CHAPTER II

REVIEW OF RELATED LITERATURE

Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new life with each generation, man builds upon the accumulated and recorded knowledge of the past. (John W. Best, 1985)

The research for reference material is a time consuming but fruitful phase of the graduate programme. A familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising/disappointing, and what problems remain to be solved.

The review of literature is instrumental in the selection of the topic, formulation of hypothesis and deductive reasoning leading to the problem. It helps us to get a clear idea and supports the findings with regard to the problem under study. (Thirumalaisamy, 1998).

The literature in any field forms the foundation upon which all future work will be built. The review of literature is generally used as a basis for inductive reasoning for locating and synthesizing all the relevant literature on a particular topic.

In the course of research, the research scholar has gone through related literature available which was relevant to the present study. A large amount of literature is available in this field. The relevant studies from various sources which the investigator has come across are enumerated below.
2.1 RELATED LITERATURE ON ANXIETY

Nigam (2011) investigated the effects of self-efficacy on sports competition anxiety. A total of forty students of psychology belonging to D. P. Vipra College, Bilaspur (CG) affiliated to Guru Ghasidas University, Bilaspur were randomly selected for the purpose of study. Sports Competition Anxiety Test and the Physical Self-Efficacy Scale were administered upon all subjects who volunteers to participate in the experiment. Results of the study revealed that females who are high in self-confidence will have low levels of competitive trait anxiety. The findings from this study also indicated that private and public self-consciousness and social anxiety are all contributing factors in predicting competitive trait anxiety.

Lorimer R, and Westbury T. (2006) investigated the link between physical self-presentation and competitive anxiety in male, master-level, high-board divers (N=84, M age = 29.3 yr., SD = 14.3). Competitive trait anxiety, social physique anxiety, and physical self-presentation confidence were assessed using the Sport Anxiety Scale, Social Physique Anxiety Scale, and the Physical Self-presentation inventory. The results of this study provide support for the argument that physical self-presentation is associated with competitive anxiety in male athletes.

Larun et.al. (2006) assessed the effects of exercise interventions in reducing or preventing anxiety or depression in children and young people up to 20 years of age. He found that whilst there appears to be a small effect in favour of exercise in reducing depression and anxiety scores in the general population of children and adolescents, the small number of studies included and the clinical diversity of participants, interventions and methods of measurement limit the ability to draw conclusions. It makes little difference whether the exercise is of high or low intensity.
The effect of exercise for children in treatment for anxiety and depression is unknown as the evidence base is scarce.

Sjögren et al. (2006) examined the effects of a workplace physical exercise intervention on subjective physical well-being, psychosocial functioning and general well-being. The study was a cluster randomized-controlled trial with the department (n=4) as the unit of randomization. The subjects (n=90) were office workers [mean age 45.7 (SD 8.5) years]. The statistical analysis was based on linear mixed models. The active component of the intervention, light resistance training, resulted in a slight, but statistically significant, increase in subjective physical well-being (P=0.015). The physical exercise intervention had no effect on somatic symptoms, anxiety, self-confidence, mood, mental stress at work, working atmosphere, life satisfaction or meaning of life. Daily light resistance training, conducted during the working day, had a positive direction on subjective physical well-being among office workers.

Suh et al. (2002) evaluated the effects of an exercise program on exercise capacity, anxiety, depression and quality of life in maintenance hemodialysis patients. Twenty hemodialysis patients were enrolled in the study. The exercise program composed of bicycle ergometer, treadmill or upper limb ergometer, 60 min per session, 3 times per week, for 12 weeks. At the beginning and the end of the exercise program, the exercise capacity was determined by measuring the maximal oxygen consumption and exercise duration. The results of this study indicate that an appropriate application of exercise program would improve the psychological status in long-term maintenance hemodialysis patients.

Anxiety Inventory-2 was administered to selected Intramural Basketball and Volleyball teams (n = 266 and 226) prior to round-robin and play-off competition. Multivariate analysis of variance yielded a significant interaction of sport by sex and a significant main effect for sport. Follow-up tests indicated that Basketball players scored higher somatic and cognitive state anxiety than Volleyball players. Women scored higher on somatic and cognitive state anxiety than men prior to play-off games. Results are discussed in terms of importance of a multivariate approach to studying competitive anxiety.

Savoy (1997) conducted a study to develop individualized mental training programs to improve performance across regular and past season play of two NCAA division Basketball players. Two players participated in a group mental training programme that included centering and focusing which began in pre-season and continued until the end of post season play. The two athletes were assessed for state self confidence using Competitive State Anxiety Inventory-2 and individual interviews during late January and February of regular season play. The evaluation of both athletes indicated a degree in state cognitive and somatic anxiety and improvement of self confidence after the intervention. Both athletes proved to be an improvement in game performance in statistics and the coaches overall performance evaluation.

