

Sports Psychology Practice Test (Sample)

Study Guide



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SAMPLE

Questions

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- 1. What is the purpose of reflective listening?**
 - A. To provide solutions**
 - B. To show understanding**
 - C. To dominate the conversation**
 - D. To avoid conflict**
- 2. What element is essential for athletes to understand regarding their role in a team?**
 - A. a. scope of responsibilities**
 - B. b. consequences of other members' roles**
 - C. c. potential injuries**
 - D. d. strategies for competition**
- 3. The phenomenon where individuals exert less effort when working in a group compared to working alone is known as?**
 - A. a. social facilitation**
 - B. b. social loafing**
 - C. c. groupthink**
 - D. d. role clarity**
- 4. What is the primary focus of the positive approach in sports psychology?**
 - A. Measuring improvement by avoidance of mistakes**
 - B. Fostering a more positive learning environment**
 - C. Giving feedback only during positive occurrences**
 - D. Both measuring improvement and fostering a positive environment**
- 5. What effect does expectancy-bias behavior have on high and low expectancy athletes?**
 - A. Only high expectancy athletes benefit**
 - B. Only low expectancy athletes are hindered**
 - C. Both high and low expectancy athletes are affected**
 - D. There is no effect**

- 6. How does cohesiveness relate to performance in sports?**
- A. When cohesiveness increases, performance decreases**
 - B. When performance increases, cohesiveness remains the same**
 - C. When performance increases, cohesiveness increases**
 - D. Only cohesiveness affects performance**
- 7. Which statement regarding communication and team cohesiveness is true?**
- A. a. Communication does not affect cohesiveness**
 - B. b. Communication and cohesiveness are unrelated**
 - C. c. Communication has a linear relationship to cohesiveness**
 - D. d. Communication has a circular relationship to cohesiveness**
- 8. Which element is NOT typically associated with role involvement in a cohesive group environment?**
- A. Role satisfaction**
 - B. Role conflict**
 - C. Role efficacy**
 - D. Role consistency**
- 9. When is the best time for major error correction for athletes in the autonomous phase?**
- A. Off-season**
 - B. Pre-season**
 - C. Any time possible**
 - D. Competition season**
- 10. Which are the two main types of anxiety that athletes experience?**
- A. Competitor anxiety and spectator anxiety**
 - B. Performance anxiety and social anxiety**
 - C. Competitive anxiety and performance anxiety**
 - D. General anxiety and competitive pressure**

Answers

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1. B
2. A
3. B
4. B
5. C
6. C
7. D
8. D
9. A
10. C

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Explanations

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1. What is the purpose of reflective listening?

- A. To provide solutions
- B. To show understanding**
- C. To dominate the conversation
- D. To avoid conflict

Reflective listening serves primarily to show understanding, allowing the speaker to feel heard and validated. This technique involves actively engaging with what the other person is saying, often by paraphrasing or summarizing their thoughts and emotions. By doing so, the listener not only demonstrates empathy but also helps clarify the speaker's viewpoint, which can be particularly important in sports psychology where effective communication can significantly impact an athlete's performance and mental state. Through reflective listening, the listener creates an environment of trust and openness, encouraging the speaker to share more deeply. This builds rapport and strengthens the relationship between both parties. The focus remains on understanding the speaker's perspective rather than immediately jumping to provide solutions, which is crucial in a supportive context like sports psychology.

2. What element is essential for athletes to understand regarding their role in a team?

- A. a. scope of responsibilities**
- B. b. consequences of other members' roles
- C. c. potential injuries
- D. d. strategies for competition

The scope of responsibilities is a fundamental element for athletes to understand regarding their role in a team. Each athlete contributes to the overall success of the team in specific ways based on their position, skills, and responsibilities. When athletes clearly comprehend their roles and what is expected of them, it fosters greater collaboration, accountability, and focus on their individual and collective goals. Understanding the scope of responsibilities encourages athletes to perform effectively while supporting their teammates, ultimately enhancing team dynamics and performance. While consequences of other members' roles, potential injuries, and strategies for competition are important aspects of team dynamics and the athletic experience, they do not directly center on the individual's understanding of their specific contributions and obligations within the team structure. Knowing one's responsibilities allows athletes to not only execute their tasks efficiently but to also appreciate the interconnectedness of their role with that of their teammates, promoting a cohesive team environment.

