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Bridging Global Evidence and Local Realities: A Contextual Psychological Conditioning Model for Secondary School Netball Players in Zimbabwe

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Abstract: This systematic review examined Mental Skills Training (MST) programmes implemented in team sports globally to inform the development of a contextually appropriate intervention for secondary school netball players in Matabeleland North Province, Zimbabwe. The review forms the foundational phase of a broader programme aimed at designing and contextualising MST approaches for school-based netball performance enhancement. A systematic search was conducted across PubMed, PsycINFO, SPORTDiscus, Elsevier, and Google Scholar using terms related to mental skills training, psychological skills interventions, team sports, and performance outcomes. Eligible studies were peer-reviewed, published in English, involved team sport athletes, implemented defined MST intervention (unimodal or multimodal), and reported psychological or performance-related outcomes. The review followed PRISMA guidelines. The initial search identified 207 records, of which 73 studies met the inclusion criteria following screening and full-text assessment. The review indicate that MST is widely used across team sports. Multimodal programmes combining goal setting, self-talk, imagery, and relaxation outperform single-skill approaches. Although evidence to netball remains limited, existing studies suggest that MST may enhance performance through improved psychological readiness and skill execution. A major gap identified in the literature is the limited availability of structured, multimodal MST programmes tailored to netball, particularly within secondary school and low-resources settings. This review highlights the need for contextually adapted, coach-delivered MST frameworks that are feasible within school sport environments. The study contributes to the literature by synthesising global evidence and proposing a foundation for developing an MST framework aligned with the practical realities of secondary school netball in Zimbabwe.

Keywords: *Mental Skills Training; Sport Psychology; Netball; Secondary School Athletes; Performance Enhancement; Zimbabwe*.

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I. INTRODUCTION

Achieving high performance in sport demands more than just physical fitness and technical skill; psychological readiness is equally essential. Modern sport science recognises that mental attributes, such as focus, emotional stability and coping under pressure, play a decisive role in both consistent performance and competitive outcomes (Brown & Fletcher, 2017). Athletes who face rapidly changing, high-stakes situations must develop cognitive and emotional tools to stay composed, handle anxiety and adapt to setbacks during competition.

Mental Skills Training (MST) involves systematic instruction in psychological techniques to improve athletes' functioning. Core elements typically include goal setting, self-talk, imagery, relaxation, attentional control, and emotion regulation (Noetel et al., 2019; Walsh et al., 2023). The overarching goal is to build mental resilience, enhance concentration and enable better decision-making during intense competition.

Research across sports shows psychological skills significantly enhance individual and team performance. Athletes with stronger psychological competencies frequently demonstrate enhanced confidence, resilience,

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concentration, emotional control, and consistency during competition (Folgado et al., 2023). Consequently, MST has become increasingly integrated into athlete development programmes internationally, particularly within elite and high-performance sport systems.

Despite growing global recognition of sport psychology interventions, substantial implementation gaps remain within many low-resource educational and sporting contexts. Zimbabwe Secondary School athletes face limited sport psychology access, scarce resources and coaching that emphasises physical over psychological development. Although these dimensions remain essential, limited systematic attention to psychological preparation may constrain athlete progression and performance potential.

These challenges may be particularly relevant for netball players at secondary school level in Matabeleland North Province, Zimbabwe. Secondary school athletes frequently navigate multiple demands, including academic responsibilities, social pressures, competitive expectations, and developmental transitions. Without structured psychological support, athletes may experience difficulties managing anxiety, maintaining concentration, coping with setbacks, and sustaining performance under pressure.

Although Mental Skills Training has been extensively examined internationally, evidence specific to netball remains comparatively limited, particularly within school-based and low-resource contexts. Existing literature predominantly focuses on elite athletes or sports such as football, basketball, hockey, and volleyball, limiting direct applicability to secondary school netball environments. Furthermore, many available interventions are developed within high-resource systems that differ substantially from the contextual realities of Zimbabwean school sport.