Tyagi and Subramanian (1992) conducted a study to find out the effect of competition and anxiety on College female Hockey players. Forty four female Hockey players who participated in the Inter-Collegiate Hockey tournament were administered the translated version of Rainer Martens SCAT questionnaire on three occasions, namely one month before the actual competition, one hour before the actual competition and one month after the competition, to determine whether forthcoming
competition increase the anxiety level of Inter-Collegiate Hockey players. Results indicated that the forthcoming competition increased the anxiety level of players though not to a significant level and also that inexperienced players possessed higher level of competition trait anxiety than the experienced players.

Hasrani (1991) conducted a study on competitive anxiety of Basketballers and Track and Field Athletes. A sample of 25 Basketballers and 22 Athletes were administered SCAT (Martens 1997) questionnaire a day prior to their competitions and found difference in anxiety levels of Basketballers and Track and Field Athletes. It was also revealed that Basketballers had better experience in coping with pre-competition anxiety than Track and Field Athletes.

Vivek Pandey, Jayashree and Shylaja (1991) conducted a study on analysis of pre-competition anxiety among the Athletes of both sexes and was delimited to Track and Field Athletes. Fifty college level athletes who participated in Inter-Collegiate Athletic meet were administered sports competition anxiety test (SCAT). The results indicated that female athletes showed lower anxiety level than male athletes. It was found that experience and achievement level play an important role in the management of a state prior to the competition.

2.2 RELATED LITERATURE ON AGGRESSION

Tiric-Campara et.al. (2012) performed a study with healthy young athletes: Kick Boxers, Karate Fighters, and Boxers. The examined group consisted of 55 members (45 male) with average age of 20.2 +/- 3.8 years. In analysis of level of aggression Questionnaire A-87 is used. The purpose is to assess the aggressive behaviour in provoked situations, or measurement of impulsive aggression. Questionnaire A-87 consists of 15 items of different situations with five possible
responses. The results proved that higher level of aggression and anxiety might change the attitude of some sports authorities (especially Coaches), and additional psychological training of fight sports might be necessary. Assessment of basic levels of aggression and anxiety of athletes might be valuable not only in sport activities, but in overall aspects of life.

Siva Sankar Reddy Mudimela (2010) studied on “Impact of level of participation on aggression, anxiety, achievement motivation and performance among Soccer players”. Six hundred and twenty-five Soccer players representing three different levels that is, Inter-University, Inter-District, Inter-Collegiate, constituted the sample of the study. Sports Competition Anxiety Test (Marten 1977), Aggressiveness Questionnaire (Smith 1973), Sports Achievement Motivation Test (Kamalesh 1983) were administered to assess anxiety, aggression and achievement motivation, respectively. The performance of Soccer players was assessed by using rating scale (Pown Radha 1996). One-way analysis of variance and stepwise multiple regression analysis were employed to analyse the data. Significant differences were found among three levels of participation with regard to aggression, achievement motivation and performance only. Aggression and achievement motivation contributed significantly to the performance whereas anxiety is found to have negative impact on the performance.

Reynes and Lorant (2004) conducted a study on Competitive martial arts and aggressiveness: a 2-yr. longitudinal study among young boys. This study is a follow-up study of Reynes and Lorant’s studies assessing the effect of one year of Judo and Karate training on aggressiveness scores among young boys. The data reported here were obtained after a second year of practice, 14 Judo, 9 Karate, and 20 control
participants who filled out the Buss-Perry Aggression Questionnaire three times, 1 year apart. At the first assessment, all participants, born the same year, were 8 yr. old and at the third they were 10 yr. old. Analysis indicated that after two years of practice, Karate training seemed to have neither positive nor negative effects on aggressiveness scores, while Judo training seemed to have a negative effect on anger scores. However, the results suggested the importance of meditation in training sessions on self-control acquisition for such young boys.

Jones et.al. (2002) conducted a study on the impact of a team’s aggressive reputation on the decisions of Association Football Referees. The aim of the study was to determine whether sport officials are more likely to penalize individuals who participate in a team with an aggressive reputation. In a balanced design, 38 Football Referees were randomly assigned to either an experimental or control group and were presented with same 50 video clips of incidents from Football games, all involving a team in a blue strip (‘blue team’). The incidents were categorized before the study by five experienced Referees into fouls committed both by, and against, the blue team, where all participants agreed that a foul had been committed (certain incidents), disagreed it was a foul had been committed (certain incidents), disagreed it was a foul (uncertain incidents) or agreed that there was no foul (innocuous incidents). Both groups received written instructions before the task; in addition, the experimental group was informed that the blue team present in all of the clips had a reputation for foul and aggressive play. For each incident, the participants were required to indicate what action they would engage in if refereeing the game. The experimental group was awarded significantly more red and yellow cards against the blue team both overall and for the ‘certain’ incidents. It is suggested that prior knowledge may impact Referees’ behaviour in a laboratory setting, although future
research should explore whether a similar effect is observed in the behaviour of Referees during Football matches.

