Chapter II

REVIEW OF RELATED LITERATURE

A careful study and exploration of the literature is essential to have insight into work already done within the field. In our country, very little research work has been done as compared to other countries in relation to the field. The scholar has given a deep thinking for those studies and has gained valuable methodological hints from their procedure and findings which were of great importance in the formulation of the research problem. A brief review of related studies in the area attitude towards physical activity, sport orientation and locus of control were summarized in three different heads and presented in this chapter.

Attitude towards physical activity

Jones, James, Williamson and Stephen (1976) developed an Athletic Profile Inventory (API) questionnaire to assess the relationship between early experiences in sports, attitudes toward traditional sports values and difference in performance. The API was given to 205 athletes representing 9 different sports, high school and college, male and female. A factor analysis of responses to sports slogans revealed 3 major clusters which were identified as achievement, power, and affiliation. A factor analysis of Rotter's Internal-External Control Scale revealed 2 clusters which were identified as personal efficacy and system un-modifiability. The results of the 2 factor analysis were labelled Sports and Political Personalities respectively. Significant variations were found in responses to hypothetical performance situations for basketball, baseball, and football. Traditional sports orientations were associated with favourable responses to positive personal outcomes. Furthermore, traditional attitudes were associated with more positive experiences in organized sports and with greater success or acceptance. The implications of these results for issues of sports socialization, coaches' authority and distribution of rewards, and for a general model of personality differences in athletic performance are discussed.
Jsep (1980) conducted a study to examine attitude towards six sub domains of physical activity assessed students from Grades 4 to 6 for a multiple longitudinal sample consisting of 58 boys and 56 girls. The children's attitudes toward physical activity (CATPA) were generally positive for both sexes; and consistent with previous research, the girls showed more favourable attitudes toward the aesthetic sub domain than the boys. However, the boys evidenced significantly more positive attitudes toward physical activity as the pursuit of vertigo and as catharsis. Neither the among-grade comparisons nor sex-by-grade comparisons attained statistical significance, indicating stability in group attitude scores. However, co relational analysis revealed the lack of stability of CATPA within individuals across the grades studied. Factor analysis provided further evidence negating the assumption of CATPA as an enduring behavioural disposition. The findings are discussed in relation to previous cross-sectional studies, and implications are derived for future research.

Dishman (1985) conducted a study to develop and refine a psychometric measure of self-motivation and assess its relationship to adherence to programs of habitual physical activity. Following construction of a Self-Motivation Inventory, a series of studies were conducted involving the pre testing of undergraduate males and females (N= 401) and subsequent validation work involving intercollegiate women athletes (N= 64) and adult males (N= 66) in actual exercise settings. Results of the psychometric work provided evidence for the logical validity, internal consistency, and test-retest reliability of the self-motivation construct. In addition, convergent and discriminate evidence was provided for construct validity through self-motivation pattern of association with other conceptually relevant psychometric variables. Finally, from the standpoint of behavioural validation, self-motivation proved to be the best discriminator between exercise adherers and a dropout among the psychological variables employed and was strongly related to program adherence in both exercise settings. In fact, when combined with selected morphologic variables in a psychobiologic framework, self-motivation scores were found to accurately classify participants according to their adherence status in approximately
80% of all cases and to account for nearly 50% of the variance in exercise adherence behaviour.

Sherrill, Holguín, and Caywood (1989) conducted a study on Fitness, attitude toward physical education and self-concept of elementary school children. Elementary school children scoring in the highest and lowest 26% or 27% of their classes on the Texas Physical Fitness test were compared for attitude toward physical education and self-concept. Data were collected on the Children’s Attitude Inventory toward Physical Education, a Game of Pairs for Preference Among School Subjects, and the Children’s Self-Concept Scale. Analysis of variance indicated significant differences on all tests between boys high on fitness, girls high on fitness, boys low on fitness, and girls low on fitness. Subsequent Scheffe tests indicated that highly fit girls had significantly higher attitude and self-concept scores than boys low on fitness. No other group comparisons were significant. Pearson correlations indicated non-significant association between fitness and attitude and self-concept for the four groups.

