CHAPTER II
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In developed countries extensive research had been done in which the psychology of sportpersons, and the effect of psychological factors on the performance of sportpersons were studied. Are the psychological factors influenced because of the characteristics of and activities of the sportpersons? were also studied. In present study similar attempt was made. To what extent self concepts of sportpersons and nonsportpersons are influenced, due to the differences in the activities they are involved in? Do individual success orientation and group success orientations develop different self concepts? Is sex a major factor influencing the development of self concept? Are these three factors associated with the development of values? etc. are a few questions for which answers are being sought in present study. Hence related research studies are reviewed here.

Unfortunately, very few systematic research work had been done in India in these fields. However, a few representative studies done in India and Western countries are reviewed here.

Seventeen male gymnasts attending the first national gymnast coaching camp at Motilal Nehru School of Sports were administered a self concept inventory by Sagar Sharma. Positive correlation between competitive performance and self concept was found. The gymnasts who excel in their performance showed high and positive relationship between competitive performance and self concept (Singh and Debnath, 1986).

Sixty male students of certificate course of physical education in Amaravati took part in the study. Youth fitness test battery APHPER was administered on them. It was found that the group with high self concept distinctly differed from average and low self concept groups having significantly higher mean physical fitness score. The
group mean differences of physical fitness scores of average and low self concept
groups were not statistically significant (Gill, et al. 1988).

Effect of continuous and interval running on male adolescents self concept was
measured by Toriola (1988). Fifty five healthy male students of Nigeria participated in
the study. Self image questionnaire for adolescents was administered on the Ss, and
their anthropometric measures were taken in to account. The Ss were classified into
three groups namely control group (n = 16), continuous group (n = 14) and interval
running group (n = 18). They were compared at pretraining level. Significant
differences were found among the groups in respect of psychopathology and superior
adjustment. The exercise groups were better adjusted emotionally and demonstrated
positive gains in their strength.

Porat et al. (1989) selected 20 girls (aged 7 to 9 yrs) for a 1-yr study that
assessed the role of psychological variables (i.e. self-concept, locus of control, and
anxiety) in competitive gymnastics. Subjects were administered the Tennessee Self
Concept Scale, a Locus of Control Scale for children, and the State Trait Anxiety
Scale. Following a year of practice, Ss participated in gymnastics competitions. Ten
psychological measures accounted for 49% of the performance variance. The best
predictor was trait anxiety.

Sherril et al. (1989) examined differences in self-concept and attitude toward
physical education in 4th and 5th graders who scored high (HPF) and low in physical
fitness (LPF) measures, included 2 attitude tests and the children’s self concept scale.
Significant differences were found on all tests between HPF boys and HPF girls LPF
boys and LPF girls. HPF boys and girls had significantly higher self-concepts than
LPF boys but not LPF girls. Mean differences in attitudes between groups were not
significant.

Salokun (1990) investigated the effects of a 10-wk skill training program in
basketball and field hockey on the self-concepts of 72 male and female Nigerian early
adolescents (aged 12-14 yrs) and late adolescents (aged 16-18 yrs) and examined
whether sex and age differences influenced these effects. Compared to 72 age- and sex-matched controls, trained Ss scored significantly higher in total positive self, self-satisfaction and physical self measures. Late adolescent males scored significantly higher on total positive self, self-satisfaction, and physical self than their female counterparts. Early adolescent females scored significantly more positively on self-satisfaction measures than late adolescent females. In both sexes, early adolescents scored higher than late adolescents in social self measures. The influence of the learning process and the context of the social setting on self-concept is discussed.

Suman (1990) examined the naturally occurring relations among dispositional factors such as self-perceived physical attractiveness (SPA) and self-concept characteristics on the one hand, and behavioral measures and rated physical attractiveness on the other. Data were gathered from 72 female college students in an experimental setting. Correlational analysis confirmed the positively significant relationship between attraction toward partner and SPA; SPA and self-concept; and SPA and perceive physical attractiveness of dating partner. Multiple correlations also identified the SPA as a predictor of attraction behaviour and perception of partner's physical attractiveness behaviour and perception of partner's physical attractiveness. An additional $2 \times 2$ analysis of variance (ANOVA) of perceived self Vs rated physical attractiveness did not reveal any significant effect of measures of attraction.