Stephens (2001) conducted a study on Predictors of aggressive tendencies in girls Basketball: an examination of beginning and advanced participants in a summer skills camp. This study was designed to extend previous research on aggressive tendencies and moral atmosphere in two ways: (a) to include participants of two skill levels in a summer youth Basketball skill camp and (b) to examine the influence of the coach on participants' aggressive tendencies. The participants were 136 youth from either a beginning (n = 89) or an advanced sports camp (n = 47). Results indicated that primary predictors of aggressive tendencies for both skill levels included participants' perception of their teammates' behaviour in the same situation and their willingness to injure others if their coach requested.

Kirker, Tenenbaum and Mattson (2000) conducted a study to investigate the dynamics of aggression: direct observations in Ice Hockey and Basketball. An exploratory method using computer observational analysis as the primary research method, along with complementary questionnaires and personal reflections, considered aggression in two comparison sports: Ice Hockey and Basketball. Data were compiled and classified by involved and independent experts relative to factors and behaviours associated with sports aggression derived from a comprehensive review of the literature. Among the study's findings was that: (a) aggression was instrumental in nature two-thirds of the time; (b) aggressive acts typically occurred in clusters and varied in frequency according to game circumstances; and (c) multiple variables and aggression theories were related to severely aggressive acts. The
complex dynamics of sports aggression via similar naturalistic methodologies are discussed.

Engelhard and George (1995) conducted a study to assess a relationship between aggression behaviour and winning games in the National Hockey League (NHL) summaries from five consecutive seasons (1987-1992) were examined. At this time the NHL has 21 teams divided into two conferences the Wales and Campbell. Spearman rank order correlation tested for no relationship between teams, total number of aggression penalties and final league standings. Analysis of the relation between a team’s number of major aggression penalties and final league standings gave four significant negative correlations indicating a substantial inverse relationship although significant positive correlation was obtained for those teams finishing in the bottom half of the standings. Results question the popular belief that aggression and winning N.H.L.Games are favourably associated.

Pown Radha (1991) studied in psychological factors and Soccer performance of South Indian University players. In this study 100 South Indian Inter-University Soccer players from the states of Tamilnadu, Kerala, Andrapradesh and Karnataka were selected. Sports Competition Anxiety Test (SCAT) questionnaire and Aggressiveness questionnaire (AR) developed by Rainer, Marten and Smith to measure the anxiety and aggressiveness were adopted. The results of this investigation revealed that moderate levels of anxiety and aggressiveness were present among the South Indian University Soccer players.

McCarthy and Kelly (1979) conducted a study on aggression, performance variables and anger self-report in Ice Hockey players. With certain penalties used as a measure of aggression, two groups of male College Ice Hockey players were compared for differences in goals and assist those rated high in aggression. The
direction of differences in assists was the same but did not reach significance. When the same groups were compared for shots on goals, significant differences were found, favouring the high aggressive group. This finding was discussed in light of energy output and efficiency. Attempts to relate performance and personality measures were not successful when comparisons on a self-report measure of anger were analyzed.

Thomas Vaughn Walker (1979) conducted a study on aggression in sport, a study of fouling in University Basketball. The purpose of the study was to determine differences in the occurrence of aggressive actions (fouls) under several conditions. The intent was to examine the possibility of predicting aggressive actions throughout the game. Official’s play-by-play score and Official National Collegiate Athletic Association Box Score Sheets were used to gather the data. The findings of this Investigation indicate that fouling is predictable when the range of scoring increases and during the first and last five minutes of the second half. The implications associated with the findings are the following: The frustration of the game situation causes aggressive behaviour. No cathartic effect is a result of displaying aggressive actions. Several factors contribute to the occurrence of fouling behaviour in Basketball games including accidents, international fouls, Coach requested fouls, and over aggressiveness by players.

2.3 RELATED LITERATURE ON ACHIEVEMENT MOTIVATION

Abrahamsen FE, et.al. (2008) founded on Achievement motivation Goal Theory and examines the relationship between motivation, social support and performance anxiety with team Handball players (n=143) from 10 Elite teams. Based on these theories and previous findings, the study has three purposes. First, it was predicted that the female athletes (n=69) would report more performance worries and
more social support use than males (n=74). The findings support the hypothesis for anxiety, but not for social support use. However, females report that they felt social support was more available than males. Second, we predicted and found a positive relationship between the interaction of ego orientation and perceptions of a performance climate on performance anxiety, but only for females. As predicted, perceived ability mediated this relationship. Finally, we predicted that perceptions of a performance climate were related to the view that social support was less available especially for the male athletes. Simple correlation supports this prediction, but the regression analyses did not reach significance. Thus, we could not test for mediation of social support between motivational variables and anxiety. The results illustrate that fostering a mastery climate helps elite athletes tackle competitive pressure.