Birtwistle and Brodie (1991) Conducted a study on attitudes towards activity (CATPA) and perceptions of physical education of a sample of 291 secondary and 316 primary boys and girls were investigated with respect to health promotion. Using analysis of variance techniques significant differences between boys' and girls' attitudes were found in both the secondary and primary samples. Girls had significantly more positive attitudes towards physical activity than boys, but the data yielded no differences in attitudes between the socio-economic levels. The influence of CATPA scores of the literacy sets variable was significant, but the numeracy sets variable yielded non-significant results. This result highlighted the implications of internal school organization for health promotion and children's affective development. MANOVA was used to analyse gender differences in CAPTA sub domain scores. Girls from both samples were found to have significantly more positive attitude than boys in the aesthetic domain. Differences were also found in social growth and vertigo scores. All groups ranked health and fitness objectives highly, with a similar pattern of pupil perceptions of physical education emerging from both samples.
Moode and Finkerberg (1994) conducted a study participation in wellness course and attitude toward physical education. 70 women and 46 men enrolled in a college physical education course emphasizing concepts of wellness were administered the Attitude Towards Physical Activity Inventory at the beginning and end of a semester. Gender differences at the end of the semester were obtained on Social Experience, Health and Fitness, Aesthetic Experience, and Ascetic Experience, with the scores for men significantly higher than those for women. When comparing scores of students required to participate in the course with those of students electing to, no significant differences were found. Scores by gender showed significant differences on ascetic experience by men with scores of non-education majors significantly higher than those of education majors. Significantly higher scores at time for women on health and fitness and for men on ascetic experience were obtained.

Martin Hagger (1997) investigated the relationship between attitude towards physical activity and physical activity behaviour and the influence of gender and season on physical activity level in 45 primary school children, aged 9 to 11 years. Attitudes towards physical activity were assessed using two different theoretical approaches: the children's attitudes towards physical activity (CATPA) inventory and the theory of reasoned action (TRA) questionnaire. Physical activity behaviour was measured using Cale's (1994) self-report measure of physical activity. Approximately 50% of the children were categorised as 'inactive' based on cut-off points developed by Blair (1984). A 2 x 2 (gender x season) factorial analysis of variance showed that children participated in more moderate physical activity in the summer than in the winter (F(1,44) = 6.29, p<.05) but there were no gender differences in physical activity levels. Descriptive statistics for the CATPA inventory showed that children generally exhibited positive attitude towards physical activity. Mann-Whitney U tests for two independent samples revealed significant differences between the high-active and low-active children for the catharsis, health and fitness, vertigo and aesthetic sub domains from the CATPA inventory (p<.05). None of the TRA variables showed any significant differences for activity level. Present results suggest that some attitude variables from the CATPA inventory differ according to children's physical activity levels and thereby emphasise the need for physical
educators to foster positive attitudes towards physical activity in order to encourage children to adopt and maintain healthy and active lifestyles.

Elizabeth and Nancy (2003) conducted a study to assess the possible relationship of sports participation during high school to body self-objectification, instrumentality, and locus of control, and to explore the possibility that different sports might be differentially related to psychological variables according to the perceived stereotypical masculinity or femininity of the sport. Two studies were reported herein. In the first, using 195 male and female students were examined perceptions of sports according to emphasis on physical appearance and perceived masculinity/femininity. These findings were used in Study 2, which included 437 college women, to describe sports participation along dimensions of both extent of participation and the nature of the sports in which the individual participated. Extent of participation in physical fitness activity was also assessed. Participation in sports and/or physical activity was associated with higher scores on the body shame subscale of McKinley and Hyde's (1996) Objectified Body Consciousness Scale, which indicates greater internalization of cultural standards of female beauty. Body shame was also related to participation in more "feminine" sports (those focusing more on female appearance). Physical activity was also consistently related to both instrumentality and locus of control. Further research is needed to understand the relationship of sports and physical exercise activities to body self-objectification and other indicators of psychological functioning among women.