One hundred twelve high, and 90 low-performance athletes in Nigeria and 108 nonathletes (all Ss’ mean age 16.8 yrs) completed the Tennessee Self-Concept Scale. Athletes scored significantly higher on all self-concept subscales except behavior, moral-ethical, and family. High performance athletes scored significantly higher on all aspects of self-concept (Salokun, 1990).

Adame et al. (1990) assessed the level of exercise in 123 male and 120 female college freshmen to investigate the relationship of 4 variables to physical fitness. The variables are (1) amount of exercise, (2) the physical fitness dimension of body image, (3) locus of control, and (4) gender. There was a significant interaction between gender and amount of exercise. More women than men reported exercising less than 2 hrs/wk.
More men than women engaged in 5+ hrs/wk of exercise. Men were significantly more fit than women. Greater amounts of exercise were associated with increased fitness. Subjects with an internal locus of control and a good body image were more fit than external oriented Ss, and Ss with a poor body image, respectively.

Spink (1990) examined the relationship between group cohesion and collective efficacy in 92 volleyball players participating on elite and recreational teams. Specific measures of group cohesiveness were positively related to collective efficacy for elite volleyball teams but not for recreational teams. In the elite teams, 'Individual Attractions to Group-Task' and 'Group Integration – Social' were found to differentiate significantly between low and high collective efficacy teams, with the high collective efficacy players on elite teams consistently reported lower levels of cohesion than those on recreational teams. The effects of different goals held by group members may account for this discrepancy.

Hazelworth and Wilson (1990) measured the effects of an outdoor adventure program on the self-concept of 39 participants (aged 12-15 yrs). The program consisted of 42-wk sessions, each with a different adventure focus. Subjects completed the Tennessee self-concept Scale before and after each adventure session. Overall analysis of self-concept showed significant positive changes in moral, ethical self-concept, identity and self satisfaction. Varying changes in self-concept were recorded for each session. Positive changes in the moral-ethical attitudes towards family aspects of self-concept were most common. The structural organization of a camp may directly affect the self-concept of participants in certain areas.

Finkenberg (1990) examined whether the self-concept (SC) of 51 college women (aged 18-31 yrs) was affected by the participation in Taekwondo classes. Forty nine Ss in general education classes served as controls. All Ss completed the Tennessee Self Concept Scale during the first and last weeks of the semester. Taekwondo Ss scored significantly higher than controls on 5 of subscales (physical, personal, social, identity, and satisfaction and on total SC. Nonsignificant differences
were found on the other 4 subscales (moral-ethical, family, behavior, and self-criticism).

Keltikangas (1990) studied the stability and gender differences of self-concept (SCP) during adolescence and early adulthood in 395 male and 399 female randomly selected Finnish Ss using the shortened version of the Coopersmith Self-Esteem Inventories. There were no differences between the men and women in the total score for SCP. In early adulthood, men scored higher on the women on general self-esteem, and women scored higher on the home-parents factor in each developmental period from preadolescence to adulthood. The stability of SCP, period ranged from preadolescence to adulthood. The stability of SCP as well as its different components, was rather high. General self-esteem showed the highest predictive value for the total score 6 yrs later.

Hopper et al (1991) examined multidimensional self-concept and skill development changes in 54 8-14 Yr old soccer players after a 15 hr soccer camp. Subject were pre- and post tested on 4 skill tests (dribbling, wall volley and accuracy of kick), the Self-Perception Profile for Children (SPPC; S. Harter, 1985) and a soccer self-concept scale. Significant improvements occurred in the wall volley item and in the soccer self-concept scale. The significant improvement in the soccer self-concept supported the multidimensional theory of self-concept. Subscale means were slightly higher than those of Harter Comparisons of players. Player's perceptions of ability and coaches rating indicated that older player (aged 11-14 yrs) agreed more on ability than younger players (aged 8-10 yrs) and coaches.

One hundred fifty two women (aged 18-45 yrs) participating in a physical fitness program completed the Greek version of the Body Cathexis Scale. Results show high internal consistency. Item analysis rs were .29 - .68, split-half r was .89 and Chronbach alpha was .92. Factor analysis revealed 6 factors that explained 52.5% of the total variance: Physical Fitness, Total Appearance, Health and Skill, face, Ears and Chin and Extremities. Higher Body satisfaction was observed on Health and Skills,
and Chin, and Extremities. Age group was not associated with overall body satisfaction (Theodorakis, et al. 1991).