Veligekas P, Mylonas K, and Zervas Y. (2007) employed Nicholls' social-cognitive approach to achievement motivation along with beliefs about the causes of success. The aims of the study were (a) to test the factor structure of the Greek adaptation of the Perception of Success Questionnaire and the Beliefs about the Causes of Sport Success Questionnaire in a sample of Greek track and field athletes, (b) to explore goal orientation and beliefs about the causes of success in the same sample of track and field athletes, and (c) to interpret both factor structures together, according to the respective theoretical frameworks of achievement motivation. The results verified the task and ego goal orientation dimensions for the perception of Success Questionnaire. The proposed dimensions for the beliefs about the causes of Sport Success Questionnaire were also supported. Two dimensions were found when the two sets of factors were conjointly described, named "winning by all means" and "working hard," which might act as an alternative framework when dealing with achievement issues in sports.
Bajwa (2005) studied the relationship of achievement motivation and parent’s motivation towards physical education among active and non-active special children. The subjects were special children (N=109) belonged to four different categories and to evaluate the level of achievement motivation among them, Sports Achievement Motivation test developed by Kamlesh (1990) was employed. The results revealed that active children belonging to the blind and mentally challenged categories were having significant higher level of achievement motivation as compared to non-active children of these two categories.

Koka and Hein (2005) in their study examined the effect of different types of perceived teacher feedback on students’ intrinsic motivation in physical education in line with self determination theory. The participants were 638 students aged 14-18 years. The perception of Teacher Feedback scale was modified and validated in this study to measure perceived verbal and non verbal teacher feedback. Data were analyzed using confirmatory factor analysis and structural equation modeling. Results indicated that after perceived teacher’s feedback about knowledge of performance, perceived positive general feedback was the strongest predicator of students’ intrinsic motivation in physical education.

Kumar (2003) tried to identify the differences between achievement motivation and selected personality traits of University Volleyball and Cricket players. The results of the study showed that University level sports persons did not differ much in relation to personality traits and achievement motivation, and sports achievements motivation should be viewed as separate concept instead of viewing with one’s personality.
Sachdeva (2000) evaluated the achievement motivation patterns in relation to the performance of female Volleyball players. Sixty female Volleyball players having three levels of participation (College, Inter College and Inter University) were used for the study and collection of data. Three questionnaires were used for participation, performance and achievement motivation. Analysis of variance (ANOVA) statistical procedure was applied to compare the three groups. ‘t’ test was applied to test the hypothesis at five percent level of confidence. The results of achievement motivation indicated that University level players were found significantly superior than Inter College level players. In case of performance in participation motivation, no significant result was found between these groups.

Hayashi (1996) conducted the study of achievement motivation among Anglo-American and Hawaiian male’s physical activity. The purpose of the study was to examine the nature of individual differences and social contextual factors. Semi structured interviews were conducted with Hawaiian’s (N=5) and Anglo-American (N=5), who resided in the mainland of US and in Hawaii. Result of the content analysis revealed that all the respondents defined positive and negative experiences in physical activity through task and inter-dependent perspective, individualistic and co-operative reward structured. Cultural differences were also detected as Hawaiian’s defined positive activity experiences based on the demonstration of pride. These findings suggest the need for more cross-cultural research in psychology to validate the theoretical constructs.

Kaur (1994) conducted a study on the assessment of motivation in sports participation and performance of Punjabi athletes. She applied two participation and performance scales on 100 athletes who were randomly drawn from different sports
disciplines. She applied factor analysis technique for its validation in the second phase and conducted final scales test on 600 subjects to ascertain the results norms of her study. She claimed that the test inventories analysed by her meet the criterion of scientific authority city and that the analysis of these inventories could also be applied to the sports population of Punjab state and Union Territory Chandigarh.

Kaur (1992) studied psychological variables. One of the psychological variables studied by her was Sports Achievement Motivation. The sample consisted of 160 College level and 160 University level athletes selected randomly from these Universities of North-West India. The events included Basketball, Volleyball, Hockey and Handball. The sports achievement motivation test developed by Kamlesh (1990) was used to measure achievement motivation.

Kamlesh M L (1989) made an attempt to diagnose the incentive motivation of Indian athletes through wood’s incentive motivation inventory and concluded that excellence, affiliation, success and sensation are the major reasons for the athletes to participate in competitive sports; and male and female athletes do no differ on the level of their incentive motivation. He also found that Indian athletes are average in their motivation profile.

2.4 RELATED LITERATURE ON STRESS

Rimmele U, et.al. (2009) reported that physical activity plays a key role in the control of neuroendocrine, autonomic, and behavioural responses to physical and psychosocial stress. Here, we test whether different levels of physical activity are associated with different adrenal, cardiovascular, and psychological responses to psychosocial stress. 18 elite sportsmen, 50 amateur sportsmen, and 24 untrained men were exposed to a standardized psychosocial laboratory stressor (Trier Social Stress
Repeated measures of salivary free cortisol, heart rate, and psychological responses to psychosocial stress were compared among the 3 study groups. Elite sportsmen exhibited significantly lower cortisol, heart rate, and state anxiety responses compared with untrained subjects. Our results are in line with previous studies indicating reduced reactivity of the autonomic nervous system to psychosocial stress in trained individuals. More importantly, these findings imply a differential effect of the level of physical activity on different stress-related neurophysiologic systems in response to psychosocial stress.

