CHAPTER - II
REVIEW OF LITERATURE
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REVIEW OF RELATED LITERATURE

SPORTS PERFORMANCE MOTIVATION

Brustad (1988) studied the effects of parental pressure upon perceptions of competence and motivation for young basketball players. Brustad measured player’s self-esteem, intrinsic motivation, perceived competence, win-loss record, parental pressure and anxiety. Results showed that high intrinsic motivation for the game was associated with low parental pressure on the athletes.

Sinclair and Vealey (1989) examined the effect of coach feedback and expectations on self-perceptions of adolescent female field hockey players. The players were divided into two groups those from whom the coach expected higher performance level versus those expected to demonstrate lower level of performance. Type of feedback from coach to athlete was then monitored by group and related to player perceptions of confidence, competence and self-esteem. Results of the study found the high-expectation group received more overall feedback, more specific and evaluative feedback and less perceptive or directive feedback than the low expectation group.

The purpose of the study was to examine the effectiveness of a performance versus mastery oriented teaching programmes on children’s enjoyment, perceived competence, intrinsic motivation, and motor skills development. Children (N-199) eight to twelve years of age were at random assigned to one of the two programmes for three weeks during an organised sports programme. Results

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revealed that children in the mastery oriented group reported significantly higher levels of enjoyment and exhibited better motor skills than those in the performance oriented group. In depth interviews further indicated that children in the mastery programme were almost unanimous in reporting high levels of perceived competence and intrinsic motivation, while those from the traditional group showed less mastery motivational climate.

Whitehead and James Robert (1989) investigated motivational outcomes consequent to participation in physical fitness testing procedures. Seventh and eighth grade school students, \(N=165\) were administered the intrinsic motivation inventory before and after participating in a fitness test where they received bogus, positive, negative, or no verbal feedback (control). MANOVA and casual modelling procedures revealed that positive feedback increased intrinsic motivation while negative feedback decreased it. Analysis showed that changes in intrinsic motivation were mediated by changes in perceived competence. In a second experiment seventh and eighth graders \(N=370\) participated in either presidents challenge or the fitness gram fitness test. Because of their different evaluation procedures and inventive scheme, it was hypothesized that these tests would have different effects on intrinsic motivation, MONAVA and ANOVA revealed no significant difference between fitness test groups on intrinsic motivation or physical self worth. However, there was a clear gender effect on the perceived competence aspect of intrinsic motivation and self worth. These results partially support the case for applying the tenets of cognitive evaluation theory and efficacy motivation theory of fitness testing situations in order to avoid threats to intrinsic motivation.
A cross cultural analysis of achievement motivation in sports has been identified by Duda and Allisan (1990) as a void in the field of sport psychology. The purpose of their study was to conduct a comparative analysis of achievement motivation characteristic in Anglo American and Japanese Marathon runners. Subjects (N=358) competed measures assessing achievement goal orientation and need for achievement prior to competing in a marathon race. Multivariate analysis indicated that the Anglo-American runners reported higher levels of competitiveness than the Japanese runners. Conversely, Japanese runners reported higher levels of win orientation. However, no gender or inter-action effects were found. These results suggest that cultural differences exist on achievement motivation among competitive sport participants leading support for the notion that cultural factors should be considered more frequently in special motivation research.

Thill and Morinanda (1990) explored the theory of cognitive evaluation in a study of African handball players. The purpose of the study was to examine the influence of reward and feedback upon motivation. They found that when positive feedback was paired with a monetary reward, no decrease in intrinsic motivation for handball players resulted when negative feedback was used alone or with a reward, however a significant decrease in intrinsic motivation was in evidence. In a second experiment, the effect of choice and feedback or motivation were examined across time. Handball players were put in choice versus no-choice and positive versus negative feedback conditions for team exercises. Immediate increase in motivation were shown to occur in the positive feed back
conditions. However, the effect of feedback was mediated by choice. After three weeks, an increase in intrinsic type of motivation for the task was primarily found in those groups who had experienced positive feedback and choice in task selection. These studies suggested that factors which affect either the perceived locus of causality of one's behaviour or feelings of competence reflect positively on participation and enjoyment in sports. They also showed that intrinsic motivation required more than efficacy feedback. It also required support for self determination.

