Comparison of the Moderating Effect of Mental Rotation Ability on the Amount of Learning by Mental Exercise Method in a Motor Skill

Mohammad Taghi Aghdasi\textsuperscript{a}, Nahideh Rahmani\textsuperscript{a,b}\textsuperscript{*}

\textsuperscript{a}Professor, Motor Behavior Department, Faculty of Sport Sciences, Tabriz University, Tabriz, Iran
\textsuperscript{b}M.S, Motor Behavior Department, Faculty of Sport Sciences, Tabriz University, Tabriz, Iran

Keywords
Mental Rotation Ability
Mental Exercise
Forehand Table Tennis Skill

Abstract

Background: There are few researches on teaching people about mental rotation skills. The first step in this field is to determine which educational programs help individuals improve their performance.

Introduction: The purpose of this study is to compare the moderating effects of mental rotation ability on the amount of learning by mental exercise method in a motor skill (table tennis forehand).

Method: For this purpose, a semi-experimental method and a pre-test and post-test research design were used. Firstly, all subjects were evaluated by mental rotation test and then, according to the test scores, they were divided into two groups each consisting of 15 individuals (a mental exercise group with high mental rotation ability) and (a mental exercise group with low mental rotation ability). Duration of intervention in this research was 4 weeks, 3 sessions per week and each session lasted for 20 minutes. After completion of exercises, acquisition, retention (immediate and delayed) and transfer tests were taken from both of the groups. Mental rotation ability of the subjects was assessed using MRT mental rotation test. In addition, the level of their mental imagery was evaluated by a movement imagery questionnaire-3 and forehand table tennis skill was assessed by a hit accuracy test. For analysis of the data, repeated measure test was performed using SPSS software.

Results: The results of intra-group comparison for high and low mental rotation variable showed that four weeks of mental exercise intervention caused a significant difference compared to the pre-test.

Conclusion: There is a difference between acquisition, retention and transfer of forehand table tennis skill in individuals with high and low mental rotation in mental exercise group.