Agolla J.E., (2009) has conducted a study among the police to find out work stress symptoms and coping strategies among the police service in Botswana. This study reveals that the police work stressors are; getting injured while on duty and the use of force when the job demands to do so, etc. The coping strategies were identified as exercising, socializing, healthy eating or diets, career planning and employee training.

Amanda Alexander (2008) in study on “Coaching Influences on Motivation, Stress, and Personality as Perceived by Student Athletes”. The purpose of this study was to examine the relationship between student evaluations of coaching characteristics, specifically like ability and technical expertise, student-athlete motivation, perceived stress, and achievement striving. One hundred and five high school student athletes completed measures of personality, achievement striving, stress, and motivation as well as two single-item ratings of coaching likeability and technical expertise. The results indicated that significant relationships existed between coaching technical expertise and emotional stability, enjoyment, competence, and social motivation.
Mikhailov VM, Pokhachevskii AL, and Pokhachevskaia EV. (2006) made spectral analysis of heart rate variability to use for quantitative assessment of human Functional State (FS) under stressful conditions. The results of the investigation of three groups consisting of apparently healthy individuals such as candidates for becoming (1) Cosmonauts, (2) Sportsmen-Parachutists and (3) Sportsmen of Cyclic kinds of sports, demonstrate that there are common patterns of response to stress. In all the groups the decrease of general spectral power at the expense of sympathetic (LF) and, to greater extent, parasympathetic (HF) components was detected. In the 1st and the 2nd groups it was associated with significant increase of the ratio LF/HF and the reduction of parasympathetic reactivity (the coefficient made up 30/15). However, in contrast to the 1st and the 2nd groups, such changes were lacking in the 3rd group. It has been concluded that the results of this investigation may be taken into account in the course of the assessment of human FS under stressful conditions.

Singh (2005) conducted a study on secondary school female teachers to find out the relationship between stress and their work values. The results indicated that work values such as economic return, social service, power, independence and adventure were found to be negatively and significantly correlated with stress. No significant relationship was found between stress and the work values.

Sabu and Jangaiah (2005) studied the stress level of adjustment of Secondary school teachers in Kerala. The results of the study showed that teachers with high adjustment, experienced low level of stress and the teachers with high level of stress had low adjustment. Female teachers were under high stress as compared to their male counterparts. Teachers who were above forty five years, experienced more stress. Teachers having postgraduate degree experienced less stress than teachers not having postgraduate degree. The length of experience had no effect on stress among teachers.
Ranawat VS, et.al. (2003) found that the physical demand of the modern game of Cricket on the fast bowler is known to cause stress fractures of the Lumbar Spine. Between 1983 and 2001, we diagnosed pars interarticularis defects in 18 Professional Cricketers contracted to a single English County Cricket Club. Eight of these players were treated conservatively, with rest, supervised rehabilitation, bowling action analysis and re-education where necessary. The remaining 10 were treated operatively, 9 by Buck's repair of the spondylolytic lesion. All 18 players returned to Professional sport. The Investigators recommended treatment of this select group of sportsmen in a unit consisting of a Specialist Physiotherapist, a Bowling Coach and a Spinal Surgeon. Should conservative measures fail, they recommended Buck's repair as the operation of choice.

Singh (2003) conducted a comparative study of stress among male and female teachers in relation to their personality needs and adjustment to compare the stress of male and female teachers belonging to rural and urban areas, at Secondary School level and degree level. He found that (i) male and female teachers have equal degree of stress (ii) Secondary School male teachers are more stressed than their counterparts female teachers; (iii) Male and female teachers of Degree College show same degree of stress; (iv) Male teachers teaching in urban Secondary Schools and Degree Colleges have higher degree of stress than their counterparts rural male teachers; (v) Female teachers teaching in urban and rural Secondary Schools in Degree colleges show same degree of stress.

Upadhyay and Singh (2001) examined the occupational stress among College and School teachers. A sample of College and School teachers was selected from the 40 Government Colleges and Secondary Schools of Bhopal. The findings of the study
showed that the Secondary School teachers showed significantly higher level of occupational stress than the College teachers. Poor peer relations were found to be the important cause of occupational stress. School teachers felt the work overload as an important cause of occupational stress than College teachers.

Blix and Mitchell (1994) examined the occupational stress of Secondary School Teachers. The results revealed that: female teachers experienced more stress as compared to their male counterparts; teachers experienced stress related to their work at least half of the time they worked in the institution; faculty having less than 10 years of experience had higher stress than faculty with more than 20 years of experience.