To address these gaps, a broader research programme is underway to develop a contextually relevant Mental Skills Training framework for secondary school netball players in Matabeleland North Province. As a foundational phase of that programme, this systematic review seeks to synthesise global evidence regarding Mental Skills Training interventions implemented in team sports and identify approaches with potential relevance for secondary school netball contexts. Specifically, this review aims to:

- Identify Mental Skills Training programmes implemented across team sports globally.
- Examine psychological skills approaches associated with improved athlete performance outcomes.
- Evaluate evidence relevant to adapting psychological conditioning model interventions for secondary school netball players in low-resource settings.
- Inform the development of a contextually appropriate psychological conditioning model framework for Zimbabwean secondary school netball players.

II. MATERIALS AND METHODS

The PRISMA flowchart was used in this review as shown in Figure 1.

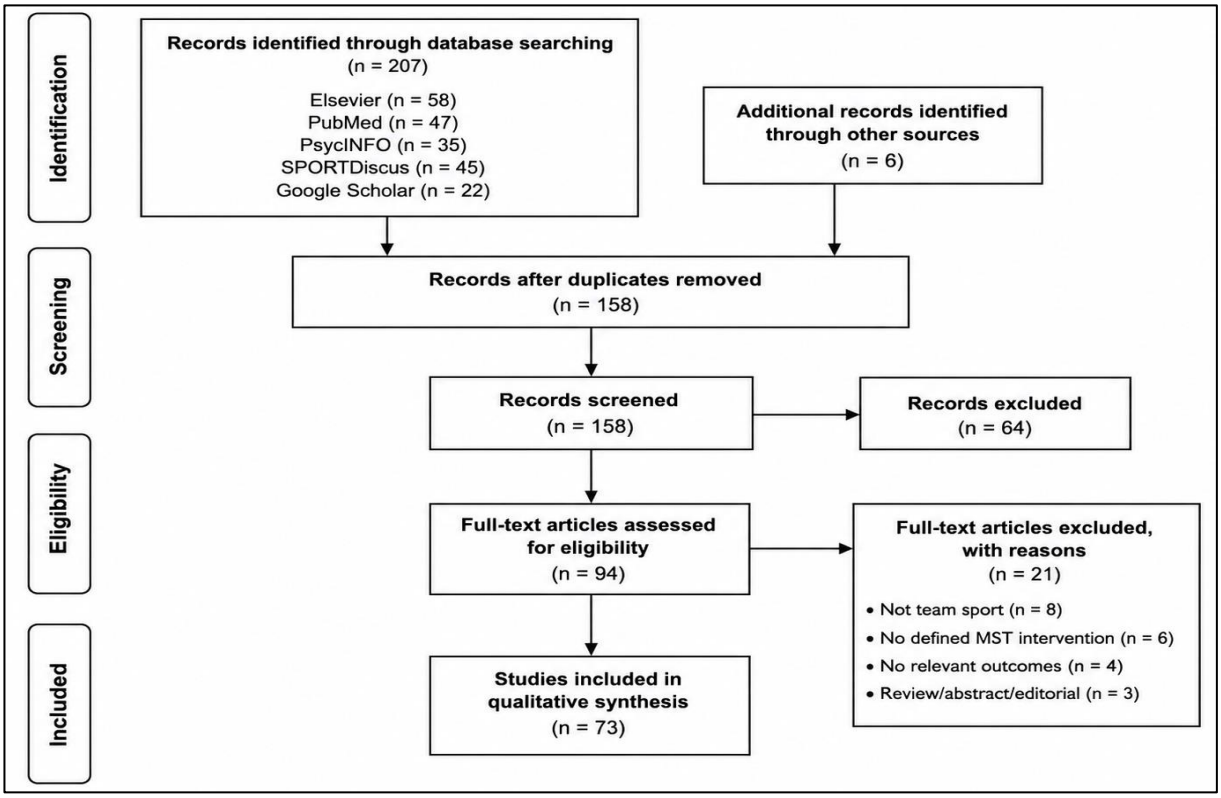


Fig 1 PRISMA Flowchart Illustrating Study Identification and Selection Process.