Vilhjalmssson and Kristjandottir (2003) conducted a study on gender differences in physical activity in older children and adolescents the central roll of organised sport. Previous studies have generally had limited success in accounting for gender differences in leisure time physical activity. Based on a representative national survey of 3270 Icelandic 6th, 8th and 10th grade students, the study found that girls lower enrolment in organised sport clubs fully accounts for gender differences in frequency of overall physical activity, and largely accounts for gender differences in frequency of strenuous activity and weekly hours of overall and strenuous activity (enrolment hypothesis). Further more, girl’s high sport club withdrawal rate accounted for a small but significant part of the gender differences in weekly hours of overall activity and frequency of
strenuous activity (withdrawal hypothesis). No evidence was found to suggest that different activity levels of boys and girls enrolled in the clubs affected gender differences in levels of overall or strenuous physical activities (activity differential hypothesis). Other independent variables, i.e., perceived importance of sport achievement, sport and exercise related instructions, physical education experiences, and social modelling did not significantly affect observed gender differences beyond the sport club variables. The measuring of the results and their implications for gender disparities, health promotion, and future research are discussed.

Fenczyn and Szmigiel (2006) conducted a study to establish whether sex constituted a factor that differentiated physical activity amongst young people with obesity (simple obesity), and amongst non-obese young people during PE classes and during their free time outside school. A subject group of 300 individuals were examined. The experimental group (group E) comprised 75 girls and 75 boys, pupils of primary, lower-secondary and secondary schools from large towns in Poland (Cracow, Katowice, Rzeszów) who suffered from simple obesity. The control group (group C) equalled 150 pupils from the same schools selected at random from among individuals that fitted between 25 and 75 percentiles according to a percentile weight-height grid. The attitudes of the young people towards compulsory physical exercises and active movement outside the school were tested by means of an original questionnaire developed by the authors. The results of the research showed that overweight young people of both sexes attempted more often to avoid physical activity (movement) than their non-obese peers, both during physical education classes and outside school. Sex turned out to be a factor that differentiated attitudes towards physical activity. Almost total avoidance of physical activity by obese girls as compared with obese boys was observed. The boys to a greater extent than the girls, did engage in physical exercise. The results of the research showed the necessity for increased interaction to strengthen motivation to take up physical activities by obese pupils, particularly girls. What is also worth considering is one’s potential for physical fitness amongst young people when choosing activities, which becomes limited due to existing obesity.
Milligan and Pritchard (2006) examined whether gender, type of sport (lean v. non-lean), body dissatisfaction and self esteem were associated with disordered eating behaviors in Division I college athletes. More female than male athletes displayed disordered eating behaviors; approximately one-quarter of the population was at risk for a clinically diagnosable eating disorder. The results also revealed that females in non-lean sports (basketball, tennis, golf, soccer, and skiing) and males in lean sports (track, wrestling) displayed the highest level of disordered eating behavior and body dissatisfaction. Finally, results showed that for women, disordered eating behaviors were predicted in order by: body dissatisfaction, self esteem and type of sport (lean v. non-lean), whereas for men, disordered eating behaviors were only predicted by body dissatisfaction. Information from this study will be useful for coaches and athletic trainers hoping to design interventions for athletes suffering from disordered eating behaviors.

**Sport Orientation**

Martin et.al (1995) measures of athletic identity and sport orientation, developed from self schema theory, social role theory, and achievement motivation theory, were used to examine international adolescent swimmers with disabilities. The multidimensional Athletic Identity Measurement Scale (Brewer, Van Raalte, & Linder, 1993) was used to assess self-identity, social identity, exclusivity, and negative affectivity. The Sport Orientation Questionnaire (Gill & Deeter, 1988) measured competitiveness, win orientation, and goal orientation. Swimmers reported (a) a strong self-identity, (b) a moderate to strong social identity, (c) negative affectivity with lower levels of exclusivity, (d) strong competitiveness and goal orientation, and (e) moderate win orientation. Self-identity was correlated with competitiveness, suggesting that swimmers did not simply report an identification with an athletic role; they also reported a strong desire to attain competitive goals. Additionally, exclusivity was associated with negative affectivity, indicating that athletes without diversified self-schemas may be at risk for emotional problems when unable to compete. In general, the results indicated that these swimmers possess a strong athletic identity and that sport is important to them.
Yilla (1998) developed a model to explain elite wheelchair basketball performance. Participants were 40 adult males competing for membership on the 1996 USA Men's Paralympics Wheelchair Basketball Team. Data were collected on demographic variables (age, age at time of disability, and experience in wheelchair basketball), classification, training practices, performance-related fitness, sport orientation, (the competitive, win and goal scales of the SOQ), and basketball performance (a battery of skill tests). Structural equation modelling (SEM) was used to develop and examine the model. Basketball performance was employed as the criterion measure. The model was tested by examining fit statistics. The three significant pathways were those between the demographic and training constructs, the fitness and basketball performance constructs, and the classification variable and the fitness construct. It was concluded that the structural model of elite wheelchair basketball performance, as a first application of model generation strategies in wheelchair basketball, providing a good conceptual framework for further theoretical and empirical research on elite wheelchair basketball performance for adult males involved in international competition. The generalizability of the current model is questionable.