Laharopoulos and Hodge (1991) examined differences between 28 male and 33 female sport participants (aged 13-17 yrs), 27 female and 23 male matched non participants, and gender, in levels of multidimensional self-concept, using the Self-Description Questionnaire III, summary items. Athletes differed significantly from non athletes in physical ability self-concept. Findings support the multidimensionality of self-concept and refute the assumption that sport participation enhances self-concept in general. Instead, findings suggest that sport may affect a particular area of self-concept.

Petrakis and Bahls (1991) investigated the relation of elementary school program in physical education (PE) to the self-concepts of 212 children in Grades 1. Subjects came from 2 parochial schools, one with a PE program and one without. The Martinek-Zaichkowsky Self-Concept Scale was administered during the 1st 2 wks of September and the last 2 wks of April. An analysis of variance (ANOVA) with repeated measures indicated that PE did not enhance self-concept, except for Ss in Grade 2.

Twenty Seven college students participated in an advanced weight-training course while a control group of 30 completed a physical education major theory course. All Ss were administered the Rosenberg Self-Esteem scale and a body-cathexis scale prior to and at the conclusion of a 16-wk field experiment Weight-training Ss had higher self-esteem and body-cathexis scores than the control group, due to significant improvement in body composition, maximal strength, and strength endurance scores (Melnick and Mookerjee, 1991).

Hallinan, et al. (1991) examined the relationship between sex and perception of body image among 58 female non athletic undergraduates aged 17-30 yrs. Ss completed a questionnaire that asked them to identify from 9-figure body-silhouette scale, their current image and the image that they thought was most ideal. No
significant differences were found for men based on athletic participation, and both athletes and non athletes were satisfied with their body image. However, when comparing current and ideal image, significant differences were found for women athletes and non athletes. Data support women’s dissatisfaction with their body images and show that athletic participation is not associated with this perception.

Maqsud & Rouhani (1991) examined the relationships among socioeconomic status (SES), locus of control, self-concept, and academic achievement in 58 boys and 77 girls (aged 16-17 yrs) in South Africa. Analysis revealed that Ss were significantly more externally oriented when compared with the normative data for the Nowicki-Strickland Locus of Control Scale (S. Nowicki and S. Strickland, 1973). SES was positively associated with internality, self-concept, and achievement in English, while externality was negatively related to these variables.

Long (1991) analyzed the relationship between sex role orientation and women’s mental health using multiple measures of self-concept including time competency, inner-directed support, self-regard, self-acceptance, self-esteem, and locus of control. Two hundred ninety three adult women (95 professionals, 86 students, 54 clients, and 58 victims of domestic violence) completed 3 instruments; the Personal Orientation Inventory, the Tennessee Self-Concept Scale, and a self-esteem scale. Results indicate a strong positive correlation between masculinity and all 6 measures of self-concept as well internal locus of control Femininity scores, on the other hand, seem to be largely irrelevant as predictors of self-concept.

Forty four female collegiate athletes of 4 teams (basket-ball, softball, track and field, and volleyball) were administered the Tennessee Self-Concept Scale. Comparisons of scores on 8 dimensions and the Total Positive score yielded no between-group (team) differences. No differences were found when results were compared to normative data, suggesting that self-concept scores are not appropriate for differentiating between female collegiate athletes and other group (Finkenberg, et al. 1991).
Seventy eight men in university physical education classes participated 3 hrs/wk for 8 wks in 1 of 3 activities: strength development, body-building and jogging groups as compared to those of the strength-development and control groups. On global self-concept scores, the body-building and jogging groups showed an increase on immediate retest, while the strength-development group showed little change. (Ford et al. 1991).

The Tennessee Self-Concept Scale was administered to 29 male and 23 female bodybuilders (aged 20-42 yrs) to assess whether their self-perceptions differed from those of non bodybuilders as declared from standardized population means. Both male and female bodybuilders had significantly higher scores than non bodybuilders on personal, social, and satisfaction dimensions. Female bodybuilders also scored significantly higher on moral, ethical self and behaviour dimensions, in addition to total positive approach. Both men and women had significantly lower self-criticism scores, which triggers the probability that the other scores were artificially given by the Ss' deliberate effort to present a favorable picture on self. Also, when compared with men bodybuilders, women bodybuilders had significantly higher scores on moral-ethical satisfaction, and total positive dimensions (Finkenberg & Teper, 1991).