Introduction

Learning in general and motor learning in particular, are defined as learning dexterous behaviors in different ways (Shmidtke & Lee, 2005). One of the important features of motor learning is that all individuals go through certain stages to learn skills (Magil, 1394). In other words, learning process requires time and practice, and in order a beginner person become a skilled one, goes through separate and sequential stages that, along with progress in different stages of learning, changes are made to execute and executer (Kakar, 1389). One of the main goals in motor learning, is to identify the variables that are involved in maximizing learning (Shojaei et al, 1394). Undoubtedly, many factors influence learning...
motor skills, including observation, feedback, physical exercise, mental exercise (Anaraki et al, 1391). But it can be argued that learning is obtained as a result of exercise; whether physical or mental exercises. In general, one of the features of learning motor skills is its emphasis on the benefits of organizing exercise (Shmidthe & Lee, 2005). There are several ways to train and exercise motor skills; Since most skills include physical and cognitive factors; As a result, it has been suggested that, in addition to physical exercise, cognitive interventions such as imagery, observational exercise can also facilitate learning of skills (Magil, 2004). Although, motor learning is obtained by execution and practical exercise (Weinberg & Gould), but there are also methods that are considered by coaches as a complement to physical exercise in order to learn skills better and faster; One of these methods is mental exercise (Kakar, 2010). There are several types of mental exercise, But the most common form of mental exercise is mental imagery (Weinberg & Gould, 2015). MC Morris (2004) states that mental imagery, like physical exercise, creates a model of skill in the central nervous system. Imagery involves visualization or cognitive browsing of motion without physical execution. Mental exercise is used in two ways; in first case, mental exercise is used in order to be prepared for execution which may occur immediately; In this type of use, mental exercise is a tool for action preparation. The second mental exercise approach combines the characteristics of both acquisition and execution positions, which is created by facilitating memory storage and retrieving it (Magil, 2004). The findings of Teymouri (1391) indicates that using both mental and physical exercises increase learning of both components of a motion program and a tracking skill parameter significantly; and also mental exercise can be a good alternative to physical exercise during rehabilitation and learning two parts of the generalized motion program and the tracking motor skill parameter; specially when a person can't use her/ his body to perform physical activity and exercise (Teymouri, 1391). Studies of the effectiveness of mental exercise in acquiring motor skills, compare the conditions of physical exercise and mental exercise with controlled group without (Magil, 2004). the findings of research (Plates & Landers,1983; Hirde &Thimas & Hooran) generally indicates that physical exercise is better than other conditions and mental exercise is better than a state without exercise. These findings are important even on their own, since it shows that mental exercise is helpful in acquiring skills. The effect of using a combination of mental and physical exercises is also more interesting than this. Several factors seem to affect the level of effectiveness of imagery on performance improvement (Weinberg & Gould, 2015). These factors should be considered in order to increase the effectiveness of imagery: the nature of the assignment, ability to imagery, The skill level of executer (Weinberg & Gould, 2015). Most of the researchers know that intelligence consists of a combination of attributes and talents that are not directly visible (Atkinson & et al., 2014). According to Spearman 1904, intelligence is a
unitary cognitive ability, which he called it overall intelligence factor. In his opinion, the overall intelligence factor enables reasoning, problem solving and obtaining good results in all cognitive fields. In other words, if a person's overall intelligence is high, so could achieve a good success in most of the areas; but in the opposite case, the result will be poor. Cattel's theory of intelligence factors is such that; the overall intelligence factor is divided into two factors: fluid intelligence and crystallized intelligence. Fluid intelligence is the basic ability of reasoning that depends primarily on the neural structure and is caused by inheritance. Crystallized intelligence grows through the use of fluid intelligence in various learning experiences (Cattel, 1974). Various researchers provided different definitions of spatial abilities, but the definition that most researchers agree on (Scotte, 1999; Earls & evans & Jonson & Louis wang, 2001; Cooper & Reagan, 1981) is the definition of Lin and Patterson (Poal & Lehman, 2004). They divide spatial abilities into three categories: A) spatial perception: the ability to infer the direction of an object with regard to one's own direction. B) mental rotation: the ability to visualize the rotation of a visual actuator or based on the definition of Just and Carpenter (quoted from Voyer, Bryden, 1995) it is the ability to produce a mental representation of a two- or three-dimensional structure, and then the evaluation of features of that representation. C) spatial imagery: It's a bit more complicated, and is the ability to manipulate provided spatial information (Earls & et al, 2001; Paol & et al, 2004). Spatial abilities are a key component of fluid intelligence and include cognitive processes consisting of visualization, position detection, and mental rotation (Lin & Petterson, 1985). Among these factors, mental rotation ability is an important factor. Mental rotation assignments are widely described as exercises requiring mental multi positioning of a two-dimensional or three-dimensional object (Dehghanizadeh et al., 1395). Higher motor performance activates involved areas in similar activities in the cortex of the brain which can be considered as an advantage for recovery and recognizing the position in the mental rotation ability of individuals; more harmonious spatial attention in athletes is an example of these differences. Whenever, spatial development for athletes who coordinate in sports that require spatial cognition and perception such as tennis, football or golf. This coordination of spatial attention in active individuals, helps focus attention on spatial ability and increasing the level of accuracy in gaining activities that need attention (Dehghanizadeh & et al., 1394). Therefore, the spatial attention and higher precision of active individuals when solving the mental rotation assignment (as a spatial attention) can lead to more favorable results by these individuals. Mental rotation ability interacts with Cognitive and motor variables (Adams, 1394). A review of the literature reveals that factors such as motor experience (Johnson, 2013), music (Pietsch & Johnson, 2012), computer games (Cherney, 2006) sex (Voyer & Bryden, 1995), age (Carthy, 2010), and even hormone levels such as testosterone (Martin & et
al, 2008) could affect the optimal performance of mental rotation ability. It has been accepted for ages that mental browsing is helpful in learning and executing. However, most of scholars believe that mental browsing should only be done with physical review. Research has shown that people who use mental browsing with physical exercise, learn sooner than those who use only physical browsing. One of theories that confirms the benefits of using mental exercise is that, by thinking of our skills, we create an image or model of how to perform gained skill in CNS (Mc Mouris, 1393). As mentioned before; researchers recommend that, in order to accelerate the amount of one's learning in a motor skill, mental browsing along with physical exercise should be included; this research seeks to find out that whether mental rotation ability as one of the components of intelligence (a cognitive factor) and mental exercise (cognitive intervention) increases the amount of learning a skill or not. However, so far no studies have been reported on the moderating effect of mental rotation ability on the factor and mental exercise (imagery). The present study further reveals the importance and necessity of this issue and seeks to answer the question of whether mental exercise, along with the mental rotation ability affects the amount of learning a motor skill or not.