Wartenberg, (1998) developed the Sport Orientation Questionnaire (SOQ) was a sport-specific measure of individual differences in achievement orientation. Factor analysis of its 25 items yielded three subscales: competitiveness; win orientation; and goal orientation. Alpha coefficients averaged across three samples were .94, .86, and .80 respectively. A comparison of high school athletes with their nonathletic classmates revealed mean scores (54.2, 21.2, & 26.0 respectively) that were significantly higher (42.2, 17.4, & 23.6 respectively). The authors concluded that the SOQ is reliable and valid (Gill & Deeter, 1988; Gill, Dzewaitowski, & Deeter, 1988). Two follow-up studies also showed that athletes scored significantly higher than nonathletes on all three subscales, with competitiveness yielding the biggest differences (Gill & Dzewaitowski, 1988; Gill, Kelley, Martin, & Caruso, 1991). To our knowledge no one has studied professional athletes using the SOQ. Professional athletes should score very high on the SOQ, given that a successful career as an athlete might depend partly on a high motivational level to compete and win. To our knowledge no one has studied the fans of
a professional team using the SOQ. It seems reasonable to think that male fans who are similar in age to members of a professional team might be athletic themselves. Nevertheless it was hypothesized that members of a professional team would score even higher on the three SOQ subscales than their fans.

The first author administered the SOQ at a team meeting of the Tallahassee Tiger Sharks of the East Coast Hockey League. All 23 players and 2 player-coaches completed the questionnaire. Thirty-one male fans who appeared to be about the same age as the players were approached by the first author before a Tiger Shark game or at one of the intermissions. All subjects were asked to record their ages on the one-page questionnaire. Six questionnaires given to fans were discarded either because they failed to complete and return the questionnaires or because their ages fell outside the age range of the players. No one who was approached refused to participate.

The players had a mean age of 24.2 years (SD = 1.6) with a range from 22 to 29. Their male fans had a mean age of 24.9 (SD = 2.3), t (48) = 1.14, ns. Alpha coefficients for the entire sample were .96, .81, and .93 for competitiveness, win, and goal orientation, respectively. The players (M = 61.9, SD = 3.3) scored as significantly more competitive than their fans (M = 49.0, SD = 11.6), t(48) for unequal variances = 5.34, p [less than] .0001. Players (M = 26.7, SD = 2.3) also had a higher win orientation (M = 22.9, SD = 4.4), t(48) = 3.81, p [less than] .001, and a higher goal orientation (M = 26.7, SD = 3.5) than fans (M = 21.4, SD = 5.4), t(48) = 4.15, p [less than] .0001. Alpha coefficients were similar to those of earlier studies. The significantly higher scores for professional hockey players found on all three subscales are also consistent with earlier results in which amateur athletes were compared with their nonathletic peers (Gill & Deeter, 1988; Gill, Kelley, Martin, & Caruso, 1991; Gill & Dzewaltowski, 1988; Gill, Dzewaltowski, & Deeter, 1988). Gill (1993) reported means of 59.1, 24.2, and 26.4 for male amateur athletes on competitiveness, win, and goal orientation respectively. The somewhat higher scores for competitiveness and win orientation obtained by professional hockey players in the present study may reflect a major unwritten rule of professional sports: "Compete
According to Voight, et. Al (2000) preliminary evidence in sport research suggests that interdependence may exist between athletes' motivational goal and their stress responses. The present study sought to establish this particular tenet of goal perspective theory (Duda & Nicholls, 1992) among a sample of culturally diverse adolescent athletes. Female volleyball players (N = 196) participating in a United States Olympic Committee (USOC) Development Program completed the 13-item Task and Ego Orientation in Sport Questionnaire, the 13-item Trait Sport Confidence Inventory, and the 21-item Sport Anxiety Scale. The study examined the multivariate relationship among ego orientation, task orientation, sport self-confidence, and the three-trait anxiety dimensions of worry/concern, concentration disruption, and somatic anxiety. In addition, hierarchical multiple regression analyses provided support for the contention that self-confidence plays a mediating role in the goal orientation-trait anxiety relationship. Specifically, greater competitive trait anxiety was evidenced only among those highly ego-involved athletes reporting low self-confidence. These findings strongly suggest that coaches and sport psychologists endeavour to enhance their athletes' task involvement, yet also consider the interaction of motivational goals and self-confidence when assessing the stress responses of Mexican-American female athletes.

