04	5.14	0.94	5.11	1.06
Strategy	.83	4.51 ^{**}	1.14	4.32	1.16	4.68	1.09	4.28	1.07	4.52	1.17
Goal	.76	5.02	1.20	4.77	1.16	5.02	1.18	4.82	1.24	5.11	1.18
Affect	.81	5.53 [*]	1.08	5.47	1.05	5.59	1.10	5.51	1.04	5.54	1.10
Mastery	.71	4.71 ^{**}	1.02	4.53	1.03	4.89	0.98	4.78	1.05	4.68	1.00

2 *Note.* ^{*} = significantly greater than the other SIAQ subscale at $p < .001$. ^{**} = significantly lower than the other SIAQ subscales $p < \text{or} = .001$.

1 Figure 1. The final SEM model, imagery priming predicting all SIAQ subscales.
2 For visual simplicity, control variables (gender and competitive level) are not presented.



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