Concerned with adolescents' participation in athletics, the impact of this participation on body image, and how this relationship affects the development of a sense of identity, several studies were reviewed. A review of the literature on the relationship among these variables reveals a preponderance of data indicating that boys and girls differ with respect to how athletic ability and participation affect body image and identity. Related reviews of some of the issues surrounding identity, body image and athletic ability consider the complex interrelationships that exist among these phenomena in adolescence, focusing on the aspects of these issues that are involved in their interaction (McCabe et al. 1991).

Mc Donald, et al. (1991) assessed the role of psychological variables (mood, physical estimation and attraction, self-concept, and personality) in predicting physical performance and fitness in 64 male and 38 female active-duty US Navy personnel.
Subjects performed physical performance and fitness task, and completed standardized questionnaires. Results were analyzed by canonical correlation and multiple regression techniques. Men and women differed significantly on measures of size, body fat, and physical capacity, Findings indicate that questionnaire measures most notably attraction, estimation and physical self-concept scores, can be used to predict both men and women in significance of primary questionnaire measures to predict performance of fitness, with attraction, estimation, and physical self-concept scores being the best predictors among all questionnaire measures in both gender groups.

Super & Block (1992) studied self-concept and need for achievement of athletically active and relatively inactive American males with physical disabilities using the Tennessee Self-Concept Scale, Counseling Form and the Thematic Apperception Test. Subjects were 45 men (aged 18-40 yrs) with physical disabilities; 50 able-bodied Ss, composing 2 counterpart groups, were also included. Results support the hypothesis that predicted negligible, differences between the disabled Ss and the able-bodied counterpart groups.

House (1992) investigated the relationship between 996 male and 1,328 female college students’ academic self-concept, their achievement-related expectancies, and their subsequent college persistence. Findings show that questionnaire items that assessed students’ academic self-concept were better predictor of persistence than were expectancies for success in college. There were some differences between men and women in which variables were significantly associated with persistence. Most notably, self-perceptions of mathematical ability were significantly associated with persistence for both 4 and 8 semesters for women but not for men, Neither of the 2 student expectancies directly related to persistence (expectations of dropping out temporarily or permanently) were significantly related to persistence.

Slein and Motta (1992) examined the effects of aerobic and nonaerobic exercise and depression on self-concept in pretest-post test design. Eighty nine college students (aged 18 – 42 yrs) engaged in either the aerobic exercise of swimming, the nonaerobic exercise of weight training, or general education, a non exercise control.
Dependent measures were the Beck Depression Inventory, the Depression Adjective Check Lists, the Tennessee Self-Concept Scale, and K.H. Cooper's (1977) Twelve Minute Swim. Both the aerobic and nonaerobic exercise groups experienced a reduction in depression compared with the control group. The nonaerobic condition was superior to the aerobic condition for enhancing self-concept.

Chaudhary & Ray (1992) compared the self-concept, locus of control, and adjustment of intellectually superior (ISP) students with those of intellectually normal (INR) students, 48 ISP and 57 INR students were selected from the 7th, 8th, and 9th standards and were administered measurement scales. Results indicate that the ability of both groups to adjust appears to be similar and is thus not influenced by intelligence. Intelligence does not seem to influence the locus of control and that there is a significantly positive relationship between intelligence and self-concept. The ISP Ss had a higher self-concept.

Brawley et al. (1993) hypothesized that group goal clarity, commitment, behavioral influence, and group cohesion would predict satisfaction with group goals. The amount of perceived participative goal setting was hypothesized to relate to the above variables and cohesion and the proposed relationships were hypothesized to change in form over time. Ss were 145 athletes from 13 adults communities and teams. It was found that aspects of group cohesion and group goal influence were the most reliable predictors of group goal satisfaction for both practice and competition. Results support the notion that participation in goal setting was strongly related to other member perceptions describing "groupness" (As suggested by R. L. Moreland and J M. Levin (1988).). These results emphasize that group properties of team are not static but vary in their influence, most likely as a function of the changing processes associated with group development and socialization.

Carron and spink (1993) examined whether cohesion could be enhanced in fitness classes through a psychological intervention program focusing on team-building concepts. 17 university aerobics classes with a total of 195 students were randomly assigned to an experimental or a control condition were brought to a
workshop where the potential benefits of cohesiveness for exercise classes were outlined and a conceptual model for team building was presented. The team-building strategies were implemented in classes in the experimental condition. Discriminant function analysis showed that the experimental (team-building) and control conditions could be differentiated on the basis of their cohesiveness. Ss in the experimental condition expressed more individual attractions to the group test than the controls. A test also showed that the team-building program significantly enhanced individual satisfaction.