Wakayama et al (2002) examined sport achievement orientation within the Japanese sport setting. 1,836 male and 425 female athletes (M age = 18.6 yr.) from 47 sports completed the Japanese version of the Sport Orientation Questionnaire (24 items), and 1,781 males and 421 females (M age = 18.6 yr.) from 47 sports completed that of the Task and Ego Orientation in Sport Questionnaire (14 items). While the original English versions of the questionnaires are composed of three and two factors, respectively, present exploratory factor analyses identified four factors in the Sport Orientation Questionnaire and three in the Task and Ego Orientation in Sport Questionnaire. In this study, two types of the SOQ Competitiveness and the TEOSQ Ego Orientation emerged even though the original versions included only one type. A one-way analysis of variance
indicated that sex differences were significant for all subscales. Sex differences in the Sport Orientation Questionnaire of Japanese resembled those of Americans. The overall factor reliability and validity based on the sample suggested that the modified Japanese versions of the two questionnaires can be valuable in the investigation of sport achievement orientation in Japanese sport and exercise settings.

Kokaridas et al (2005) was to examinee sport orientation and athletic identity of elite athletes with physical disabilities. Participants were shooting athletes numbering 30 from different national teams of the Paralympic Games 2004. Thirteen (13) participants had acquired disability and seventeen (17) participants had congenital disability. Two athletes had polio syndrome, 12 had spinal cord disability, 9 were amputees and 6 had spina bifida. The training age of the participants ranged from 2 to 28 years. They completed the Sport Orientation Questionnaire (Gill & Deeter, 1988), which assesses scores for the factors of competitiveness, goal orientation and win orientation and the Athletic Orientation Questionnaire (Martin, Adams-Mushett & Smith, 1995) that measures the factors of self-identity, social identity, exclusivity and negative affectivity. The results of the study revealed a satisfactory internal consistency among the factors. In addition, results exposed differences concerning win orientation according to the training age of the participants, along with an effect of the different kinds of disability on self-identity and social identity of the athletes.

Dimitrios, et al (2009) examined sport orientation and athletic identity of Greek wheelchair basketball players. The sample consisted of 50 male wheelchair basketball players all coming from different teams participating at the Greek National Championship. Thirty-three (n=33) participants had acquired disabilities, and 17 (n = 17) participants had congenital disabilities. The years of training of the participants ranged from 1 to 22 years. All subjects completed the Sport Orientation Questionnaire with factors of competitiveness, goal orientation and win orientation, and the Athletic Orientation Questionnaire which assesses personal identity, social identity, exclusivity and negative effect. The study indicated satisfactory internal consistency for the questionnaires' factors. Furthermore, players with congenital disabilities appeared more
win-oriented and focused on specific goals and with stronger self-perception of their athletic role compared to players with acquired disabilities.

**Locus of Control**

McKelvie and Huband (1980) examined trait anxiety in competitive sport situations and locus of control among athletes and non-athletes. The Illinois Competition Questionnaire and the Rotter I-E Scale were used. Results indicated that the athletes and non-athletes reported similar levels of locus of control and sport anxiety. For each group, scores on the two tests were independent of each other. These findings suggested that increased evidence of there being no systematic relationship between athletic involvement and locus of control and athletic involvement and anxiety in competitive sports.