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➢ *Search Strategy:*

In November 202, the researcher systematically searched five electronic databases: Elsevier, PubMed, PsycINFO, SPORTDiscus, and Google Scholar. The search combined Boolean operators with terms organized around three thematic clusters:

- Intervention types: mental skills training, psychological skills training, goal setting, self-talk, imagery, visualization, relation, arousal regulation, multimodal interventions;
- Target populations: netball, basketball, volleyball, field hockey, football.
- Outcome measures: performance enhancement, self-confidence, anxiety, concentration or resilience.

➢ *Inclusion and Exclusion Criteria*

The inclusion criteria were: (i) peer-reviewed original research; (ii) English language; (iii) participants from team sport; (iv) implementation of a defined MST programme (single or multiple skills); and (v) reporting of psychological or performance outcomes. Exclusion criteria comprised: individual sports, review articles, conference abstracts and studies without a clearly described intervention.

➢ *Extraction of data and Synthesis*

Data was extracted onto a standardized form, recording author(s), year, sport, participant details, intervention type, and key outcome findings. Because of consideration variation in study designs, interventions protocols, and outcome measures, a narrative synthesis approach was conducted rather than a meta-analysis. Quality appraisal focused on intervention clarity, outcome reporting and relevance to our objectives.

➢ *Quality Considerations*

Studies included were assessed by their methodological quality to determine the credibility and strength of the evidence informing the review. Given the diversity of study designs included in the review, a narrative quality appraisal approach was adopted rather than the use of a single standardized assessment tool. Each study was evaluated against four key quality criteria:

- Intervention clarity: the extent to which the psychological conditioning model was clearly described, including its components, duration, delivery procedures and implementation process.
- Participant characteristics: the adequacy of information provided regarding participant demographics, sport context, competitive level and sample size.
- Outcome measurement: the appropriateness and clarity of psychological and performance related outcome measure used to assess intervention effectiveness.
- Methodologies rigor: the overall strength of the research design, including the use of control groups, pre-test and post-test assessments, randomisation procedures where applicable, and the transparency of data analysis methods.

Studies that provided detailed intervention descriptions, clearly defined outcome measures and robust research designs were considered to be of higher methodological quality. Studies with limited methodological information. Small sizes, or weak outcome reporting were considered to provide lower levels of evidence. The quality appraisal was not used as a basis for excluding studies; rather, it informed the interpretation of findings and the weighting of evidence during the narrative synthesis process. Particular emphasis was placed on studies reporting measurable psychological and performance outcomes following structured Mental Skills T raining interventions. This approach enhanced the trustworthiness of the review findings and supported the identification of intervention characteristics mostly relevant to the development of a psychological conditioning framework for Zimbabwean secondary school netball players.

➢ *Data Synthesis*

Given substantial heterogeneity across study populations, intervention characteristics, psychological outcomes, and methodological approaches, quantitative meta-analysis was not considered appropriate. Consequently, findings were synthesised narratively to identify recurring intervention patterns, psychological mechanisms, and implementation approaches relevant to team sport contexts. The narrative synthesis focused on identifying common MST components, intervention delivery models, and evidence relevant to developing contextually feasible Mental Skills Training approaches for secondary school netball environments.

III. RESULTS

From the 207 records identified through the database searches, 154 proceeded to full-text review after the removal of duplicates and conducted title and abstract screening. 73 studies met the standard inclusion criteria and were used for systematic review.

➢ *Profile and Scope of Included Studies*

The review literature spanned multiple team disciplines, notably basketball, volleyball, soccer, field hockey, and ice hockey. However, only a limited number of studies specifically focused on netball (e.g., Shaari et al., 2019; Grobbelaar & Eloff, 2011), with most research addressing individual psychological skills rather than holistic, team-based mental skills training (MST) programmes. Overall, the majority of studies were published within the last two decades, indicating a growing scholarly interest in sport psychology and MST interventions within team sport contexts.

- *Distribution of Included Studies by Research Focus and Objective*

To better understand the evidence base informing Mental Skills Training (MST) in team sports, included studies were categorised according to their primary research objective and intervention emphasis. The largest proportion of studies focused on the effectiveness of specific psychological skills interventions, particularly goal setting, imagery, self-talk, relaxation techniques, and mindfulness approaches. A substantial body of literature also examined

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integrated or multimodal MST programmes combining multiple psychological strategies. Smaller proportions of studies focused on broader constructs including mental toughness, self-efficacy, coaching environment influences, athlete wellbeing, and sport-specific psychological applications.

