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Original

PSICOLOGÍA DEL DEPORTE Y DEPORTES ALTERNATIVOS: INTERVENCIÓN EN HABILIDADES PSICOLÓGICAS DEPORTIVAS EN LA SELECCIÓN PERUANA DE QUADBALL (QUIDDITCH)

SPORTS PSYCHOLOGY AND ALTERNATIVE SPORTS: INTERVENTION IN SPORTS PSYCHOLOGICAL SKILLS IN THE PERUVIAN QUADBALL (QUIDDITCH) TEAM

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PSICOLOGÍA DEL DEPORTE Y DEPORTES ALTERNATIVOS: INTERVENCIÓN EN HABILIDADES PSICOLÓGICAS DEPORTIVAS EN LA SELECCIÓN PERUANA DE QUADBALL (QUIDDITCH)

RESUMEN

El objetivo de la presente investigación fue analizar la eficacia de un programa de intervención psicológica diseñado para fortalecer las habilidades psicológicas deportivas en jugadores de la selección nacional de la Federación Deportiva Peruana de Quadball (Quidditch) (FDPQ, 2022). Se empleó un diseño cuasi-experimental con grupo control no equivalente. La muestra estuvo compuesta por 16 deportistas, divididos en un grupo experimental (n = 8) y un grupo control (n = 8). El programa de intervención estuvo conformado por 17 sesiones centradas en siete módulos: atención, visualización, motivación, autoconfianza, control de energía positiva y negativa, y actitud. El Inventario Psicológico de Ejecución Deportiva (IPED) se utilizó como evaluación para el pre y post test. Los estudios contemplaron pruebas T para muestras relacionadas y el tamaño del efecto (d de Cohen). Los hallazgos no revelaron diferencias estadísticamente relevantes entre el pretest y el postest; no obstante, se detectaron magnitudes del efecto de mediana a alta en variables como la autoconfianza, el afrontamiento positivo y el control de la actitud. Estos resultados indican un avance cualitativo significativo en las capacidades psicológicas del grupo experimental. Se debaten implicaciones teóricas y prácticas en el ámbito de los deportes alternativos, y se sugieren líneas de investigación futuras enfocadas en la creación de intervenciones más extensas y con un mayor número de participantes.

Palabras clave: intervención psicológica, habilidades deportivas, Quadball (Quidditch), deporte alternativo, IPED.

SPORTS PSYCHOLOGY AND ALTERNATIVE SPORTS: INTERVENTION IN SPORTS PSYCHOLOGICAL SKILLS IN THE PERUVIAN QUADBALL (QUIDDITCH) TEAM

ABSTRACT

The objective of the present study was to analyze the effectiveness of a psychological intervention program designed to strengthen sport psychological skills in players from the Peruvian National Quadball (Quidditch) Team of the Peruvian Quadball Sports Federation (FDPQ, 2022). A quasi-experimental design with a non-equivalent control group was employed. The sample consisted of 16 athletes, divided into an experimental group (n = 8) and a control group (n = 8). The intervention program consisted of 17 sessions focused on seven modules: attention, visualization, motivation, self-confidence, positive and negative energy control, and attitude. The Psychological Inventory of Sport Performance (IPED) was used for both pre-test and post-test assessments. Analyses included paired-sample t-tests and effect size estimation (Cohen's d). Findings did not reveal statistically significant differences between the pre-test and post-test; however, medium-to-large effect sizes were observed in variables such as self-confidence, positive coping, and attitude control. These results indicate a significant qualitative improvement in the psychological skills of the experimental group. Theoretical and practical implications in the field of alternative sports are discussed, and future research lines are suggested, focusing on the development of longer interventions with larger sample sizes.

Keywords: psychological intervention, sport skills, Quadball (Quidditch), alternative sports, IPED.