Whitehead and Carbin (1991) took seventh and eighth grade school children as subjects (N=105) who volunteered for an experiment that was ostensibly to collect data on new youth fitness test (the Illionis agility run). After two untimed practice runs, a specially adapted version of the Intrinsic Motivation Inventory (M) was administered as a pretest of Intrinsic Motivation Inventory (M) was administered as a pretest of Intrinsic Motivation. Two weeks later when subjects ran again, they were apparently electrical timed. In reality, the subjects were given bogus feedback. Subjects in a positive feedback condition were told their scores were above the eighth percentile while those in a negative feedback condition were told their scores were below the twentieth percentiles. This is a control condition received no feedback. The (M) was again administered to the subjects after their runs. Multi variate and subsequent univariate tests were significant for all four sub-scale dependent variables (perceived interest, enjoyment, competence, effort and pressure tension). Positive feed back enhanced all aspect of intrinsic motivation, whereas negative feedback decreased them.
Butt and David (1992) found the motivational differences among tennis players who were compared on variables from Butt’s (1987) sport protocol. The 46 participants represented: (1) an elite group of players of Davis Cup calibre (current or ex-Davis cup players): (2) a university competitive tennis team: and (3) a group of recreational players. The psycholometric properties of scales and their inter corelation were reported. Multiple-range tests yielded significantly different levels of ambition, aggression, competence, competition and control between the groups with the elite group scoring most highly on all variables.

Losier and Valler (1994) conducted the study of self-determined motivation and sportsmanship orientation. The purpose of the study was to examine the relationship between self-determined motivation and sportsmanship orientation by using a longitudinal design. The sample was male adolescent elite hockey players (N=77), mean age =15.8) competed a questionnaire assessing both constructs after 2 weeks into the hockey season (T1) and at the end of the regular season (T2), then 5 months later. The results from co-relations suggested that, over time, self determination motivation and sportsmanship orientation have a positive bi-directional relation in which self determined motivation has greater influence on sports­man-ship. These results give further impetus to the need to consider motivation in future studies on sportmanship.

Brieve, Valler and Fortier (1995) examined the relationships between competitive and recreational sports structures, gender and athletes sports motivation. Subjects completed the sports motivation scale, a valid and reliable measure of sport motivation which assesses...
three types of intrinsic motivation. Results revealed that competitive athletes demonstrated less intrinsic motivation than experience stimulation. Gender differences also emerged. Female athletes were more intrinsically motivated to accomplish things and exhibited more identified regulation than male athletes. Results were discussed in the light of cognitive evaluation theory and future research avenues were offered. Results also revealed a significant structure x motivation interaction (F=4.57, P<.05).

Martin and Gill (1995) examined trait and state psychological variables with male Philippine marathoners (N=41) using an achievement motivation model. Correlations revealed that trait sport-confidence was positively related to self-efficacy and competitiveness. Performance self-efficacy was associated with time goals whereas outcome self-efficacy was associated with time and place goal importance. These results indicate Philippines marathoners were generally quite competitive and confident in sport and have levels to win and goal orientation similar to American athletes. This study also support a relationship between competitive orientation and goal importance and that runners high in performance self efficacy had important time goals whereas runners with strong outcome self efficacy had important time and place goals.

Moral atmosphere and Judgements about aggression in girl’s soccer and relationship among moral and motivational variables were studied by Stephens, D.E. (1996). The study utilised both moral and motivational constructs to investigate aggression in young soccer participants (N=212) from two different age-group leagues, under 14, stepwise multiple regression analysis revealed that players who
described themselves as more likely to aggress against an opponent also were more likely to (a) identify a larger number of teammates who would agree in a similar situation (b) perceive their coach as placing greater importance on eye-oriented goals and (c) choose situations and featuring pre-conventional rather than conventional moral motives or more tempting for aggressive action. These results suggest that young athlete’s aggressive behaviour is related to their team’s “moral atmosphere”, including team aggressive norms, player’s perceptions of these team norms and coach characteristics and player’s moral motives for behaviour.