Table 1 Categorization of Included Studies by Primary Research Emphasis (n = 73)

Primary Research Focus	Number of Studies (n)	Percentage (%)	Core Objective
Goal Setting Interventions	7	9.6	Enhance motivation, concentration and behavioural self-control.
Self-Talk Interventions	4	5.5	Enhance attentional control and confidence
Imagery / Visualisation	8	11.0	Improve cognitive preparation and execution
Relaxation / Anxiety Regulation	5	6.8	Reduce anxiety and optimise arousal
Mindfulness Interventions	9	12.3	Improve focus and emotional regulation
Multicomponent MST Programmes	8	11.0	Integrated psychological skills development
Self-Efficacy and Confidence	7	9.6	Strengthen performance beliefs
Mental Toughness / Resilience	2	2.7	Enhance coping under pressure
Coaching Environment / Motivational Climate	3	4.1	Improve athlete support systems
Netball-Specific MST Applications	4	5.5	Sport-specific psychological preparation
Combined MST Approaches	4	5.5	Multiple integrated psychological techniques
Mental Health and Athlete Wellbeing	1	1.4	Support wellbeing and functioning
Conceptual / Theoretical MST Frameworks	1	1.4	Inform programme development
Mixed MST Performance Studies	10	13.7	Examine broad MST-performance relationships

As detailed in Table 1, presents the distribution of included studies according to their main research objective. Most investigations concentrated on specific psychological skills, particularly goal setting, imagery and self-talk, while a sizeable proportion examined mindfulness or multi-component MST packages. Studies targeting netball specifically accounted for only 5.5% of the total, reflecting a sport-specific evidence gap. The majority of interventions aimed to improve concentration, confidence development, anxiety regulation, emotional control, resilience, and attentional performance. Overall, the data show a clear expansion of MST research internationally, yet very few studies have addressed secondary school netball or resource-constrained settings.

➢ *Types of MST Programmes Identified*

Two main identified groups of MST interventions are: unimodal and multimodal programmes. Unimodal interventions targeted on the application of a single psychological skill. These commonly included goal setting (e.g., performance targets and behavioural objectives), self-talk (e.g., enhancing focus or correcting technique), and imagery (e.g., mental rehearsal of set plays, skills, or competitive scenarios).

In contrast, multimodal interventions were more prevalent and combined multiple psychological skills within integrated programmes. The most frequently combined components included goal setting, self-talk, imagery, and relaxation or arousal regulation strategies (e.g., Bisset et al., 2020; Brown & Fletcher, 2017; Jewett et al., 2022; Nien et al., 2020). These interventions were typically implemented over several weeks and embedded within regular training environments. Table 2 summarises MST programmes applied across team sports.

Table 2 Summary of MST Programs in Team Sports

MST Component	Sport Context	Intervention Approach	Primary Psychological Outcome	Performance Implications	Key References
Goal Setting	Various team sports	Structured goal-setting strategies and behavioural targets	Motivation, self-regulation, focus	Improved performance consistency and task execution	Anderson (1997); Bird et al. (2024); Gardner et al. (2016); Jeong et al. (2023); Kolovelonis et al. (2012); North et al. (2021); Williamson et al. (2024).
Self-Talk	Various sports	Positive and instructional self-talk interventions	Confidence, attentional control	Enhanced skill execution and focus	Hardy & Zourbanos (2016); Hatzigeorgiadis et al. (2011); Hidayat et al. (2023); Kolovelonis et al. (2012).