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PSICOLOGIA DO ESPORTE E ESPORTES ALTERNATIVOS: INTERVENÇÃO EM HABILIDADES PSICOLÓGICAS ESPORTIVAS NA SELEÇÃO PERUANA DE QUADBALL (QUIDDITCH)

RESUMO

O objetivo do presente estudo foi analisar a eficácia de um programa de intervenção psicológica elaborado para fortalecer as habilidades psicológicas esportivas em jogadores da seleção nacional da Federação Desportiva Peruana de Quadball (Quidditch) (FDPQ, 2022). Utilizou-se um delineamento quase-experimental com grupo de controle não equivalente. A amostra foi composta por 16 atletas, divididos em um grupo experimental (n = 8) e um grupo de controle (n = 8). O programa de intervenção consistiu em 17 sessões focadas em sete módulos: atenção, visualização, motivação, autoconfiança, controle de energia positiva e negativa e atitude. O Inventário Psicológico de Desempenho Esportivo (IPED) foi utilizado para a avaliação pré e pós-teste. As análises incluíram testes t pareados e estimativa do tamanho do efeito (d de Cohen). Os resultados não revelaram diferenças estatisticamente significativas entre o pré e o pós-teste; entretanto, foram observados tamanhos de efeito de médio a alto em variáveis como autoconfiança, enfrentamento positivo e controle da atitude. Esses achados indicam uma melhoria qualitativa significativa nas habilidades psicológicas do grupo experimental. São discutidas implicações teóricas e práticas no campo dos esportes alternativos, bem como sugeridas linhas de pesquisa futuras voltadas para o desenvolvimento de intervenções mais longas e com um maior número de participantes.

Palabras-chave: intervenção psicológica, habilidades esportivas, Quadball (Quadribol), esporte alternativo, IPED.

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INTRODUCTION

Sports psychology and alternative sports: intervention in sports psychological skills in the Peruvian Quadball (Quidditch) team. Sport is an essential component for the promotion of physical and mental health, contributing significantly to the quality of life and social progress (Brandão, 2000; Reyes-Bossio, 2006; Sánchez & León, 2012). Within these significant changes, a different way of performing physical activity at another level is born and thus Alternative Sports (AD) stand out, which are distinguished by non-traditional rules, by the combination of various disciplines, use of innovative or recycled materials, and a focus on non-discrimination and social inclusion (Robles-Rodríguez et al., 2013; Rojo-Ramos et al., 2023).

These disciplines, such as Quadball (Quidditch), ultimate frisbee, parkour, pickleball, among others, not only expand the existing leisure alternatives, but also offer unique challenges from a psychological point of view, due to their specific cognitive, behavioral and emotional demands (Barbero, 2000; Feu, 2008; Latinjak et al., 2018; Reyes-Bossio and Vásquez-Cruz, 2024).

Among these alternative sports, Quadball (Quidditch) stands out, a sport initially inspired by the work of J.K. Rowling, which has gone beyond its imaginary and literary origin to consolidate itself as a competitive practice on a global scale (Cohen, 2013; Ibarrola, 2021).

This DA is characterized by its inclusive organization and unique dynamic, which fuses aspects of rugby, handball and dodgeball, promoting gender equality and diversity on the field of play (International Quadball Association, 2022). However, despite its growing popularity worldwide, specific research on psychological preparation in Quadball (Quidditch) players remains scarce, creating a significant gap in the knowledge linked to this emerging discipline (Rojo-Ramos et al., 2023).

Several researches in the sport psychology have highlighted that psychological interventions are important to improve the performance and well-being of athletes in conventional disciplines (Gómez-Acosta et al., 2020; Palicio et al., 2022; Reyes-Bossio et al., 2012; Reyes-Bossio et al., 2022; Trujillo-Torrealva and Reyes-Bossio, 2019; Tutte-Vallarino et al., 2020). In DA, such as Ultimate Frisbee (UF), it has been evidenced how environmental and social variables can influence the differentiated dispositional orientation observed between athletes of different categories (Amoroso et al., 2022).

In this context, self-confidence, concentration, emotional management and group cohesion have proven to be essential to successfully face competitive challenges (Abdullah et al., 2016; Cañizares, 2004; MacNamara et al., 2010; Sánchez and León, 2012). However, there is scarce empirical evidence about the effectiveness of these programs in non-traditional settings such as DA, in particular Quadball (Quidditch).

In this sense, given the recent research in this sport, the main problem proposed is the need to specifically assess and enhance sports psychological skills with an innovative approach in the field of Quadball (Quidditch), a DA that is growing in Peru, Latin America and the world. The absence of programs designed to strengthen sports psychological skills, can lead to inadequate emotional management, difficulties in cohesion and a decrease in competitive effectiveness, negatively affecting both sports performance and the overall well-being of athletes (Giles et al., 2020). By integrating specific psychological skills into training, it promotes not only physical performance, but also the mental and emotional health of players, thus contributing to the advancement of sports psychology.