Schutz, Smoll and Wood, (1981) conducted a study to examine the relationship between exercise adherence and the combined effects of locus of control and attitudes toward physical activity. The primary instruments used were the Internal, Powerful Others, and Chance Scales the Exercise Objectives Locus of Control Scales (developed by the first author); and the Revised Children's Attitudes Toward Physical Activity Inventory (The subjects were 61 females, aged 15-57 (M = 28), voluntarily participating in 8- to 12-week aerobic fitness programs. Findings indicated only a weak relationship between adherence and the combination of locus of control and attitudes. Results of stepwise regression analysis revealed that two attitude measures were the best predictors of exercise adherence. In general, those subjects who at the outset of the programs had a less positive attitude toward participating in physical activity for continuing social relations and a more positive attitude toward participating in order to reduce stress and tension tended to have a higher percent attendance.

Pathak and Thakur (1985) was undertook a study to ascertain differentiated personality correlates of death anxiety and locus of control in individual, team and non-athletes. 50 individual, 50 team and 50 non-athletes undergraduate male students of Uttar
Pradesh (India) constituted sample of the study, their age range being 18 to 25 years with a mean age of 22.66 yr. Thakur Death Anxiety Scale (Thakur and Thakur, 1983) and Hindi version of Rotter's Locus of Control Scale (Kumar and Srivastava, 1983) were administered upon these groups individually. Analysis yielded significantly higher death anxiety in non-athletes than in individual athletes and team athletes. Non-athletes had significantly higher scores on locus of control scale than individual and team athletes. No significant difference was found between individual and team athletes on death anxiety and locus of control scales. Results were discussed in the light of previous findings and social learning theory.

Furnham and Greaves (1993) conducted study concerning sex and various locus of control correlates of body image satisfaction. The results indicated that men and women differ significantly in the degree and in the direction of dissatisfaction towards their bodies, which were consistent with the culturally defined ideals for men and women. Significant differences were also observed regarding self-perceptions, suggesting that women more than men are more likely to suffer from depression and have lower self-esteem which was itself associated with body image satisfaction. Individual beliefs about perceived control towards achieving an ideal body shape were assessed using a new locus of control scale which correlated significantly with two scales measuring attitudes relating to body shape. The results from this new scale suggested that perceived locus of control beliefs are important predictors of the resulting behaviours and self-perceptions associated with body shape satisfaction and dissatisfaction.

Mandigo (1997) investigated the components of fun within physical education (PE), organized sport (OS) and a new developmentally based physical activity program called SportCan. A total 657 boys and girls from 11 schools and 29 boys and girls from one recreation program took part in the study. Fun in PE and OS was found to be empirically influenced by program variables such as skill, boredom, intrinsic motivation, locus of control and quality of feedback. Fun was also influenced by grade, perceived competence, and whether participants took part in organized sport (PART). When fun was examined in the SportCan program, these differences between individuals
disappeared, with the exception of grade, while the program variables stayed virtually the same. An empirical connection between fun and flow was also uncovered and fun was found to be highly correlated with participant's desire to continue participation in each of these three environments. The results are broken down into five separate manuscripts detailing results from the preliminary study in a recreation setting, from the pre-program and post-program questionnaires administered in schools across Ontario and global findings over the course of the six month study.

Mulhern (2000) examined the relationship of locus of control, sport performance and behaviour of intercollegiate student athletes. Participants were asked volunteer student athletes participating in basketball in the St. Louis Intercollegiate Athletic Conference. Locus of control was assessed by use of the Sport Multidimensional Locus of Control Scale. Participants completed a Pre and Post-test Locus of Control scale, as well as the Athlete Behavioural Perception Inventory (ABPI). The ABPI assessed athlete’s behaviours including leadership, hustle, coachability, team loyalty, self-confidence, persistence, and responsibility. Athlete's SMLOC locus of control scores were analyzed with respect to basketball performance, gender, number of years lettered relative success of team during season (conference standing), athletic eligibility, and captain status. Results indicated that Pre-test Locus of Control Powerful Others and Chance scores were significantly related to basketball performance indicators. Athletes who gained all-conference post season status recorded lower Powerful Others and Chance pre-test scores than those athletes who did not receive that recognition. Chance Pre-test Locus of Control scores were found to be significantly correlated with the athletic behaviours of leadership, team loyalty, and responsibility. Internal Pre-test, Internal Post-test, and Chance Post-test scores were found not to be related to basketball player behaviours. In regard to gender, athletes’ behaviours such as leadership, hustle, self-confidence, and persistence were more often related to males than females. Also, captains possessed lower Powerful Others and Chance Pre-test scores than non-captains. The results of the study suggest that there is a relationship between basketball performance and locus of control. Future research might consider coaching factors such
as leadership style, strategies, and coaching methods that might impact student athletes' locus of control as they move through their intercollegiate sport career.