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Imagery	Various sports	Mental rehearsal and visualisation training	Confidence, cognitive preparation	Improved motor execution and tactical performance	Fang et al. (2023); Lindsay et al. (2023); Lin et al. (2021); Rodgers et al. (1991); Rhodes et al. (2024); Simonsmeier et al. (2021); Stephen et al. (2022); Tabassum et al. (2020.
Relaxation	Basketball, soccer, team sports	Breathing exercises and progressive muscle relaxation	Anxiety regulation, concentration	Improved performance under pressure	Afifuddin et al. (2020); Burhan & Vandita (2021); Pelka et al. (2016); Ramadhani & Arifin (2025); Rooks et al. (2017)
Mindfulness	Various sports	Mindfulness meditation and attentional training	Emotional regulation, attentional control	Enhanced performance stability	Noetel et al. (2019); Röthlin et al. (2020); Hut et al. (2023); Gao & Zhang (2023); Colzato & Kibele (2017); Cherub & Vidic (2019); Gutman & Gottlieb (2024); Kharlas & Frewen (2016)
Multicomponent MST Programme	Various team sports	Combined psychological skills interventions	Confidence, resilience, emotional regulation	Improved overall sport performance	Sharp et al. (2013); Sheard & Golby (2006); Talha (2023); Slimani et al. (2016); Thelwell (2015); Brown & Fletcher (2017); Rose & Burton (2024); Walsh & Plooy (2023)
Anxiety Regulation	Various sports	Psychological interventions targeting anxiety management	Reduced competitive anxiety	Improved performance consistency	Ong & Chua (2020); Gümüşdağ (2013).
Self-Efficacy	Volleyball, football, team sports	Confidence-building interventions and psychological assessment	Self-efficacy	Improved sport performance outcomes	Gilson & Curnock (2012); Machado et al. (2023a); Machado et al. (2023b); Reverdito et al. (2017); Sivrikaya (2018); Yue et al. (2025); Wu et al. (2024).
Mental Toughness	Various sports	Coping skills and resilience development	Resilience, psychological endurance	Improved performance under pressure	Jaeschke et al. (2016); Weinberg et al. (2017).
Coaching Environment	Various sports	Motivational climate and coaching style optimisation	Athlete wellbeing, motivation	Indirect improvement in performance	Bisset et al. (2020); Folgado dos Santos et al. (2023); Hogue (2025).
Netball/Team-Specific MST Applications	Netball and team sports	Sport-specific psychological skill implementation	Confidence, attentional control	Improved sport-specific performance	Grobbelaar & Eloff (2011); Shaari et al. (2019); McKenzie et al. (2019); Singh & Singh (2014).
Combined MST Approaches	Various sports	Integrated imagery, self-talk and mindfulness	Multiple psychological domains	Stronger overall performance outcomes	Hidayat et al. (2023); Röthlin et al. (2020); Hut et al. (2023); Lee et al. (2023).
Mental Health Support Systems	Various sports	Mental health support structures	Psychological wellbeing	Improved athlete functioning and performance	Jewett et al. (2021).
Sport Psychology Theory	General sport psychology	Theoretical MST frameworks	Conceptual understanding	Foundation for programme development	Mugford & Cremades (2018).

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➢ *Prevalence of MST in Netball*

Findings indicate that MST is more commonly applied in elite netball contexts, while its use at secondary school level remains limited. Where implemented, structured MST programmes were associated with measurable improvements in performance-related outcomes, particularly confidence and attentional control.

➢ *Effectiveness on Performance Enhancement*

Overall, the synthesis of findings strongly supports the effectiveness of MST in enhancing performance in team sports.

- *Multimodal Superiority*

Evidence consistently indicates that multimodal interventions produce stronger and more sustained performance effects compared to unimodal approaches (Brown & Fletcher, 2017). This is largely attributed to the complex and dynamic demands of team sports, which require an integrated set of psychological skills rather than isolated techniques (Weinberg & Gould, 2019; Cherup, 2022).

- *Effects of Specific Psychological Skills*

Goal setting was consistently associated with improved focus, motivation, and effort regulation. Self-talk interventions enhanced confidence, attentional control, and reduced cognitive anxiety. Imagery was effective in facilitating skill acquisition, tactical rehearsal, and confidence building, while relaxation techniques supported anxiety management and optimal arousal regulation (Ong & Chua, 2020). Collectively, these skills contributed to improved concentration, emotional regulation, self-confidence, and psychological resilience.