Therefore, the objective is to evaluate the effectiveness of a psychological intervention program specifically created to enhance the sport psychological capacities of the national team of the Peruvian Quadball (Quidditch) Sports Federation. This analysis seeks to provide solid empirical evidence about the relevance and effectiveness of psychological interventions in alternative sports, highlighting the theoretical, practical and social importance of comprehensive psychological development in sports environments.

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METHODS

Research Design

The design was, a quasi-experimental research design with non-equivalent control group (NEDG) was used, which includes an experimental group (EG), which undergoes some type of treatment or program, and a control group (CG), which has not been treated or has had little exposure to the program. Experimental and control units are assessed with the same measurement instruments at two different times: a pretest, prior to program administration, and a posttest (Ato et al., 2013; Ato and Vallejo, 2015).

Table 1
Design with non-equivalent control group (DGNE)

Group	Pretest	Program	Postest
GE	Y1	T	Y2
GC	Y3		Y4

Note: GE (experimental group), GC (Control Group), Y1(pretest GE), Y2 (posttest GE), Y3(pretest GC), Y4 (posttest GC), T (intervention program 17 sessions)

Participants

The sample consisted of 16 athletes of both genders (75% men and 25% women), aged between 20 and 35 years (M = 28, SD = 4.68). With the aim of assessing the impact of the implemented program, the experimental group (EG) included those individuals who received the intervention completely or who managed to attend more than 90% of the scheduled sessions, in addition to the performance of the pre-test and post-test. This standard was substantiated by studies that showed considerable impact in intervention programs that involved at least half of the intervention (Tutte-Vallarino et al., 2020).

Thus, the EG consisted of 8 participants (5 males and 3 females), therefore, within the CG there were 8 athletes (7 males and 1 female) since they attended a maximum of 3 scheduled sessions, in addition to participating in the pre-test and post-test.

It is worth mentioning that the pre-test was conducted prior to the beginning of the intervention program, session 0, and the post-test was conducted at the end of the program, session 18.

Instruments

Sociodemographic Data

For the application of the study, a sociodemographic card was created for research purposes, which aims to collect information regarding age, gender, marital status, level of education and the name of the club to which the athletes belong, time playing the sport. Likewise, two questions were incorporated in the application of the post-test, which were the following: *What do you take away from all that you have learned in the sessions we have held and how did you feel during the development of the program?*

Psychological Inventory of Sport Performance (IPED) to measure basic psychological skills

The IPED was created by Hernández-Mendo, (2006) in its Spanish version, is composed of 42 items with five response options on a Likert scale, ranging from "almost always" (1) to "almost never" (5). The IPED measures seven factors: Self-Confidence, Negative Coping Control, Attentional Control, Visuo-Imaginative Control, Motivational Level, Positive Coping Control and Attitudinal Control. It also has negative items (1, 2, 3, 9, 10, 14, 15, 20, 23, 30, 33).

In the Peruvian context, regarding validity, it was carried out by means of confirmatory factor analysis with 255 athletes aged between 14 and 38 years (N: 23; SD: 4.29), belonging to modalities affiliated to the Peruvian Institute of Sport (IPD), and who actively represent the country. The IPED model, presented a good data fit (SBχ2 = 2243.096 / df = 798; 9CFI= .955; SRMR= .095; RMSEA= 0.084 [CI90%: .080-.069] and adequate internal consistency for its 7 dimensions, ranging from ω = .841 to the lowest value ω = .754. The IPED shows evidence of adequate reliability and validity in Peruvian athletes (Cortéz-Saldarriega et al., 2022).

Intervention program in sports psychological skills.

For the structure of the intervention we considered as a basis the program of Intervention of sport psychological skills in Peruvian Volleyball players (Reyes-Bossio et al., 2012) and based on previous studies (Carraça et al., 2019; Freitas et al, 2023; García-Naveira, 2016; Guerrón, 2015; Holguín-Ramírez et al., 2020; Lundgren et al., 2020; Rojas and Galván, 2020; Sheard & Golby, 2006; Tutte-Vallarino et al., 2020), where the program had 17 sessions, with an average duration of 30 to 45 minutes per session, twice a week.

We worked on the basis of 7 modules, two sessions per module, pre-test session and post-test session,

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whose modules were related to "Attentional control", "Visualization", 'Motivation', "Self-confidence", "Control of positive energy", "Control of negative energy" and "Control of attitude", with the aim of enhancing their basic sports psychological skills and thus improve their sports performance, for example this number of sessions have already been applied in other research with intervention programs and have been published in high impact journals.