**Method**

The research method is semi - experimental with pre-test and post-test design. In order to investigate the moderating effect of mental rotation ability along with mental exercise on the amount of learning of a motor skill test, we divide the samples according to the scores obtained from mental rotation test and mental imagery ability in 2 groups of 15 individuals (mental exercise + high mental rotation ability), (mental exercise + low mental rotation ability) and from each group, acquisition, final acquisition (immediate retention), delayed retention and transfer tests, as well as mental imagery questionnaire from the mental exercise group were taken separately. Also, the choice of people based on this test is such that; people who score 12 upwards in the high mental ability group and those who score 12 to the bottom will be classified into a low mental rotation group. At the end of sessions 6 and 12, participants were asked to explain the nature of mental images, follow the pilot design guidelines and whether or not they used visual imaging outside of the training sessions. Finally, the quality of the images they were able to illustrate was determined. In the 6th session, both groups received the acquisition test and its scores were recorded. At the end of the session, 12 final acquisition tests (immediate retrieval), after one day, the delay test was performed on the subjects of both groups and their scores were recorded. Also, after 2 days, the test was transferred and the rates were recorded by changing the conditions of the training place of the subjects (transfer of table tennis to another place, the presence of classmates and teachers, changing the ambient light and temperature conditions).
Statistical population and sample of the research

The statistical population of this study is female students of Misag non-profit high school of Tabriz (first year high school), 30 qualified volunteers with lack of familiarity with skills, right handed, healthy, without any physical defects, without any defect in the visual system were selected as a sample and after performing mental rotation test and imagery ability questionnaire and according to the scores that each subject received in tests, they were randomly assigned to two groups of 15 individuals with high mental rotation or low mental rotation; then they were categorized equally and homogeneously in two groups of 15 (mental training + high mental rotation ability) (mental training + low mental rotation).

Tools and method of data collection

1. movement imagery questionnaire

(Williams & et al., 2012) - This questionnaire is a revised version of movement imagery (Hall & Marin, 1997) made by Williams and et al (2012). The questionnaire measures movement imagery, external visual imagery and internal visual imagery. In general, this questionnaire contains 12 questions, each subscale has four questions. How to score this questionnaire is based on the seven-value Likert scale from very difficult to very easy range. Before the participants begin to complete the questionnaire, a definition of external visual imagery, internal visual imagery, and movement imagery, was provided that made the participants more aware of the questionnaire.

Starting status: Pair your feet and stand up, and then put your hands on both sides.

Doing motion: Bend your right knee as far as you can and then bring up. Now lower your right foot and again stand on two feet. Do this slowly.

Mental activity: Imagine that you're in the starting status. Try to feel this motion without doing it. Now evaluate difficulty or ease of feeling this mental activity.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>It was very easy to feel</td>
</tr>
<tr>
<td>6</td>
<td>It was easy to feel</td>
</tr>
<tr>
<td>5</td>
<td>It was a little easy to feel</td>
</tr>
<tr>
<td>4</td>
<td>Neutral (neither hard nor easy)</td>
</tr>
<tr>
<td>3</td>
<td>It was a bit hard to feel</td>
</tr>
<tr>
<td>2</td>
<td>It was hard to feel</td>
</tr>
<tr>
<td>1</td>
<td>It was very hard to feel</td>
</tr>
</tbody>
</table>

Table 1. An example of the questions of mental imagery questionnaire.

Forehand hit accuracy test

The task of this forehand hit accuracy test research was carried out on a standard table of 274 cm, 152.5 cm wide, 76 cm high and 15.25 cm height of the tour. The accuracy of this skill is evaluated using forehand hit accuracy test as follows. 50×50 squares are plotted on the table, there are three small squares of 25 × 25 in these squares. For each person, 20 balls will be sent (close and challenging), and each person receives points according to the area that returns the ball. Sending a ball to 1th zone, had 3 points; to 2th zone, 2 points; other areas, 1 point; and inaccurate hit will not be pointed. individual's score in each block is calculated and the mean of the blocks is recorded as the score of each individual.
Mental rotation test