- *Netball-Specific Evidence*

Although limited, netball-specific studies suggest that MST can positively influence performance outcomes. McKenzie et al. (2019) highlighted the importance of psychological preparation in managing the interdependent nature of netball, where individual errors can impact team dynamics and increase psychological pressure. Additionally, research on shooting performance indicates that imagery-based interventions may enhance accuracy and consistency (Shaari et al., 2019). However, a significant gap remains in the development and empirical testing of comprehensive, multimodal MST programmes specifically designed for netball teams, particularly at the developmental and school levels

IV. DISCUSSION

This review set out to map MST interventions across team sports worldwide and to use that evidence to shape a practical programme for Zimbabwean secondary school netballers. The results confirm that MST reliably improves key mental qualities, focus, confidence, emotional stability and resilience, as reported in earlier meta-analyses (Brown & Fletcher, 2017; Folgado et al., 2023). Yet, confirming efficacy is not enough, there is a need to tackle implementation barriers that hinder real-world adoption in Zimbabwean schools.

Firstly, there is a stark contextual mismatch. Most of the studies reviewed were conducted in affluent nations with easy access to sport psychology professionals, well-equipped facilities and robust institutional backing (Walsh & Plooy, 2023). By contrast, Zimbabwean secondary school sport relies heavily on teacher-coaches who seldom have specialist psychology training and who must work within tight time and budget constraints. Importing off the shelf MST models is therefore unlikely to succeed; low-cost, coach friendly approaches (Hogue, 2019)

Third, the findings highlight a sport-specific limitation, particularly regarding the transferability of MST programmes to netball. Most existing research focuses on sports such as soccer, basketball, and hockey, with relatively few studies addressing netball directly (Nien et al., 2020). Although these sports share certain characteristics, netball presents unique demands, including strict positional roles, high levels of interdependence, and rapid transitions between play phases. These features influence the psychological demands placed on players, suggesting that generic MST programmes may not fully address the specific needs of netball athletes. This reinforces the importance of developing netball-specific MST frameworks (Jaeschke et al., 2016). Furthermore, studies in netball highlight the importance of mental preparation in coping with team dynamics and performance pressure (McKenzie et al., 2019; Shaari et al., 2019).

In addition, a developmental gap is evident in the literature. Much of the existing research has been conducted with elite or collegiate athletes, with limited focus on secondary school populations (Noetel et al., 2019). Adolescents differ significantly from adult athletes in terms of cognitive development, emotional regulation, and motivational drivers. As such, MST programmes designed for elite athletes may not be directly applicable to younger players. There is a need for developmentally appropriate approaches that consider the dual demands of academic and sporting commitments, as well as the social and psychological challenges faced by school-going athletes (Jewett et al., 2021).

Methodologically, the reviewed studies also present several limitations, including small sample sizes, short intervention durations, and a reliance on self-reported psychological outcomes (Ong & Chua, 2020). These factors limit the generalizability and long-term applicability of findings. Future research should prioritize longitudinal designs and incorporate objective performance metrics to better understand the sustained impact of MST interventions.

Interpretation of the findings should consider variations in methodological quality across the reviewed studies. While several studies employed rigorous experimental designs, others relied on smaller samples and self-reported outcome, which may limit the generalisation of findings. Consequently, the effectiveness of Mental Skills Training should be interpreted within the methodological strengths and limitations of the available evidence base.

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Drawing from these insights, this review makes a key contribution by proposing the need for a contextualized, school-based MST framework tailored to netball in low-resource settings. Such a framework should integrate core mental skills, goal setting, self-talk, imagery, and relaxation, into a structured yet flexible model that can be delivered by teacher-coaches within existing training schedules. Rather than treating MST as an additional component, it should be embedded within technical and tactical training activities to enhance both feasibility and effectiveness (Weinberg et al., 2017).

Furthermore, the proposed approach emphasizes the importance of aligning MST content with the specific demands of netball. For example, goal setting can be linked to positional responsibilities, self-talk can be used to manage in-game errors, imagery can support tactical rehearsal, and relaxation techniques can assist with pre-competition anxiety. By situating mental skills within the realities of gameplay, the framework enhances relevance and potential impact (Brown & Fletcher, 2017; Shaari et al., 2019).