Ryan, R.M. (1997) examined two prospective studies. He tested the hypothesis that intrinsic motives for physical activities facilitate long term adherence. In study– 1, participants in two physical activity classes (N-40) were compared in their motives for participating using the motivation for physical activity measure (MPAM), Frederick and Ryan, 1993). Participation motives were also used to predict adherence. Results showed that Tae-kwon-Do participants were higher in enjoyment and competence motives and lower in body related motives than those in aerobics. They also showed better adherence. In study (2) subjects (N-155) rated their initial motives on a revised motivation for physical activity measure (MPAM-R). They also rated work out length challenge and enjoyment after each exercise session. Results revealed that adherence was associated with motives focussed on fitness or appearance. Post workout ratings of enjoyment also predicted adherence.

Biddle Ntoumanis (1998) conducted a study to find out the relationship between competitive anxiety, achievement goals and
motivational climates. The purpose of the study was to examine the relationship of achievement goal orientations and perceived motivational climate to perceptions of the intensity and direction of competitive state anxiety. The sample was (N=146) Male (M=84) female (N=62) university athletes, their age ranged from eighteen to twenty six years. In the present study structural equation modelling was used to test these links. The results showed that perceptions of a performance climate were associated with ego orientation, whereas perceptions of a mastery climate were linked to task orientation. Further more no significant links were found between task orientation and direction of cognitive and somatic anxiety. No significant direct links were found between motivational climate and competitive anxiety.

Relationship between female adolescent’s achievement goal orientation, perceptions of motivational climate, belief about success and sources of satisfaction in basketball were examined by DARREN C. TREASURE and ROBERTS, G.C. (1998). The study examined the concomitants of mastery and performance oriented perceptions of the climate, and then assessed the contribution of both types of variables in predicting 274 female adolescent athletes beliefs about the causes of success and sources of satisfaction following a week long residential basketball camp. Participants perceiving a mastery oriented climate had a stronger belief that success follows from one’s own efforts and derived satisfaction from mastery experiences. Participants perceiving a performance oriented climate derived satisfaction from outperforming others and attributed success to Ability and Effort. Moderated hierarchical regression analysis revealed separate main effects as well as significant interaction effects between goal
orientations and perceptions of the motivational climate in predicting the participants responses. The results of the study add further support to the argument that mastery oriented contexts should be stressed, the findings also suggest that goal orientation and the interaction of these two dimensions of motivation must be taken into account when examining youth sports experience. These adolescent females may continue with the special experience. On the other hand, the basketball players who perceived a performance oriented climate state that they derived their satisfaction from normative success namely, being better than others. If an individual’s effective response to an achievement activity is derived from out performing others it would be expected that this will lead to motivational difficulties if he/she is unable to achieve this goal.

The interaction between perception of the motivational climate goal and perceived ability were examined by Maria Newton, Duda, J. (1998). Junior female volleyball players (N=385) from 45 teams participating in a competition completed a survey assessing perceived motivational climate and beliefs about the causes of success. Motivational climate was the strongest predictor of enjoyment/interest and pressure tension while goal orientation was the strongest predictor of effort/importance. Both ego orientation and perceptions of an ego-involving motivational climate were related to ability centered beliefs about success. Effort focussed belief were predicted by the interaction of task orientation and perception of a task involving motivational climate.
Carren et al. (1985) developed an instrument to assess cohesion in sports teams. The purpose of the study was firstly, to demonstrate the need to develop an instrument to assess group cohesion, secondly to outline conceptional model of group cohesion upon which such an instruments could be based, thirdly to outline the four projects conducted to obtain the construct related information and to develop an initial version of the Group Environment Questionnaire and final purpose was to outline the reliability and validity of studies conducted with two different sport team samples. A total of 234 respondents from a variety of sport teams were the subjects. The most consistently appearing responses were tabled, taking care to analysis the subjects on their wording, then coded accordingly as to whether the responses concerned one of the four constructs. In all, there were four projects. The responses from the four projects were used to form a response pool representing information concerning the four constructs. On the basis of the various statistical operations required to construct an instrument, 18 items version of Group Environment Questionnaire was found consistent and reliable. Cross studies and content - valued - factor analysis with oblique rotation revealed preliminary evidence for construct validity. The G.E.Q comprised four scales, reflecting the constructs of ‘Group Integration - Task’, ‘Group Integration - Social’, ‘Individual Attraction to the Group - Task’ and ‘Individual Attraction to the Group - Social’.