Kimball (2001) investigated the psychological constructs of self-efficacy and locus of control in high school athletes may lend evidence to possible determinants of successful athletic performance. The participants for this investigation included high school male and female, varsity and junior varsity athletes (N=377), who responded to the Physical Self-Efficacy Scale (PSES; Ryckman, Robbins, Thornton, & Cantrell, 1982) and the Sport Multidimensional Locus of Control Scale (SMLOC; Persson, 1987). From the results of the confirmatory factor analysis, a number of goodness of fit statistics were used and provided evidence of an acceptable model fit for a revised 2-factor version of the SMLOC. A significant (p < .05) positive relationship existed between the global PSES scores (Ryckman et al., 1982) and the Internal (INT) subscale of the revised SMLOC. A significant (p<.05) negative relationship existed between the global PSES scores (Ryckman et al., 1982) and the external (EXT) subscale of the revised SMLOC. A significant (p<.05) main effect was found for gender for high school athletes. Males appeared to have higher scores on the Physical Self-Presentation Confidence subscale of the PSES (Rychman et al., 1982) and the EXT subscale of the revised SMLOC. Locus of control may be better understood through two dimensions (INT/EXT) in the sport setting.

Johan, et. Al (2006) to investigate whether or not a relationship could be detected between trait measures related to personal control and mental skills completed inventories among 198 individual elite athletes measuring locus of control, sense of coherence, and mental skills. Results indicated that individuals with an internal locus of control and a high sense of coherence consistently displayed significantly higher scores on nine out of the twelve mental skills measured by the Ottawa Mental Skills Assessment Tool-3 than athletes scoring lower on the two trait inventories. Although the cross-sectional design precludes casual inferences, findings suggest that individuals who perceive their world to be controllable, manageable, and meaningful have more developed mental skills and sports professionals may still want to consider these findings when tailoring mental skills training programs for individual athletes desiring to achieve performance excellence in elite sports.
Ruibytė (2007) investigated the link between students’ self-esteem, individual attribution style, locus of control and academic achievement for better understanding of students’ learning and adaptation problems. The main purpose of the research was to examine the relationship between the individual attributional style, locus of control and self-esteem, analyse, to analyze how these features of personality were related to future aspirations and how the afore-mentioned features were reflected in the academic activity of students. The tasks set for the analysis of the survey data were as follows: to identify specific features of self-esteem, locus of control and attributional style and their interrelation, analyse the link between self-esteem and future aspirations of the individual, and identify the link of self-esteem and locus of control with academic grade. Participants were 200 Vytautas Magnus University students (59 males and 141 females). For the purpose of survey we used the questionnaire of 52 items constructed by us which comprised three blocks: self-esteem, attributional style and locus of control. Self-esteem of students was measured using Rosenberg (RVS) self-esteem scale (10 statements). To determine specific features of attribution (15 questions) we used the respondents’ opinion regarding their colloquium grade (two questions) and interpretation of reasons for getting such grade (eight questions) based on B. Weiner’s model (Weiner, 1985). One question reflected the student’s expectations before the exam and one was intended to determine the student’s attribution style in foreseeing the factors predefining the future result. The scale of the locus of control (27 statements) was worked out on the basis of the Subjective Control Level (УCК) survey methods developed by the Scientific Research Institute of Bechterev and the Occupational Stress Indicator (OSI) Methods created according to the Dutch version of Spanningseter. The main conclusions are: 1. The survey results confirmed the interrelationship between self-esteem and internality (externality) — students with higher level of self-esteem have higher internality score. 2. Low and high self-esteem students explained their success using different attributional style. Boys and girls with higher level of self-esteem attached greater importance to their internal and stable features and valued unstable external factors less than low self-esteem students. 3. In addition to different interpretation of current events, students-internals and externals also had different perception of their future result. Externals more than internals...
were inclined to believe that their examination grade would be predetermined by external causes. 4. Subjective locus of control was linked to results and achievements of individual activities. Girl-students with relatively higher internality had better results in academic activities, i.e. they received higher grade than girl-students externals. The data on boys did not reflect statistically reliable link between internality and received grade. 5. Level of internality keeps growing with age. Particularly distinct is the dependence of internality upon the year of studies in which the respondents are studying. Senior girls and boys manifested higher level of internality. It seems those students’ attributions, locus of control, self-esteem and academic achievement are strongly connected and thus they have to be applied for effective teaching.