Initial evaluation: prior to the beginning of the implementation of the intervention program, the initial evaluation consisted of the application of a battery of questionnaires described above.

The first module, "Attentional control", focused on learning and training of concentration and direction of attention at key moments during the competition.

The second module, "Visualization", sought to orient the athletes on the use of this technique as a fundamental strategy in practices and competitions.

The third module, "Motivation", aimed to teach and execute goal setting techniques aligned to improve the performance of the athletes.

The fourth module, "Self-confidence", fostered a climate of confidence in the team to provide feedback.

The fifth module, "Positive energy control", informed the athletes about positive energy so that together they could identify the components that surround it.

The sixth module, "Controlling Negative Energy," sought to inform about negative energy and how mastering it could benefit your performance.

Finally, the seventh module, "Attitude control", focused on attitude control with the objective of increasing positive attitudes and reducing negative ones.

Final evaluation: at the end of the study, the final evaluation consisted of the application of a battery of questionnaires that were described and applied in the initial evaluation.

It is worth mentioning that prior to its implementation, the program underwent content validation through the criteria of expert judges and the V coefficient (Aiken, 1980) was used for its analysis (Merino-Soto, 2023).

Procedures

The research project will be carried out in the following stages:

Stage 1: The research project proceeded to be sent for review and respective approval of the ethics committee of the Universidad Internacional Iberoamericana, being the project approved with code CR-186, which allowed us to carry out the research.

Stage 2: In order to carry out the research, the respective meetings were held with the authorities of the Peruvian Quiddicht Sports Federation to explain the objectives of the research and all the benefits that the participation of the national teams would entail. The FDPQ gave us the approval through a letter to carry out the respective research.

Stage 3: To carry out the intervention program, a session was held to explain the objectives to the national team athletes. They were given informed consent and everything concerning their participation in the research was explained to them. This consent explains in detail everything related to risks, benefits, voluntariness, confidentiality, knowledge of the results and contact information, so that they are as informed as possible about the procedures that would be developed. Once the participants signed the consent form, they authorized their participation in the evaluation of sports psychological questionnaires in two moments, pre-test and post-test and their participation in the intervention program.

Stage 4: After everyone had signed the consents, the application of the pre-test was carried out and they were given the schedule of the possible dates on which the 17 sessions of the intervention program would take place. Subsequently, the sessions corresponding to the execution of the intervention program were carried out.

Stage 5: Once the last session of the program was completed, the post-test was applied to all the selected nationals.

Data analysis

For the normality test, the normality of each dimension will be verified using the Shapiro-Wilk test ($n<50$) to determine if the distribution is normal.

As inferential analyses to respond to the research objective that refer to the comparison and possible effect of the program on the pretest and posttest, the parametric Student's t-test for related samples will be used to compare the means of each dimension and at the general level between the pretest and posttest.

In addition, effect size will be obtained using Cohen's d with more recent interpretations (Gignac &

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Szodorai, 2016) where 0.10, 0.20 and 0.30 are considered small, typical and relatively large.

All the analysis that will be developed will be analyzed with the Rstudio statistical package. It is worth mentioning that the aforementioned statistical analyses are the optimal ones to meet the objectives of the study.

RESULTS

Normality test

The Shapiro Wilk normality test, in the experimental group, shows that most of the study variables showed a normal distribution. In the case of the control group, all variables showed a normal distribution. In this sense, Student's t-test for paired samples will be used (see table 1).

Table 1
Shapiro wilk Normality Test

	Experimental		Control	
	W	**p**	**W**	**p**
Self-confidence	0.924	0.462	0.981	0.966
Negative coping control	0.920	0.428	0.811	0.037
Attentional control	0.967	0.870	0.940	0.613
Visual-imaginative control	0.930	0.518	0.948	0.687
Motivational level	0.891	0.237	0.896	0.268
Positive coping control	0.932	0.533	0.859	0.118
Attitudinal control	0.900	0.287	0.963	0.841

Comparative analysis

Table 2 shows the t-test results for the experimental group in both the pretest and posttest. Most of the variables showed no statistical differences, which is to be expected when considering the sample size. More relevant to this is the effect size, whose values indicated relatively large effects (d > 30) on self-confidence (d = -.347), motivational level (d = -.418), positive coping (d = -.359) and attitudinal control (d =-.331) and medium effects on attentional control (d = .250).