Phillips (1985) conducted a study of sports group behaviour and official’s perception, the percentage of negative behaviour was exhibited towards male basketball officials, by crowd, coaches and
players at Ottwa High School. For girl basketball game officials perception of negative behaviour exhibited towards them, fifteen girls high school-varsity basketball game were observed and five trained observer related behaviours of each sport sub-group, crowd, home coaches, visiting coaches, home players and visiting players were observed. It was concluded the sport sub groups, crowd, coaches and players in Ottwa High School girls basketball behaved generally non-negatively toward officials. Crowd, however, did behave significantly more negatively than did coaches or players. Officials did not perceive behaviour exhibited by crowd, coaches and players nor did they evaluate their officiating ability based on the reaction of crowd, coaches and players. Officials seemed to have a pre-conceived notion as to how crowd, coaches and players would behave towards them and evaluate their officiating ability. The results seemed to represent an official’s expectations of behaviour and evaluation of officiating ability rather than actual behaviour of evaluation of officiating ability by crowd, coaches or players.

Brawley et al. (1987) assessed the cohesion of teams and examined the validity of the G.E.Q (concurrent, predictive and construct). In study one, subjects were 74 male and female athletes from 10 university teams and individual sports. Each team included a mixture of freshmen and senior students. Teams were assessed at different points during their season, thus avoiding a seasonal response bias. In study two, there were 247 athletes out of 12 male and 14 female teams. Out of these 26 teams in total, 16 were from individual sports, while 10 were from team sports. Teams varied in tenure of their membership. In study three, there were 117 subjects from 10 team sports. The results of study one, indicated

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that the G.E.Q exhibited the predicted co-response with similar measure of cohesion and was not significantly correlated with measures of other constructs. In study two, the G.E.Q. successfully discriminated team and individual sports athletes by predicting their membership to these groups on the basis of their task cohesion scores. In study three, evidence was obtained for the predicted difference in self response attributions between high and low task cohesive athletes of team sports. The conclusion was that the G.E.Q. was valid.