2.5 RELATED LITERATURE ON TEAM COHESION

Mesmer-Magnus JR, and Dechurch LA. (2009), found information sharing is a central process through which team members collectively utilize their available informational resources. The authors used meta-analysis to synthesize extent research on team information sharing. Meta-analytic results from 72 independent studies (total groups = 4,795; total N = 17,279) demonstrate the importance of information sharing to team performance, cohesion, decision satisfaction, and knowledge integration. Although moderators were identified, information sharing positively predicted team performance across all levels of moderators. The information sharing-team performance relationship was moderated by the representation of information sharing, performance criteria, task type, and discussion structure by uniqueness (a 3-way interaction). Three factors affecting team information processing were found to enhance team information sharing: task demonstrability, discussion structure, and cooperation. Three factors representing decreasing degrees of member redundancy
were found to detract from team information sharing: information distribution, informational interdependence, and member heterogeneity.

Sanchez JC, and Yurrebaso A. (2009), examined the relationships between group cohesion and the perceived culture and desired culture of work teams. Two separate studies were carried out with a time interval of one year. The first study had a sample of 50 work teams belonging to different organizations and the second study had a sample of 75 work teams. We used Lindell's index of agreement to estimate the culture and cohesion variables. Multiple and hierarchical regression analysis in both studies confirmed our initial hypothesis, showing that perceived and desired culture were positively related to group cohesion, and that culture gap had a negative association with cohesion.

Hirschfeld RR, and Bernerth JB. (2008) demarcated mental efficacy and physical efficacy at the team level, and they explored these two factors as outcomes of 4 potential inputs and as predictors of three outcomes among 110 newly formed action teams in a military setting. Both types of team efficacy benefited from greater team size and an initial experience of enactive mastery, but they were not influenced by teams' female representation or knowledge pool. In terms of predictive contributions, both mental and physical efficacy facilitated internal social cohesion, yet only mental efficacy promoted problem solving and observed teamwork effectiveness.

Pain MA, and Harwood CG. (2008) examined the performance environment of the England youth Soccer teams. Using a conceptually grounded questionnaire developed from the themes identified by Pain and Harwood, 82 players and 23 National Coaches and support staff were surveyed directly following Inter National
tournaments regarding the factors that positively and negatively influenced performance. The survey enabled data to be captured regarding both the extent and magnitude of the impact of the factors comprising the performance environment. Team leadership and strong team cohesion were identified by both groups as having the greatest positive impact. Overall, far fewer variables were perceived to have a negative impact on performance, especially for players. The main negatives common to both groups were players losing composure during games, player boredom, and a lack of available activities in the hotel. The major findings support those of Pain and Harwood and in using a larger sample helped to corroborate and strengthen the generalizability of the findings.

Senecal J, Loughead TM, and Bloom GA. (2008) determined whether the implementation of a season-long team-building intervention program using team goal setting increased perceptions of cohesion. The participants were 86 female High School Basketball players from 8 teams. The teams were randomly assigned to either an experimental team goal-setting or control condition. Each participant completed the Group Environment Questionnaire, which assessed cohesion at both the beginning and end of the season. Overall, the results revealed a significant multivariate effect, Pillai’s trace $F (12, 438) = 2.68, p = .002$. Post hoc analysis showed that at the beginning of the season, athletes from both conditions did not differ in their perceptions of cohesion. Overall, the results indicated that team goal setting was an effective team-building tool for influencing cohesiveness in sport teams.

Zakrajsek, Abildso, Hurst, and Watson (2007) examined Coaches’ and athletes’ perceptions of Coaching Staff Cohesion (CSC) and their relationships with team cohesion and performance. A total of 18 collegiate teams including Coaches
and athletes participated in the study. Coaches completed the Coaching Staff Cohesion Scale (CSCS). The athletes completed a modified CSCS, a Group Environment Questionnaire, and an item of perceived team performance which had the athletes’ rate their performance on a scale of 1 (very poor) to 10 (very good). On analysis, significant differences were found between athletes’ and Coaches’ perceptions of CSC. Overall, Coaches’ perceptions of coaching staff cohesion were higher than athletes’ perceptions of cohesion among the coaching staff.

James Hardy, Mark A. Eys and Albert V. Carron (2005), in their study on “Exploring the Potential Disadvantages of High Cohesion in Sports Teams”, used a heterogeneous sample of 105 athletes (mean age = 21.4 years), to gain insight into the potential negative consequences of high team cohesion. Athletes were asked open-ended questions relating to the potential disadvantages of high task and high social cohesion. It was found that 56% of athletes reported possible disadvantages to high social cohesion, whereas 31% of athletes reported possible disadvantages to high task cohesion. Furthermore, data analysis revealed multiple dimensions of negative consequences for both high task and social cohesion. The findings contrast with the popularly held view that high cohesion is always beneficial for teams and team members.