Self-perceptions of physical fitness and academic achievement were related to 14 field and laboratory indicators of physical fitness and to academic achievement for a large, national representative sample of more than 6,000 Australian boys and girls. Correlations between self-concepts and the corresponding external criteria increased steadily in both the physical and academic domains. Consistent with predictions from frame-of-reference models, relations were stronger controlling for gender and age, suggesting that self-concept was most strongly related to some individual measures (e.g., 1-6k run, 50M dash, push-ups, skin fold thickness, long jump, and body girth scores) and some components of fitness e.g. cardiovascular endurance, power, dynamic strength, and body composition) than others (Marsh, 1993).

Spink and Carron (1993) examined whether a team-building (TMB) intervention program would positively influence participant adherence in an exercise setting. Thirteen fitness classes were randomly assigned to a TMB condition (n = 6 classes) or a control condition (n = 7 classes). Instructors from the TMB condition participated in a training program for TMB in their classes. Instructors from the control group were neither approached nor informed of the training program. Adherence, which was monitored over a 4-wk period, was assessed using measures of attendance, lateness, early departure, and withdrawal. The perception of class cohesiveness was assessed during the 8th wk of class using the Group Environment Questionnaire. The TMB group had significantly higher perceptions of individual attraction to the groups task than did the control group. In items of adherence, there
were significantly fewer drop-outs and late arrivals among participants in the classes with the TMB program.

Osecka and Blanty (1993) examined whether self-esteem in men and women are related to other aspects of their self-concept. Seventy two male and 116 female college students completed Rosenberg’s Self-Esteem Scale and a semantic differential on which Ss rated themselves on 46 5-point bipolar scales. Predictors on self-esteem were different for men and women. Men were highly self-confident when they rated themselves as perfect, worthy, strong, morally straight; and successful women with high self-esteem rated themselves as interesting, strong, correct, conspicuous, and callous. Thus, the self-esteem of men is based on their capability of self assertion experienced as a feeling of competence. The responses of women show that they define themselves more in terms of their social environment.

Kuiper and Martin (1993) provided a direct empirical test of the proposed link between humor and a healthier, more positive self-concept (SEC). Two hundred seventy seven university students completed 4 self report measures of various aspects of humor. Three operational measures of SEC were derived from actual and idea self-ratings completed on a set of personal adjectives. Consistent with the proposed linkage between humor and a healthier, more positive SEC higher humor scores were significantly associated with (1) greater congruence between actual and ideal SEC, (2) greater temporal stability of actual SEC, and (3) increased positive SC and decreased negative self-content. A further indicator of positive SEC showed that more humorous Ss endorsed significant fewer dysfunctional standards for evaluating the self. In terms of general affective levels, greater humor was significantly related to higher levels of self-esteem and lower levels of perceived stress.

Salokun (1994) examined the relationship between improvements in sports skill and increase in positive self-concept among 144 girls and 144 boys (age 2 – 14 yrs and 16 – 18 yrs) assigned to training in different sports (96 to field hockey and 96 to discus, long jump, or sprints) or to a control condition for 10 wks. Trained Ss scored significantly higher than controls in total positive self on the Tennessee Self-Concept
Scale. A positive correlation between gain in sports skill and increase in self-concept scores was noted for both boys and girls within each age group.

Marsh & Redmayne (1994) investigated a multidimensional, hierarchical physical self-concept and its relation to multiple dimensions of physical fitness. Relations between 6 components of physical self-concept (endurance, balance, flexibility, strength, appearance, and general physical ability) and 5 components of physical fitness (endurance, balance, flexibility, static strength, and explosive strength/power) were examined among 105 girls (aged 13-14 yrs). Exploratory and confirmatory factor analyses identified the 6 physical self-concept scales and provided support for a multidimensional, hierarchical model of physical self-concept. The self-concept and physical fitness generally supported the construct validity of the self-concept responses and the correlation between 2nd – order factors representing general physical self-concept and general physical fitness was substantial.