Kaya (2007) in this study on locus of control and depression levels of early adolescents (N = 409) with different sociometric status were examined. Sociometric status was determined using the classic sociometric classification procedure as described by Coie, Dodge, and Coppotelli (1982). Students completed the Children’s Depression Inventory and the Nowicki-Strickland Locus of Control Scale. Findings showed that locus of control and depression level of students differed according to sociometric status. Subjects classified as popular and controversial, have much more internal control than those of any other sociometric status and the neglected and rejected students tend to display more depressive symptoms than those of any other sociometric status.

Joanna Burdzicka-Wolowik (2008) wrote that, the motivation to undertake this study was the fact that more and more psychologists focus their attention on the role played by the system of values in behaviour regulation and self-monitoring. The major purpose of the study was to show the characteristics locus of control (LOC) orientation of physical education students and their hierarchy of values, and secondly, to determine and demonstrate LOC and gender-based differences in the value systems. The study was based on the Delta questionnaire designed for LOC measurements, and the SW 18 scale test used for value system assessments. The study was conducted in the 2004/2005 academic year among first-, second- and third year students of physical education. The study results showed that: 1. Students of physical education are characterized by internal
locus of control. 2. The dissimilitude in the value systems held by students with external and those with internal LOC apply only to moral standards, 3. Female and male PE students hold different systems of values. Female students have a definite higher regard for esthetical and moral values than their male university mates.

Coskun .et al (2009) conducted a study to determine whether trait anxiety and coping with stress vary significantly according to locus of control. The study was carried out with 514 (286 female and 228 male) Turkish university students, aged between 18 and 27. It was found that average trait anxiety scores of the students with internal locus of control were significantly lower than those of the students with external locus of control and that average problem-focused coping with stress scores of the students with internal locus of control were significantly higher than those of the students with external locus of control. There was no significant difference in incidence of avoidance and seeking social support between the students with internal locus of control and those students with external locus of control.

An Overview

Results of Children’s attitude Towards physical Activity (CAPTA) inventory showed that children generally exhibited positive attitude towards physical activity. Moode Fingerburg (1994) found gender differences on Social experience, Health and Fitness, Aesthetic experience with the men and scores of women significantly higher.

Gary and David (1991) also found significant difference between boys and girls attitudes in both the secondary and primary samples. Girls had significantly more positive attitudes towards physical activity than boys, but no differences in attitude between the socio-economic levels.

The children attitude toward physical activity were generally positive for both sexes and girls showed more favourable attitude towards the aesthetic sub domain than boys. Boy’s evidenced significantly more positive attitude toward physical activity as the pursuit of vertigo and as catharsis.
Dimitrios, Kokaridas et al (2005) examine Sport Orientation and athletic identity of elite athlete with physical disabilities and found that a satisfactory internal consistency among the factors.

Wartenberg (1998) found that players with more competitiveness having higher level of win orientation and higher goal orientation.

Coskun, et al (2009) conducted a study to determine whether trait anxiety and coping with stress vary significantly according to locus of control. It was found that average trait anxiety scores of the students with internal locus of control were significantly lower than those of the students with external locus of control.

Alim Kaya (2007) found locus of control and depression levels of early adolescences with socio metric status was differed according to sociometric status. Subjects classified as popular and controversial, have much more internal locus of control than those of any other sociometric status and neglected and rejected students.

Laima Rubyte (2007) found link between students self-esteem, individual attribution style, locus of control and achievement for better understanding of students learning and adaptation problems. Subjective locus of control was linked to results and achievements of individual activities. Girls students with relatively higher internality had better results in academic activities i.e. they received higher grade than girl students externals.

Fallby (2006) indicated that individuals with an internal locus of control and high score of coherence consistently displayed significantly higher scores on nine out of twelve mental skills.