This test consists of the numbers provided by Shepard and Metzler (1978), and in fact, it comes from the AutoCAD mapping version and the Vanderberg and Kios's mental rotation test. Mental rotation test is in 2 forms: 1. V form which is comprised of 20 questions, 2. k form which is comprised of 24 questions. The mental rotation test used in this research will be a set of 24 questions. Each question includes a target shape on the right and four moving shapes on the left. Two shapes of four moving shapes, are rotated form of the target shape and the other two shapes can't be identical with the target shape. The test consists of a researcher-made checklist of personal information, an introduction (page 1 and 2) to get acquainted with the test and pages 3 to 6 covering the main test. In introduction part, the method of scoring and conducting the test, along with several similar examples to the original test are presented. The main test has 24 problems, which will be taken as 12-problems tests. The duration of each test is 4 minutes with a rest period of 2 minutes between the two tests. There are two ways to score this test. The first is to record 1 score for each correct answer and deduct 1 score for each wrong answer. In this case, the maximum score is 48. However, in this study a more common scoring method was used, for 2 correct answer, 1 score was recorded and no scores were recorded for 1 correct answer (1 score is considered only for 2 correct answers). This means that the maximum score in this test is 24. A proper description of the mental rotation performance and its processes can be found in the Voyer's work (Voyer & Bryden, 1995) and special information for the revised k and v tests, as described here, can be found in Peters & Chisholem & Leang (1995); Peters & et al. (1995). Also, how to choose people based on this test is that those who gain higher than 12 will be classified into the high mental rotation group and those whose score is below 12 will be classified into the low mental rotation group.

Information analysis method

In this research for statistical analysis, mean and standard deviation were used as descriptive statistics. Before examining the data, the Shapiro Wilk test was used to examine the natural distribution, ANOVA test with repeated measurements of repetitive data on the mental rotation test was used to examine the between-group and within-group differences in the pre-test, acquisition, immediate retention, delayed retention and transfer. Also, repeated tests were used based on the estimation of marginal means to determine the position of differences for between-group and within-group factors. One-way analysis of variance (ANOVA) was used to unify the groups in the pre-test and analysis stages in the acquisition, immediate retention, delayed retention and
transfer. Data analysis was performed using SPSS version 22.

**Results**

In Table 1, information about the descriptive statistics of the sample, including number, mean, and standard deviation of mental rotation in the pre-test and post-test, are presented.

As mentioned above, Shapiro Vilk test was used to examine the distribution of data in the pre-test scores which confirmed the assumption of the natural distribution of data. Therefore, a parametric analysis of variance analysis with repeated measurements can be used to observe the effect of exercise (Table 2, 3).

The results of intra-group comparisons for the variable of high mental rotation ability showed that four weeks of mental exercise intervention (p <0.0001) caused a significant difference compared to the pre-test stage.

**Table 2.** Descriptive statistics of high and low mental rotation ability variable in mental exercise

<table>
<thead>
<tr>
<th>Stages</th>
<th>Pre-test</th>
<th>Acquisition</th>
<th>Immediate retention</th>
<th>Delayed retention</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Mean</td>
<td>66/47</td>
<td>79/89</td>
<td>88/80</td>
<td>96/60</td>
<td>102/80</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>1/767</td>
<td>2/278</td>
<td>10/213</td>
<td>9/425</td>
<td>1/944</td>
</tr>
</tbody>
</table>

**Table 3.** Results of repeated ANOVA for intra group differences of high mental rotation ability in mental exercise group.

<table>
<thead>
<tr>
<th>Source of change</th>
<th>Total squares of deviation from the mean</th>
<th>Degree of freedom</th>
<th>Average squares of deviations from the mean</th>
<th>F value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>within group differences</td>
<td>12262/480</td>
<td>4</td>
<td>3065/620</td>
<td>117/463</td>
<td>0/0001</td>
</tr>
<tr>
<td>within group error</td>
<td>1461/520</td>
<td>56</td>
<td>26/099</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of intra-group comparisons for the variable of low mental rotation ability showed that four weeks of mental exercise intervention (p <0.0001) caused a significant difference compared to the pre-test stage.
Table 4. results of repeated ANOVA for intra group differences of high and low mental rotation ability in mental exercise group