Dinucci et al. (1994) analyzed scores on 3 subscales of the Body Esteem Scale to determine the effect of group participation on body esteem. Ss were intercollegiate women athletes (9 basketball, 10 volleyball, and 12 softball players) and a control group of 34 women who did not participate in athletics. Scores on Weight Concern and Physical Conditioning significantly discriminated between the groups. On weight concern, the mean of the control groups was significantly lower than the mean of the athletic groups. On Physical Condition, the control group mean was significantly lower than that of the basketball group. Other comparisons were non significant.

Senstroem (1994) tested the validity of expanding the Exercise and self-esteem model (EXSEM) developed by R. J. Sonstroem and W.P. Morgan (see PA. Vol. 76:40588) to include 2 levels of perceived physical competence as operationalised by the physical Self-Perception Profile (PSPP). Two hundred sixteen female aerobic dancers were administered a self-esteem scale, the PSPP to assess general physical self-worth, and more specific subdomains of perceived sport competence, physical condition, attractive body, and strength. Subjects also completed self-efficacy scale for jogging, sitting, and aerobic dancing. Exercise among Ss was associated with positive
evaluations of their physical condition and with negative evaluations of their bodies. Structural equation modeling (SEM) supported the essential hierarchy of EXSEM. Further SEM associating 2 exercise self-reports with EXSEM again displayed satisfactory fit indices and explained up to 27.6 per cent of exercise variance.

Newcombe and Boyle (1995) tested the hypothesis that outstanding athletes demonstrate greater positive mental health (the iceberg profile W. P. Morgan, 1980, 1985) than nonelite athletes. A demographic questionnaire and 3 self, report pencil and pages tests (the State Trait Anxiety Inventory, the Eysenck Personality Questionnaire, and the profile of mood states) were administered to 184 male and 128 female Australian adolescents who were completing grade 11 or 12 during a regularly scheduled 40 min class. A MANOVA and several ANOVAs were performed. Participants in competitive sports activities were found to be less anxious, less neurotic, less depressed, less confused, and more extraverted and vigorous than nonparticipants. Males and females exhibited distinctly different personalities at the participation level, for each type of sport, and at each level of success. Elite athletes were shown to have significantly greater positive mental health compared with nonelite athletes, a finding that was almost congruent with the iceberg profile [French, Spanish, German, & Italian abstracts].

Murphy, et al. (1996) examined the relationship between self identity variables (identity foreclosure and athletic identity) and career maturity in 99 male and 25 female student athletes. Measures included the Athletic Identity Measurement Scale and the attitude scale of the Career Maturity Inventory. Both identity foreclosure and athletic identity were inversely related to career maturity. Significant effects of gender, playing status (Varsity Vs nonvarsity) and sport (revenue Vs nonrevenue producing) on career maturity were observed. Findings suggest that failure to explore alternative roles and identifying strongly and exclusively with the athlete role are associated with delayed career development in intercollegiate student athletes, and that male varsity student athletes in revenue producing sports may be especially at risk for impaired acquisition of career decision making skills.
Empathy is a crucial element in prosocial behavior and moral decision making. If youths are not encouraged to develop empathic responses, they may not recognize situations involving moral conflict and may not offer protest in situations demanding moral action. This research study comprising 250 middle and high school and college students ask (a) whether ethically questionable behavior on the part of the coach is labeled as morally problematic, and if so, how negatively; (b) to whom might youth turn in an effort to discuss coach behavior they judge to be morally problematic; (c) what actual acts of resistance have youth engaged in and under what circumstances and with what results; (d) which sources of coach power do youth identify as most effective in preventing their resistance to abusive authority; and finally, (e) does age or sex influence the likelihood of youth resistance in sport? The results indicated that various sources of coach power act to inhibit moral resistance to coach athlete conflicts in sport. Furthermore, males and adolescents were less likely to perceive abusive coach behaviors as morally problematic (Duquin & Schroeder 1996).

Johnson, et al. (1997) examined the effects of group and individual goal setting vs a control condition on bowling performance (BP), personal goals (PG), and perceived goal difficulty (PGD) across 5 wks. 36 male novice bowlers (mean age 21.6 yrs) were randomly assigned to one of the three goal conditions. Three Separate 3 x 5 (Goal Condition x Time : Weeks of Study) repeated measures analysis of variance (ANOVA) revealed significant main effects for time on BP and PGD, and significant group by time interaction effects on BP and PG. The significant group x time interaction effects revealed that participants in the group goal setting condition increased both BP and PG relatively more than participants in the other goal setting conditions. Therefore, group goal setting may enhance performance in an individual sport by potentially increasing personal goal setting under difficult performance demands.