Pease and Miller (1989) conducted a study of team cohesion and athletic performance. The purpose of this study was to evaluate between team cohesion and athletic performance in the case of University men’s basketball teams. It was hypothesized that there would be positive linear relationship between cohesion and performance success. A four step evaluative procedure was applied to examine the relationship between cohesion and performance. The first three steps were completed concurrently. In the fourth step, the overall relationship between cohesion and performance, relative to the information obtained in the first three steps, was assessed. The results indicated that the high degree of social and task cohesion present throughout the season made a positive contribution to practice and competitive performance, while high levels of cohesion enabled the team to exceed its initial goals. The elevated social cohesion contributed to team’s ability to attain higher levels of excellence later in the season. Competitive task focus appeared to vary in relation to the opponent and importance of the game.
Carron, Brawley and Widmeyer (1990) conducted a study relating to the impact of group size in an exercise setting. Two independent studies were conducted to examine the group size in an exercise setting. In the first archival data from 47 exercise classes was used to examine the relationship between the group size and behaviour. The second study examined the relationship between the size of classes and specific social psychological correlates of group size, including the participants perceptions of conspicuousness, quality and quantity of interaction with their leader, the opportunities to interaction, the level of crowding and density and the satisfaction. The results of the first study revealed that attention and retention were high in small and large exercise classes but reduced in medium and moderately large classes. This indicated that the relationship between behaviour and group size was curvilinear. In the second study also, one way ANOVA and trend analysis using orthogonal polynomials was computed for each dependent measure. This approach provided insight into whether the relation between group size and some of the psychological correlates was linear quadratic, or cubic. Turkey B Post Hoc Test was also used in all cases of significant trends. The result of the second study also showed a curvilinear relationship between exercise class size and participant’s perceptions of the opportunities available for social interaction and feeling of crowding and density. Both the small and large classes were perceived more favourable than the medium classes. The relationship between class size and perception of the instructor as well as the level of satisfaction experienced were linear, positive and perception decreases as class size increases.
Spink (1990) examined the cohesion/efficacy relationship. Specifically, it was hypothesized that volleyball teams high in collective efficacy about impending encounter would be more cohesive than teams that were low in collective efficacy. These teams, high in collective efficacy could score higher on the task scales of the G.E.Q., especially, individual attraction to group-task (Widmeyer, Brawley and Carron, 1985). The subjects for this study were 92 volleyball players participating in the open (N = 53) and senior division (N = 39) of the Annual SuperVolley Tournament held at a major University in Canada. Subjects were selected from both the men’s and women’s section of tournament. To assess team cohesion, the four scale Group Environment Questionnaire developed by Widmeyer et al. (1985) was used. A stepwise discriminate analysis was used to determine which cohesion scores contributed to a function that would predict classification of high and low collective efficacy of elite volleyball players. The result of analysis revealed a highly significant difference between high and low collection efficacy players participating in the open division $x^2 (2, N = 53) = 18.06, p < .001$. Two of the four cohesion scales contributed to the significant differentiation between the groups: ATG - T and GI - S. Post Hoc univariate FS conducted on each variable, that contributed to the discriminant function classification, revealed that both ATG - T, $F (1, 51) = 14.53, p < .001$, and GI-S, $F (1.51) = 7.80, p < .01$, contributed significantly to the differences between high and low collective efficacy elite players. The mean value indicated that both ATG - T and GI - S were greater for team members who were high in collective efficacy. The result supported the conclusion that specific measures of group cohesiveness were positively
related to collective efficacy for elite volleyball team but not for recreational teams, with the high collective efficacy teams rating cohesiveness higher. This suggests the need for future research to address the cohesion/collective efficacy question from a comparative perspective.

William and Widmeyer (1991) found in a study of female inter college golfer that task cohesion significantly predicts outcomes. The higher, the task cohesion, the better the golfer performance. Cohesion also was significantly associated with better intrateams communication and members motivation. It may be that input from team members regarding techniques, strategy and being collectively committed to team goals, increases individual performance levels and results in a concomitant rise in levels of perceived cohesion. Results show that female golfer’s positive relationship between social cohesion and outcome. Being cohesion was associated with better intrateam communication and higher member motivation. This study suggests that cohesion may be a more salient factor than previously believed.

William, K.D. (1992) examined the relations among team cohesion, identifiability on social loafing in relay swimming performance. Male and Female college swimmers competed in individual and relay events under conditions of either high or low identifiability. Measures of group cohesion were also obtained. It was hypothesized that (1) the social loafing effect, in which people exert less effort in groups than when participating alone would be observed in the low identifiability condition and that the opposite would occur in the high identifiability condition and (2) team cohesiveness

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would be negatively related to social loafing. Results indicated that identifiability did not influence social loafing. However, team cohesiveness was predictive of differences between individuals of group (relay) performance of female, cohesion and self concept were negatively related. For males, no significant relations between team cohesion and social loafing was found.

Kaur, Nirmaljeet (1992) conducted the study of team cohesion adjustment and achievement motivation as related to gender and performance in team sport, analysis of variance 2 x 2 factorial design was used on different variables. The sample consisted of 320 athletes (with age group seventeen to twenty three years) representing team sports at the college and university levels including the games of basketball, volleybal, hockey and handball. Group Environment Questionaire Widmeyer et. Al (1985) was used to measure all the dimensions of team cohesion. The results with regard to male and female athletes did not demonstrate any significant differences on the team cohesion variables : ATG – Social and ATG-Task. The university athletes were found significantly better than the college athletes in the variable individual (P < 0.01) and also higher on the variable than college athletes. ANOVA results also revealed that the university athletes were significantly better than the college athletes on the variable Group integration - Task. The difference was not significant in the variable Group integration - social.