3. The phenomenon where individuals exert less effort when working in a group compared to working alone is known as?

A. a. social facilitation

B. b. social loafing

C. c. groupthink

D. d. role clarity

The phenomenon where individuals exert less effort when working in a group compared to working alone is accurately identified as social loafing. This concept is rooted in social psychology and suggests that when people are part of a group, they may feel less accountable for their contributions, leading to a reduction in their individual effort. Social loafing occurs for various reasons, such as diffusion of responsibility, where individuals believe their efforts are less critical to the group's success, or when they perceive that their contributions can go unrecognized in a larger group setting. As a result, members may feel less motivated to push themselves as hard as they would if they were accountable for their own success in a solo task. In contrast, social facilitation refers to the phenomenon where individuals perform better on simple or well-practiced tasks in the presence of others. Groupthink is related to the tendency of group members to prioritize consensus over critical thinking, potentially leading to poor decision-making. Role clarity involves understanding one's responsibilities within a group, which can actually mitigate social loafing by encouraging individual effort. Thus, social loafing distinctly captures the essence of reduced individual effort in group contexts.

4. What is the primary focus of the positive approach in sports psychology?

A. Measuring improvement by avoidance of mistakes

B. Fostering a more positive learning environment

C. Giving feedback only during positive occurrences

D. Both measuring improvement and fostering a positive environment

The primary focus of the positive approach in sports psychology is to foster a more positive learning environment. This approach emphasizes the importance of creating a supportive atmosphere where athletes can thrive, build confidence, and enhance their performance through positive reinforcement. By concentrating on strengths and potential rather than just weaknesses or mistakes, the positive approach encourages individuals to embrace challenges, develop resilience, and cultivate a growth mindset. In this context, fostering a positive learning environment involves strategies like encouraging open communication, celebrating achievements, and providing constructive feedback that promotes self-efficacy. This is critical in sports because the psychological state of athletes significantly impacts their performance, motivation, and overall well-being.

5. What effect does expectancy-bias behavior have on high and low expectancy athletes?

- A. Only high expectancy athletes benefit**
- B. Only low expectancy athletes are hindered**
- C. Both high and low expectancy athletes are affected**
- D. There is no effect**

Expectancy-bias behavior refers to the influence that an individual's expectations can have on their performance and experiences in sports. This phenomenon suggests that athletes who are expected to succeed, often termed high expectancy athletes, may indeed perform better due to increased confidence and motivation that comes from positive expectations. Conversely, low expectancy athletes, those believed to be less likely to succeed, may experience a self-fulfilling prophecy where negative expectations lead to anxiety or decreased motivation, ultimately affecting their performance negatively. Both types of athletes are impacted by the expectancy bias in different but significant ways. High expectancy athletes might receive more encouragement, opportunities, and support, reinforcing their performance and leading to a cycle of success. Meanwhile, low expectancy athletes might struggle with lower levels of support and encouragement, resulting in a negative impact on their self-esteem and performance. The dual effect—where both groups experience different outcomes based on expectancy—validates the answer that both high and low expectancy athletes are affected. This understanding is crucial in sports psychology as it emphasizes the importance of fostering positive expectations and belief in all athletes to optimize performance and well-being.

6. How does cohesiveness relate to performance in sports?

- A. When cohesiveness increases, performance decreases**
- B. When performance increases, cohesiveness remains the same**
- C. When performance increases, cohesiveness increases**
- D. Only cohesiveness affects performance**

Cohesiveness in a sports team refers to the degree to which team members stick together and work collaboratively towards a common goal. Research in sports psychology has shown that there is a strong relationship between cohesiveness and performance, particularly under competitive conditions. When a team becomes more cohesive, its members often experience enhanced communication, increased trust, and improved morale. This synergy typically leads to better teamwork, which can result in improved performance outcomes. As performance levels rise, teams often become more cohesive through shared experiences, successes, and a feeling of unity that develops as they achieve their goals together. This feedback loop between increased performance and enhanced cohesiveness is crucial in team sports, as the dynamics among team members can significantly influence their effectiveness on the field. In understanding how this relationship works, it's clear that other options present misconceptions regarding the interaction between cohesiveness and performance. For instance, suggesting that increased cohesiveness leads to decreased performance overlooks the positive effects of teamwork and collaboration that often arise from strong group dynamics. Meanwhile, claiming that performance can increase without any impact on cohesiveness neglects the reality that successful experiences inherently boost team bonds. Lastly, stating that only cohesiveness affects performance ignores other critical factors like individual skills, physical conditioning, and strategy that also play a significant