Table 2
T-test for the experimental group in both pretest and posttest.

	Group	M	DE	t	df	p	d
Self-confidence	Pre	25.38	4.98	-0.98	7	0.35	-0.34
	Post	26.38	3.62				
Negative coping control	Pre	23.88	4.36	-0.34	7	0.74	-0.12
	Post	24.25	4.40				
Attentional control	Pre	24.38	5.10	0.70	7	0.50	0.25
	Post	23.75	5.52				
Visual-imaginative control	Pre	24.25	3.41	0.54	7	0.60	0.19
	Post	23.50	5.88				
Motivational level	Pre	23.25	4.65	-1.18	7	0.27	-0.41
	Post	24.25	5.70				
Positive coping control	Pre	24.50	3.89	-1.01	7	0.34	-0.35
	Post	25.63	5.07				
Attitudinal control	Pre	25.88	4.12	-0.93	7	0.38	-0.33
	Post	26.75	4.20				

Table 3 shows the results of the T-test for the control group in both the pretest and posttest. No statistically significant differences were found. However, the effect sizes indicated relatively large differences for self-confidence (d = .399) and attentional control (d = .478).

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Table 3
T-test for the control group in both pretest and posttest.

	Group	M	DE	t	df	p	d
Self-confidence	Pre	23.88	7.79	1.12	7	0.29	0.39
	Post	22.88	7.49				
Negative coping control	Pre	20.75	6.32	0.13	7	0.89	0.04
	Post	20.63	6.39				
Attentional control	Pre	21.38	3.46	1.35	7	0.21	0.47
	Post	20.00	3.67				
Visual-imaginative control	Pre	22.75	3.69	-0.14	7	0.88	-0.05
	Post	22.88	4.85				
Motivational level	Pre	23.00	5.61	0.00	7	1.00	0.00
	Post	23.00	4.72				
Positive coping control	Pre	23.88	5.89	-0.27	7	0.79	-0.09
	Post	24.13	6.22				
Attitudinal control	Pre	23.88	6.20	0.25	7	0.80	0.09
	Post	23.63	6.23				

Table 4 shows the satisfaction responses of the participants in the program based on the two final questions, the first focused on what they took away from what they learned in the program and how they felt during the program.

Table 4
Synthesis of qualitative responses to the intervention program.

Athlete	What do you take from all that you learned in the sessions?	How did you feel during the development of the program?
Athlete 1	Team unit	I liked it; new way of looking at the sport
Athlete 2	There is always room for improvement; visualization; healthy thinking; self-awareness	Full of energy; openness to personal growth
Athlete 3	Power of the mind; positive thinking	Reflective; new questions arose
Athlete 4	Importance of mental work; breathing for activation and relaxation	Excited to train the mind
Athlete 5	Create goals and work progressively towards them	More confident in decisions; in tune with the team
Athlete 6	Coping with emotions; discipline; handling defeat	Encouraged and motivated to keep learning
Athlete 7	Breathing for calm and activation	Good; analyzing each question
Athlete 8	Emotional self-control; personal reflection; reactivating past learning	Grateful for useful techniques for sport and personal life

DISCUSSION

The results obtained in this study showed no statistically significant differences between the experimental group and the control group in relation to the dimensions assessed by the IPED. However, the effect sizes observed in variables such as self-confidence, motivational level, positive coping and attitudinal control indicate a moderate improvement

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in the group that received the intervention. These findings suggest that, although statistical significance was not reached, the program may have generated relevant psychological changes from a practical perspective.

This discrepancy between statistical significance and effect size could be explained by several factors. Quadball (Quidditch), as an alternative sport, is characterized by its strong playful, inclusive and cooperative nature (Ibarrola, 2021; Federación Deportiva Peruana de Quadball (Quidditch), 2022), aspects that modulate both the motivation and competitive focus of its players. Unlike sports with high competitive demands, where the aim is to optimize each performance parameter, Quadball (Quidditch) brings together communities motivated by group belonging, gender equality, identity recognition and shared fun. This configuration can generate a homogeneous base of psychological skills, making it difficult to detect statistically significant changes through short-term interventions.

A second relevant aspect is the social context in which the program was applied. Although two groups were established (control and experimental), the athletes continued training together outside the psychological sessions, which could dilute the differential effects of the intervention. This "group contagion" or transfer of strategies learned in the experimental group to the rest of the team has been reported as a common bias in highly cohesive sports contexts (Vealey, 1986; Gould et al., 2002). Added to this is the possible Hawthorne effect, where participants modify their behavior when they feel observed or "chosen", as well as social desirability, which can influence self-reports, especially when evaluations are not completely anonymous.