Shields, Gardner, Bredemeier, and Bostro (1997) studied the relationship between leadership behaviours and team cohesion. The subjects included 307 Baseball and Softball athletes and 23 head Coaches. The athletes completed a Leadership Scale for Sports (LSS) and the Group Environment Questionnaire (GEQ) while the Coaches completed a self perceived version of the LSS. Results showed that perceived and preferred leader behaviours were related to team and task cohesion.
Coaches were discovered to be more task oriented in cohesion and the behaviour of
the Coach may function to unify the team around task goals.

Slater and Sewell (1994) used the Group Environment Questionnaire (GEQ) to
assess whether team cohesion in 60 University-level field Hockey teams (3 men’s
teams and 3 women’s teams) was a cause for, or an effect of, successful performance.
All of the subjects were between the ages of 18-24 years of age and men (N=29) and
women (N=31) were represented. A quasi-experimental, longitudinal panel design
with cross-lagged correlational (CLC) analysis was used in the Investigation. The
GEQ was used to assess each team’s level of cohesion midway through the season
and later in the season. The time between the two data collection sessions was
approximately four weeks. The participants were given directions to not be too
situation- or time-specific during the GEQ. The researchers hoped that this would
satisfy the CLC assumption for synchronicity between cohesion and performance
measures. Additionally, the GEQ was administered on the morning before a
competition. The results showed a positive relationship between team cohesion and
performance outcome. The magnitude of the early cohesion to later performance
correlations indicated that higher cohesion was associated with performance success.

Gruber and Gray (1981) expanded the study of cohesion and Basketball by
examining the existence of cohesion across several levels of competition ranging from
youth sports to collegiate sports. The six factors previously mentioned as antecedents
of cohesion were tested and it was hypothesized that certain cohesiveness factors exist
in all levels of Basketball teams. The researchers found that a positive relationship
did exist with performance success across all levels of competition citing that two
factors, team performance satisfaction and task cohesion showed up at every level of
Basketball competition.
Widmeyer and Martens (1978) examined the relationship between Basketball ability and cohesion as determinants of performance success. The sample included Intramural Basketball participants at the collegiate level. In examining the relationship between Basketball ability and cohesion as determinants of performance success, the researchers hypothesized that greater cohesion would result in higher performance. Support was found for their hypothesis only when cohesion was directly assessed, that is when respondents were asked to rate the cohesion of their team and the value they place on membership on that team. Nevertheless, the theory that cohesion has an influence on performance success was once again supported, extending the generalization to include Basketball.

2.4.1 RELATED LITERATURE ON SELF CONCEPT

Zhang and Li (2010) in the study of University students’ self-concept suggested that males’ physical self was higher than females’. They explained that this maybe due to more developed motor skills and agility in male participants. This is superimposed by the society’s treatment of men that they should be powerful. Women also have higher expectations with men for they are viewed as the provider of the family. In terms of moral-ethic self, women scored higher than men explaining that women in the Chinese society have moral standards and requests compared to men. Another interesting facet of the study showed men had lower appraisal on their own shortcomings and maladaptive behaviours. Lastly, the males, in general, had higher self-satisfaction than females because it is believed that standards in the society are always in favour of men.

J. Sam & Shenbagavalli (2007), Alagappa University, Karaikudi states in the study on the Analysis of Achievement Motivation and Self Concept among All India
Inter University Women Football Players, that to investigate this study, 90 women players from various Universities participated in the All India Inter University Football Tournament held at Alagappa University, Karaikudi were taken up as subjects. The subjects were administered with two types of questionnaires which are sports achievement questionnaire by Dr. M. L. Kamlesh to find out the Achievement Motivation and Piers Harris Self-Concept questionnaire to find out Self-Concept. The subjects were randomly divided as high achievers (those teams which entered into the semifinals) and the low achievers (those teams which lost in the first round). The two questionnaires were carefully analyzed with a separate scoring scale and the collected data were calculated with one way analysis of variance (ANOVA). The results showed that there was a significant difference in the achievement motivation among high and low achievers and there was no significant difference in the self-concept among high and low achievers.

Rajani (2007) conducted a study to find out whether there was any difference in the relationship between self concept and job involvement among the aided and unaided rural and urban teachers. The tool used for the collection of data was questionnaire. On analysis, it was found that there was a significant correlation between self concept and job involvement of teachers. It was also found that significant difference in relationship of self concept and job involvement exists between aided and unaided rural and urban teachers.

Pastor Y, Balaguer I, and Garcia-Merita M. (2006) studied a gender-based model that has been designed to study the relationships that exist among self-concept dimensions and some health-promoting behaviours (consumption of healthy food and participation in sports) and health-risk behaviours (consumption of tobacco, alcohol, cannabis and unhealthy food). The model was employed on a representative sample of
1,038 adolescents from the Valencia Community, aged between 15 and 18 years old (528 girls and 510 boys, M age = 16.3; SD = .92). Path analysis with the Lisrel VIII program maximum likelihood method was used. The results show the model's good fit to the data with regard to both the boys and the girls. For the two sexes, behavioural conduct, social acceptance and close friendship emerged as good predictors of health-risk behaviours.