7. Which statement regarding communication and team cohesiveness is true?

- A. a. Communication does not affect cohesiveness**
- B. b. Communication and cohesiveness are unrelated**
- C. c. Communication has a linear relationship to cohesiveness**
- D. d. Communication has a circular relationship to cohesiveness**

The statement that communication has a circular relationship to cohesiveness is accurate and reflects the dynamic nature of group interactions in a sports team setting. Effective communication within a team fosters a sense of belonging and connection among team members, enhancing their cohesiveness. When team members feel connected and cohesive, they are more likely to communicate openly and effectively. This two-way interaction highlights how improved communication can lead to greater team cohesion, which in turn encourages even better communication. This cyclical process emphasizes the importance of not just fostering good communication practices but also recognizing the impactful role that a cohesive team environment plays in facilitating those communication practices. In contrast, stating that communication does not affect cohesiveness or that they are unrelated overlooks the fundamental role that interpersonal interactions play in building trust and connection within a team. Additionally, a linear relationship would suggest a one-directional influence, which does not capture the reciprocal nature of how communication and cohesiveness influence each other over time. Understanding this circular relationship helps teams implement strategies that strengthen both communication and group cohesion for improved performance.

8. Which element is NOT typically associated with role involvement in a cohesive group environment?

- A. Role satisfaction**
- B. Role conflict**
- C. Role efficacy**
- D. Role consistency**

Role consistency is not typically associated with role involvement in a cohesive group environment in the way that the other elements are. In a cohesive group, members often have defined roles that align with their strengths and goals, and they participate actively to enhance group dynamics and performance. Role satisfaction reflects how fulfilled individuals feel in their roles, which contributes positively to group cohesion and individual motivation. Role conflict can arise when there are misunderstandings or discrepancies in role expectations among group members, impacting the overall group dynamics and individual involvement. Role efficacy pertains to individuals' belief in their capability to perform their roles effectively, which can also contribute to a cohesive environment by fostering confidence and competence within the group. In contrast, role consistency refers specifically to the degree to which an individual's behavior aligns with their defined role over time. While maintaining consistency in roles can be valuable, it does not inherently drive the level of involvement or the cohesiveness of the group dynamically as the other elements mentioned. Thus, its absence or presence doesn't have the same direct impact on the cohesion of the environment.

9. When is the best time for major error correction for athletes in the autonomous phase?

- A. Off-season**
- B. Pre-season**
- C. Any time possible**
- D. Competition season**

The off-season is considered the best time for major error correction in athletes who are in the autonomous phase of skill development because this period is typically dedicated to improving performance without the pressure of competition. During the off-season, athletes have the opportunity to focus on refining their skills, correcting mistakes, and implementing new techniques in a less stressful environment. This allows for deeper learning and practice, which is crucial for athletes who are already competent in their skills and are looking to make significant improvements. In contrast, the other options often present challenges that may hinder the correction of major errors. The pre-season, while also a time for preparation, is often filled with team dynamics, conditioning, and tactical training, which might not allow sufficient focus on individual error correction. The competition season is not ideal for making major changes as athletes are focused on performance and competition outcomes. Additionally, trying to correct errors during this time can create additional stress and impact performance negatively. Therefore, the off-season emerges as the most suitable time for athletes to engage in focused practice and error correction.

10. Which are the two main types of anxiety that athletes experience?

- A. Competitor anxiety and spectator anxiety**
- B. Performance anxiety and social anxiety**
- C. Competitive anxiety and performance anxiety**
- D. General anxiety and competitive pressure**

The correct answer highlights two significant forms of anxiety that athletes frequently encounter: competitive anxiety and performance anxiety. Competitive anxiety arises from the pressure of competing against others, such as the fear of losing or not meeting expectations during contests. This type of anxiety is closely tied to the competitive environment and the stakes involved in athletic events. Performance anxiety, on the other hand, is related to the fear of not executing skills or techniques effectively during competition. Athletes may worry about the possibility of failing to perform at their best and how that might affect their self-esteem or fans' perceptions. These two types of anxiety can profoundly influence an athlete's focus, confidence, and overall performance. A comprehensive understanding of these concepts helps athletes develop strategies to cope with anxiety, ultimately enhancing their performance and enjoyment of their sport. Recognizing these specific anxieties also allows coaches and sports psychologists to tailor interventions to assist athletes in managing their feelings effectively. While other options mention forms of anxiety, they do not specifically capture the key types most commonly discussed in the context of sports performance.