Carron, et al. (1997) discussed indirect team building intervention strategies to enhance cohesiveness in sport and exercise groups. Initially, the objectives for team building interventions are presented. Then, an overview of the distinction between direct and indirect intervention strategies is discussed. Following this, a conceptual
model for the development of team building in sport and exercise groups is introduced. Research in which the Conceptual model has been used with exercise and sports groups is then outlined. Finally, suggestions for future research and application in the area of team building in sport and exercise are advanced.

The Physical Self Description Questionnaire (PSDQ) was administered to elite athletes and nonelite high school students (N = 1514). Physical self concepts were higher for elite than for nonelite groups, and for boys than for girls, but gender differences were smaller for elite athletes. Responses were also higher for nonsports high school students than for nonelite athletes in an athletically selective school. Confirmatory factor analysis demonstrated the invariance of factor loadings for the 11 PSDQ scales across the 4 groups; and factor variances and correlations across the 2 elite – athlete groups and the 2 nonelite groups PSDQ factors were more distinct for elite athletes, but relations between global esteem and the scales were no higher. Results demonstrate the appropriateness of the PSDQ and extend understanding of self concept in school settings (Marsh, et al. 1997).

This study investigated the effectiveness of a team building through physical challenges (TBPS) program on the self conceptions of 120 physical education students in grades 6 and 7. The treatment group was exposed to one TBPC activity every second week for 8 months, while the control group completed the regular physical education curriculum without any TBPC activities. Data were analyzed using 2 (treatment / control) x 2 (preintervention / postintervention) x 2 (male / female) repeated measures analyses. Results at postintervention revealed that both male and female students in the treatment group were significantly higher on perceptions of global self worth, athletic competence, physical appearance, and social acceptance than the control group. Female students in the treatment group were also significantly higher on perceptions of scholastic competence and behaviour conduct than female students in control group effect. Sizes indicated that meaningful as well as significant differences in self conceptions were created by the TBPC program (Ebbeck, V. and Gibbons, Sandra, L. 1998).
DeMichele et al. (1998) used MANCOVA and the Casual Dimension Scale II (CDSII; E. Mc Auley et al. 1992) to examine attributions made by 27 male competitive collegiate wrestlers (aged 19-22 yrs) for their first match of the preseason. Years of wrestling experience was the covariate. There was a significant main effect for performance on attributions. Results show that winning competitors made attributions which were significantly more stable, internally caused and internally controlled than losing competitors. External control was significant in the opposite direction for winners. Additional analysis indicated that the perceptions of the win or loss were significantly and positively correlated with (1) stability and personal control in the winning condition, (1) locus of casualty (2) in the losing condition, and (3) stability attributions for both conditions combined. Finding reflect a self serving attributional bias in 3 of the 4 dimensions.

Prapavessis and Grove (1998) examined the potential mediating effect of self esteem on the relationship between the trait of self handicapping and impediments to competitive performance (potential self handicaps) in 109 male golfers (mean age 28.38 yrs). Ss Completed the Self – Handicapping Scale. E. E. Jones and F. Rhode Walt, 1982), the Rosenberg self esteem scale and listed events that were disruptive to preparation for their next golf tournament. Results showed that self esteem served as a potent negative mediator. These findings provide support for the suggestion that one reason individuals with a disposition to self handicap perceive more impediments to performance (potential self handicaps) is because they have less self esteem.

Greenlees, et al. (1999) examined the relationships between team members perception of team efficacy and precompetitive anxiety and affect. Sixty six male rugby players from 6 teams (average age 26.8 yrs) completed questionnaire immediately prior to a match. Administered tests included the Competitive State Anxiety Inventory – 2. (R. Martens et al, 1990) and the Positive and Negative Affect Schedule. (D. Watson et al, 1988). Results show that scores for collective efficacy accounted for only a small portion of the variance in the intensities of cognitive state anxiety and positive affect. Concerns with the teams ability to win were associated with high cognitive state anxiety and low positive affect. In contrast, positive affect
was associated with high efficacy perception. Findings suggest limited support for the model of A. Bandura (1986 and 1997) that beliefs in collective efficacy of individuals engaged in a team task are related to precompetitive affective reactions and the experience of state anxiety.