While global evidence supports the effectiveness of MST in improving team sport performance, its application within secondary school netball in Zimbabwe requires careful adaptation. Addressing contextual, implementation, sport-specific, and developmental gaps is essential for designing interventions that are both practical and impactful. This review therefore provides not only a synthesis of existing knowledge but also a clear direction for the development of a tailored MST programme that responds to the unique needs of school-based netball players in Zimbabwe. The next section provides a proposed conceptual framework developed from the outcomes of the reviewed studies.

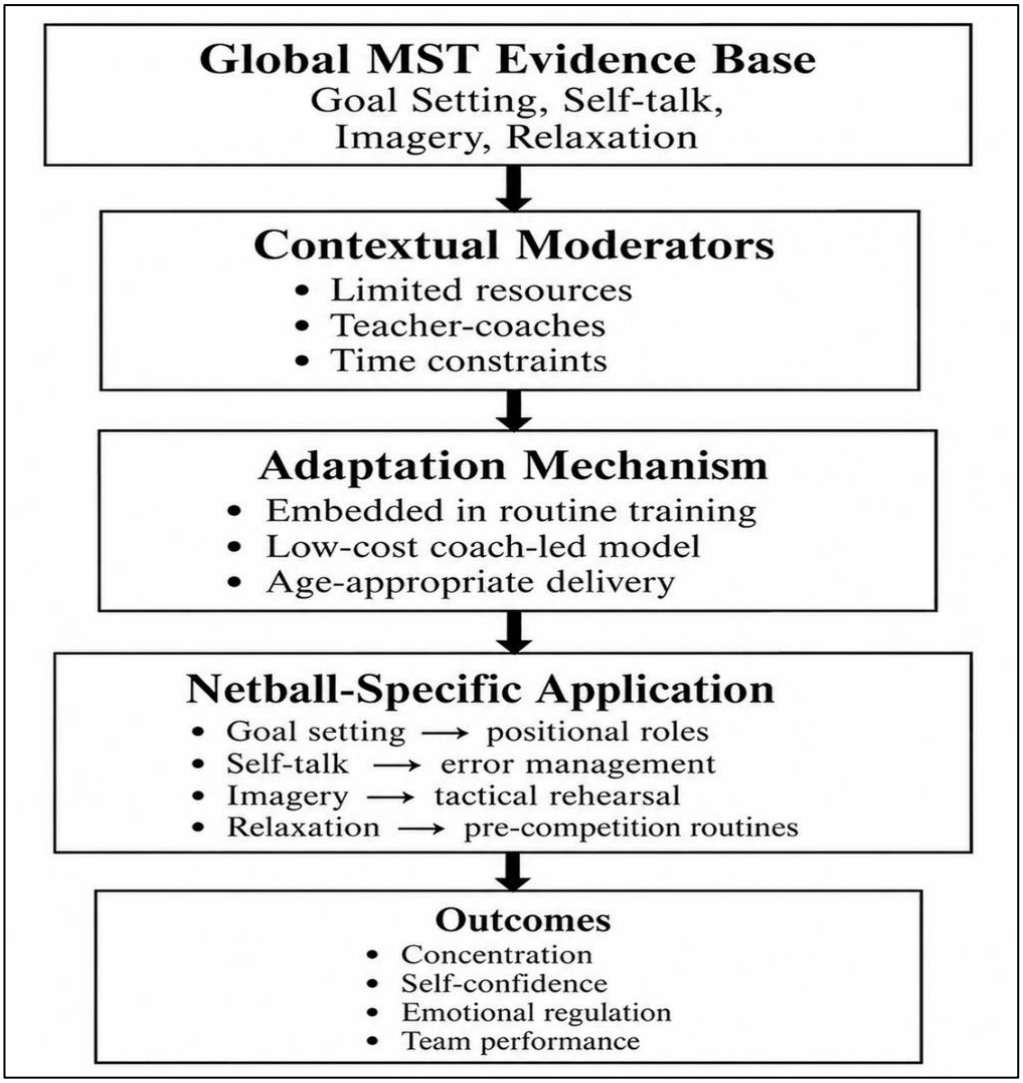


Fig 2 Conceptual Input–Process–Output (IPO) Model Mental Skills Training Tailored to Zimbabwean Secondary School Netball Players.