Dishman RK, et.al. (2006) tested whether physical self-concept and self-esteem would mediate cross-sectional relations of physical activity and sport participation with depression symptoms among 1,250 girls in 12th grade. Physical activity and sport participation each had an indirect, positive relation with global physical self-concept that was independent of objective measures of cardio respiratory fitness and body fatness. These correlation findings provide initial evidence suggesting that physical activity and sport participation might reduce depression risk among adolescent girls by unique, positive influences on physical self-concept that operate independently of fitness, body mass index, and perceptions of sports competence, body fat, and appearance.

Ybrandt (2005) conducted a model of the relation between self-concept and internalizing and externalizing problem behaviours in adolescence, with the self-concept influencing problem behaviours, was assessed using a sample of 277 Swedish adolescents. The model was tested in a path analysis with data from Youth Self Report (YSR) and Structural Analysis of Social Behaviour (SASB) questionnaires. Consistent with the model, a positive self-concept was found to be the most important factor for adjustment and for protection against common problem behaviour. Adolescents of 15, 16 years of age had a stronger relationship between a negative
self-concept and externalizing problem behaviour than younger and older adolescents. These findings highlight the importance of promoting of a positive self-concept in every adolescent in various psychosocial contexts.

Sethi, Foster, and Best (2004) identified as a reason for the variations in gender differences in self-concept. Their study involved 194 students (129 women) from three Universities in Eastern Ukraine; participants were predominantly Russian Orthodox. The participants completed the Adjective Check List where they select 300 adjectives from the checklist that were descriptive of you as you really are, not as you would like to be. The values were then further examined through comparison with values obtained from 14 other nations (Canada, England, Finland, India, Germany, Italy, Japan, Malaysia, the Netherlands, Nigeria, Pakistan, Singapore, the United States, and Venezuela). They said that different cultures around the world posses sex role ideologies which can be the possible explanation in the differences of male and female in self-concept.

Brown (2004) examined the relationship of self concept to changes in cultural diversity awareness of urban teacher educators. The sample consisted of 100 European American pre service teachers. The findings indicate that there is no significant relationship between total self concept and total cultural diversity awareness.

Marsh, HW, Chanal, JP.(2002) reported that a large body of research in support of the reciprocal effects model of causal ordering demonstrates that prior academic self-concept predicts subsequent academic achievement beyond what can be explained in terms of prior achievement. Here we evaluate the generalizability of this support for the reciprocal effects model to a physical activity context in which
achievement is reflected in Gymnastics skills on a standardized Gymnastics performance test evaluated by expert judges. Based on the responses of 376 adolescents collected at the start (T1) and end (T2) of a Gymnastics training programme, there is support for a reciprocal effects model in which there are significant paths leading from both T1 Gymnastics self-concept to T2 Gymnastics skills and from T1 Gymnastics skills to T2 self-concept. Although there were gender and age effects (girls and older participants had better Gymnastics skills, boys had higher self-concepts), multiple group structural equation models indicated that support for the reciprocal effects model generalized over responses by boys and girls. In summary, self-concept and performance are both determinants and consequences of each other.

Jupinder and Sandhu (1999) investigated the 'self concept' in relation to performance and age of female athletes. The sample consisted of 200 subjects (females) performing at Inter College and Inter-Varsity levels in Cricket, Athletics, Softball and Kho-Kho. The self-concept questionnaire was used to collect the data. Analysis of variance 2 x 2 ANOVA was applied to analyse of data. The results indicated that University female athletes were found significantly better on physical, social, temperamental, educational, intellectual and total self-concept as compared to College level female athletes. No significant difference was found on moral self-concept. Female athletes of second age group (19-21 years) was found significantly better on physical and intellectual aspects of self-concept as compared to first age group (16 to 18 years) No significant difference was found between these groups on other variables of self-concept.
Rai (1983) investigated self concept of the prospective teacher and found that self-concept of the prospective teacher is positive. The relationship of self concept with adjustment and intelligence are positive and significant. It was also found that self concept could be very well predicted from an individual's intelligence and adjustment scores.

2.6 SUMMARY OF REVIEW OF RELATED LITERATURE

In this chapter, the Investigator reviewed number of studies on anxiety, aggression, achievement motivation, stress, team cohesion and self concept among different population. The reviews proved that there was further scope to make a study on selected psychological variables among high, medium, and low achievers of men and women Volleyball and Basketball players.

Based on the experiences gained through the review of related studies, the Investigator selected suitable questionnaire to be administered for selected psychological variables and formed suitable methodology for the study, which is presented in Chapter III.