<table>
<thead>
<tr>
<th>Significance</th>
<th>Error deviation mean</th>
<th>Mean difference</th>
<th>stages</th>
<th>group</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0001</td>
<td>1.87</td>
<td>13.40</td>
<td>Pre-test_ acquisition</td>
<td>high mental rotation + mental exercise</td>
</tr>
<tr>
<td>0.0001</td>
<td>2.85</td>
<td>22.33</td>
<td>Pre-test Immediate retention</td>
<td></td>
</tr>
<tr>
<td>0.0001</td>
<td>2.64</td>
<td>30.13</td>
<td>Pre-test Delayed retention</td>
<td></td>
</tr>
<tr>
<td>0.0001</td>
<td>2.62</td>
<td>36.33</td>
<td>Pre-test Transfer</td>
<td></td>
</tr>
<tr>
<td>0.0001</td>
<td>1.43</td>
<td>8.93</td>
<td>Acquisition Immediate retention</td>
<td></td>
</tr>
<tr>
<td>0.0001</td>
<td>1.34</td>
<td>16.73</td>
<td>Acquisition Delayed retention</td>
<td></td>
</tr>
<tr>
<td>0.0001</td>
<td>1.44</td>
<td>22.93</td>
<td>Acquisition Transfer</td>
<td>Low mental rotation + mental exercise</td>
</tr>
<tr>
<td>0.0001</td>
<td>0.68</td>
<td>7.80</td>
<td>Immediate retention Delayed retention</td>
<td></td>
</tr>
<tr>
<td>0.0001</td>
<td>1.37</td>
<td>14</td>
<td>Immediate retention Transfer</td>
<td></td>
</tr>
<tr>
<td>0.0001</td>
<td>0.96</td>
<td>6.20</td>
<td>Delayed retention Transfer</td>
<td></td>
</tr>
</tbody>
</table>

The results showed that the pattern of changes between different stages of learning, varies in high and low mental rotation ability (p=0.0001). Also, in general, there is a difference between high and low mental rotation ability (p=0.005), regardless of the effect of learning stages in the mental exercise group.

Discussion and Conclusion

These findings were similar to Dehghanizadeh et al. (1393, 1394, 1395). Also, based on the findings of this hypothesis, we didn't find any inconsistent study with this. Dehganizadeh et al. (1395), in their research entitled "The impact of working memory exercises and physical exercise on mental rotation", found that aerobic exercise and working memory exercise affect mental rotation ability; findings indicate that cognitive abilities are facilitated by cognitive and motor interventions.
This finding was also consistent with the results of Dehghanizadeh et al (1394). Dehghanizadeh et al., In their research entitled "The impact of motor and cognitive experience on boys' mental rotation ability " there was no significant difference between mental rotation of wrestling group (motor experience) and computer games group (cognitive experience). These findings show the positive effects of motor and cognitive experience on cognitive development of individuals (mental rotation). This finding was consistent with the results of Dehghanizadeh et al (1394).

Dehghanizadeh and et.al (1394) conducted a research entitled "the impact of moderate-intensity aerobic exercise on working memory and mental rotation". The results of multivariate analysis of variance analysis showed that moderate-intensity aerobic exercise has an effect on the performance of working memory and mental rotation ability. In other words, moderate-intensity aerobic exercise facilitates working memory and improves mental rotation ability. In fact, the present research reveals the interaction and the connection between motion and cognitive processes more than before. This finding was consistent with the results of Dehghanizadeh et al (1393). Dehghanizadeh and et al. conducted a research entitled "Comparing the mental rotation of active and inactive students." The findings showed that, there is a significant difference between mental rotation performance of physical education students and human sciences students. In general, results indicate the superiority of active female students and there was a significant difference between them and male students in mental rotation ability. Since physical activity increases the mental rotation, it can be assumed that physical activity also increases other cognitive areas and this case is worth to run in education process.

Mental rotation ability is as an important and examined factor. Mental rotation tasks are widely described as exercises requiring mental multi positioning of a two or three-dimensional object (Dehghanizadeh et al, 1395). Higher motor performance actives involved parts in similar activities in the cortex of the brain; A more coherent spatial attention in athletes is an example of these differences. Whenever, spatial development for athletes who coordinate in sports that require spatial cognition and perception such as tennis, football or golf. This coordination in spatial attention on active people helps focus attention on spatial ability and increase the level of accuracy in acquiring activities that require attention (Dehghanizadeh et al, 1394). Therefore, spatial attention and higher precision of active people when solving the mental rotation task (as a spatial ability) can lead to gain more favorable results by these individuals. Mental rotation ability interacts with cognitive and motor variables (Adams, 2014). A review of the literature indicates that factors such as motor experience (Johnson, 2013), music (Pietsch & Johnson, 2012), computer games (Cherney, 2006), sex (Voyer & Bryden, 1995), age (Carthey, 2010), And even hormone levels such as testosterone (Martin & et al, 2008) could affect optimal functioning of mental rotation ability. Among these factors, physical activity has
the greatest effect on mental rotation ability (Dehghanizadeh et al, 1395).

References


22. Mohammadalinezhad, Ataollah. "learning tennis on table step by step". Publication: Karaj Education