The conceptual framework presented in Figure 2 illustrates the process through which global evidence on mental skills training (MST) can be translated into a contextually relevant programme for secondary school netball players in Zimbabwe. The framework is grounded in established literature demonstrating the effectiveness of core mental skills, goal setting, self-talk, imagery, and relaxation, in enhancing sport performance (Brown & Fletcher, 2017; Weinberg et al., 2017).

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At the foundation of the framework is the global MST evidence base, which informs the identification of key psychological skills. However, the direct application of these skills is influenced by contextual moderators specific to the Zimbabwean school sport environment. These include limited access to resources, reliance on teacher-coaches with minimal formal training in sport psychology, and time constraints within school-based training programmes (Hogue, 2019). These factors necessitate the adaptation of MST approaches to ensure feasibility and sustainability.

The framework therefore introduces an adaptation mechanism, which emphasizes embedding mental skills within routine training activities rather than delivering them as standalone interventions. This approach promotes a low-cost, coach-led model that aligns with the realities of school sport while also ensuring developmental appropriateness for adolescent athletes.

A key contribution of the framework is its focus on netball-specific application. Recognizing the unique structural and psychological demands of netball, the framework aligns each mental skill with practical, sport-specific functions. For instance, goal setting is linked to positional roles, self-talk is applied to in-game error management, imagery is used for tactical rehearsal, and relaxation techniques are incorporated into pre-competition routines. The final component of the framework outlines the expected outcomes, which include improvements in concentration, self-confidence, emotional regulation, and overall team performance.

The framework illustrates how global MST evidence is filtered through contextual constraints within Zimbabwean school sport, adapted into a feasible delivery model, and operationalised into netball-specific psychological skill applications, leading to improved cognitive, emotional, and performance outcomes.

V. LIMITATIONS OF THE REVIEW

This review has several limitations. The search was restricted to English-language publications, potentially excluding relevant non-English research. The heterogeneity of the included studies made a meta-analysis impossible, limiting the synthesis to a narrative form. Furthermore, the paucity of netball-specific research means that many of the conclusions are drawn by analogy from other team sports.

VI. CONCLUSIONS

In summary, this systematic review confirms Mental Skills Training (MST)is robust and effective means of developing psychological capacities, such as focus, concentration, self-confidence, emotional regulation, and resilience that underpin athletic success. However, the analysis moved beyond mere confirmation by exposing three major deficits: insufficient adaptation to low-resources school context, minimal application at secondary school level and a lack of netball-tailored MST frameworks. By proposing a context-sensitive, school-based MST framework, it offers a pathway to translate global evidence into local practice.

RECOMMENDATIONS

The following recommendations are proposed based on the findings of the reviewed literature and the authors' interpretations:

- Coaches should integrate MST into daily training sessions using an embedded approach, rather than treating it as a separate activity.
- Teacher-coaches should be supported through capacity-building programmes to enhance their knowledge and application of mental skills training.
- Coaches should adopt netball-specific MST strategies, aligning mental skills with positional roles and in-game scenarios.
- Schools should incorporate MST into physical education and sports development programmes to promote holistic athlete development.
- Education authorities should provide training workshops and guidelines for implementing MST in school sport.
- Investment in low-cost, scalable MST resources (e.g., manuals, coaching toolkits) should be prioritized.
- Future studies should empirically test the proposed IPO-based MST framework within secondary school netball contexts.
- Longitudinal research is needed to assess the sustained impact of MST on performance and psychological development.
- Studies should incorporate objective performance measures alongside psychological assessments.

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➢ *Data Availability Statement*

All data analysed in this review were extracted from published studies and are included within the manuscript and supplementary materials. No original datasets were generated for this study.

➢ *Conflict of Interests*

The authors declare that they have no relationships that could be viewed as presenting a potential conflict of interest.

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