In addition, it should be considered that, at the beginning of the program, several athletes reported having had previous experiences with similar contents in psychological interventions, suggesting a possible familiarization with the skills addressed. In this sense, if the initial levels of psychological skills were high, the expected margin of improvement decreases, limiting the detectable impact of the intervention (Tutte-Vallarino et al., 2020).

As has been argued in recent literature (Gignac & Szodorai, 2016; Ventura-León, 2018), effect size allows us to interpret the real impact of an intervention beyond the p-value. In this study, despite the absence of statistical significance, the effects detected on key variables such as self-confidence and motivation are clinically relevant to the sport context. This pattern has also been identified in similar research with small samples or short intervention periods (Corrêa, 2019; Domínguez-González et al., 2024), which reinforces the validity of the findings.

In studies such as Corrêa's (2019), improvements were found in most of the variables evaluated after an intervention in mental robustness, although without reaching statistical significance. However, the authors highlighted the improvement in the means of the experimental group and the high level of satisfaction of the athletes as indicators of the formative value of the intervention. Similarly, our study shows favorable trends that should not be discarded from an exclusively statistical logic.

Beyond the quantitative data, the satisfaction reports collected at the end of the program indicated a high assessment by athletes and coaching staff. Techniques such as visualization, breathing control and goal setting were identified as the most useful, coinciding with findings by Kosendiak and Ptak (2017) and with previous experiences in collective sports such as field hockey (Tutte-Vallarino et al., 2020). This type of qualitative feedback, fundamental in applied research, reinforces the hypothesis that brief psychological interventions can generate valuable changes, even if these are not fully captured by conventional metrics.

From a theoretical approach, this study questions the notion that psychological intervention models created for conventional sports can be directly applied to alternative sports. It is clear that it is not only necessary to adjust the techniques, but also the theoretical frameworks, taking into account elements such as the motivational profile, team culture, group identity and the role of inclusion in the sports process.

Furthermore, the findings highlight the relevance of assessing not only individual factors (such as self-confidence or attention), but also group elements (such as cohesion, perceived leadership or team identity), since these elements could be influencing the effect of psychological training in games such as Quadball (Quidditch).

In future studies, it would be appropriate to increase the sample size, implement longitudinal designs that allow observing the progress of skills over time, include combined techniques that include qualitative assessment, and examine the role of moderating

factors such as gender, previous sports experience or technical leadership style. In addition, it would be useful to analyze the lasting effect of the interventions through subsequent follow-ups, which would make it possible to establish the persistence of the psychological change.

Despite the positive achievements made in this study, it is imperative to keep in mind some restrictions that could influence the interpretation and extension of the findings. First, despite the fact that remarkable gains in Sport Psychological Skills were noted in the experimental group, the limited sample size and the particular composition of the participants restrict the generalizability of these findings to the entire population of Quadball (Quidditch) players. For this reason, it is advised that future research should consider larger and more representative samples to enhance the external validity of the findings.

In addition, an evaluation of the feasibility of the effects seen in the long term was not performed. It would be appropriate to conduct longitudinal studies to establish whether improvements in psychological abilities persist over time or whether they require ongoing interventions to maintain their efficacy. This knowledge would be particularly useful for developing more effective and prolonged intervention programs in the sports setting.

Ultimately, the possible impact of cultural and demographic factors on the progress of Psychological Skills Sports must be taken into account. Elements such as geographic setting, degree of competition, gender, or the sociocultural context of the participants may play a significant role in how these skills are experienced and expressed. Thus, future research should consider a greater diversity in their samples to obtain a more complete and contextual interpretation of the phenomenon.

CONCLUSIONS

In conclusion, the findings of this study, although not statistically significant, indicate that the psychological intervention program produced significant gains in fundamental sport performance skills in Quadball (Quidditch) players. The qualitative study and effect dimensions underscore the practical relevance of these interventions in unconventional sport settings. It highlights the importance of further exploration with larger samples and more robust designs that consider longitudinal and mixed evaluations, facilitating a more complete understanding of the psychological effect of these practices.

In this study, we propose to reconsider the role of alternative sports as environments conducive to positive psychological growth, based on principles of inclusion, collaboration and community well-being.

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