Barke (1999) reviewed the article by G Balague (See record 86 – 16164), on the importance of understanding identity, value, and meaning in working with athletes, suggesting that this was an uncommon opportunity to read one sport psychologist’s summarized experiential viewpoint of her role as a sport psychology consultants need to be knowledgeable of the “gestalt” of individual athletes, that is, the need to consider athletes in a broader context than that of their athletic role. Sport psychologist must pay attention to the personal as well as the sports factors affecting elite athletes.

Achievement goal theory suggests that two conceptions of competence operate in achievement contexts: competence can be conceived as capacity or improvement. These two conceptions are embedded within two goal orientations, namely task and ego orientation. This study examined the relationship of goal orientations and perceptions of athletic ability to global self esteem. Nine hundred seven children (aged 11 – 14 yrs) attending summer sports camps participated in the study completed the Perception of Success Questionnaire and the self-esteem scale, and recorded their perceptions of normative athletic ability. High task oriented children reported significantly higher self-esteem than low task-oriented children. Among high task oriented boys, those with high perceived ability had higher self esteem. In addition, high-age oriented boys had high self-esteem when they perceived themselves as having high ability in relation to their peers. Finally, among low task-oriented girls, those with high perceived ability reported higher self-esteem. The findings are consistent with the tenets of achievement goal theory that success and failure are subjective psychological states. It is recommended that different conceptions of competence are considered in the study of self-esteem (Kavussanu and Harnisch, 2000).
Yin and Boyd (2000) examined the relationship of exercise self-schemata to both cognitive motivational and behavioral indices of exercise, including exercise self-efficacy, attitudes toward fitness, self-perceptions of fitness and self reported exercise behavior. One hundred sixty one female undergraduates were categorized into groups defined as "exercise schematics" "nonexercise schematics", "aschematics", and unclassified. Results indicate that exercise schematics reported greater total calorie expenditure, higher frequency of exercise behavior in the past as well as future expectations to exercise, greater self-perceptions of physical fitness, and more favorable attitudes toward fitness than either nonexercise schematics or aschematics. Furthermore, exercise schematics expressed higher levels of exercise self-efficacy than did nonexercise schematics. The results clearly support earlier findings concerning exercise self-schemata and exercise behavior and further indicate that schematics also differ from others in important cognitive motivational determinants of exercise such as self efficacy and perceptions of physical fitness.

In 2 field experiments with middle aged adults the effects of exercise on self concept and well being were investigated. In both experiments Ss were randomly assigned to either experimental or control groups. In Exp 1 24 females and males took part in an exercise program for 6 mo. Physical self-concept, self-esteem, and subjective well being were assessed before and after the 6 mo program. Compared with 13 wait list controls, exercisers improved significantly in physical self-concept and decreased in psychosomatic complaints. In Exp 2, 57 females and males participated in exercise programs for 6 mo. The 36 placebo attention group members took part either in relaxation – or – back training. Self concept and well being measures were assessed before and after the 6 mo. program [running or mixed sports program], and 6 mo. after the program’s completion. The Exercise and Self Esteem Model [EXSEM] of R. J. Sonstroem, et al (1994) could be partially replicated. In addition, the main effects of time showed that not only exercise but also other kinds of intervention were able to influence the dependent variables. Motor performance tests likewise indicated that all Ss improved over time The results point to the fact that exercise is one, but not the only strategy to improve mental health (Alferman and Stoll, 2000).
Kozub and McDonnell (2000) examined the relationship between perceived cohesion and collective efficacy in rugby teams. Ninety six male athletes (aged 19.51 yrs) from 7 rugby union clubs completed W.N. Widmeyer et al’s (1985) Group Environment Questionnaire and a collective efficacy measure designed to assess the athletes perceptions of their team’s functioning in 7 performance areas. Multiple regression analyses indicated that the cohesion dimensions accounted for a significant proportion of the variance (32%) in the collective efficacy scores, inspection of the standardized regression coefficients showed that the task measures of cohesion were stronger predictors of collective efficacy than were the social measures of cohesion.

Electronic game playing has been linked to adjustment problems in player subgroups. This study examined relationships among time commitment, gender, preference for violent games, and self-concept in 364 4th and 5th graders. Main effects were identified for game preference and gender; with stronger preference for violent games being associated with lower self perceived behavioral conduct (Funk, et al. 2000).

This very brief review of related studies point out a fact that mostly studies related to the development of values need to be done systematically. Also, there is ample scope for studies to be done with the sport persons adopting interdisciplinary approach.