Goal orientations and perception of the sports experience were examined by Lockbaum, M and Roberts, G.C., (1993) using high school athletes. They found that for Ego oriented athletes assessing
competence, luck and responding to the coach were perceived as significant factors leading to success in competition as the reasons leading to success. In practice ego athletes did not have any particular focus. Mastery athletes on the other hand strongly endorsed learning and effort in practice. The two goal perspectives also differentiate athletes in terms of perceived practice benefits. Ego athletes believed that the benefit of practice was to allow them to demonstrate competence relative to other athletes. Mastery athletes believed that the benefit of practice was to foster team cohesion and skilled development. These studies show that perceived achievement strategies and behaviour of athletes are related to an individual's goal perspective. There is also evidence that goal perspectives are related to actual achievement behaviours.

Cohesion and intention to participate in female sport team athletes were examined by Spink, K.S. (1995). The sample consisted of (N-198) females who were competing on ringette teams in a community based recreational programme. Participants ranged in age from sixteen to twenty two years. The specific purposes of the study was to compare the perception of cohesiveness, as assessed after a season of participants indicating that they would likely return to play for another season to those indicating that they would likely not return. In study 1, female participants in recreational ringette teams competed the GEQ after completing the season. Intention to return for the next season was also assessed via questionnaire. Discriminant function analysis revealed that those intending to return for the next season held significantly greater perception of social cohesion. In study 2, a replication of study 1 using elite ringette team members, perceptions of social cohesion once
again proved to be reliable predictors of intention to participate next season. Elite female athletes who indicated that they would return for another season were more likely to perceive the social cohesiveness with their team as high. Both studies support the conclusion that perceptions of social cohesiveness are positively related to the intention to continue to participate. Results revealed a highly significant differences between those who indicated that they wonder likely return and those indicated that they were not likely to return, \( X^2 (4, N=142) = 18.90, P.0008 \).

Carron, A.V. (1996) examined the relationship between cohesion and competitive state anxiety. If a cohesion – competition A – State relationship was obtained, the second purpose was to determine whether the perceived psychological benefits and / or psychological costs of cohesiveness mediate that relationship. In order to examine these issues, a sample of interactive sport-team athletes (N-110) completed the Group Environment Questionaire (GEQ, Carron, Widmeyer of Brawley, 1985) and items related to the perceived psychological benefits and costs of membership in cohesive groups. In addition, athletes completed the competitive state anxiety inventory –2 (CSAI-2, Martens, Burtan, Vealey, Bump and Smith, 1990) prior to competition. Results showed that cohesion was related to A-state responses (P.004). Specifically, individuals holding higher perceptions of task cohesion reported less cognitive A-State. Results also showed that psychological costs associated with membership on cohesive. Teams mediated the cohesive - A State relationship.

Carron, A.V. and Hausenblas, H.A. (1996) have exposed the study of Group cohesion and self-handicapping in female and male
athletes. These were two main purposes in the present study. The first was to identify the nature of the self-handicaps reported by elite female and male athletes (N-245). School comments and sport problems represented the most frequently cited implements. Female athletes reported a significantly greater number of disruptions and had a greater tendency to report and sport problems, physical state/illness, and family/friend problems hindered their preparation. The second purpose was to determine whether cohesion would moderate the extent to which athletes would use self-handicapping strategies prior to competition. Hierarchical multiple regression revealed that cohesion was a moderator in the relationship between the trait of self-handicapping (Excuse Making) and the use of self-handicapping by both female and male elite athletes. Results of post hoc analysis indicated that athletes who were highly predisposed to self handicap and who perceived their group as more cohesive, had greater tendency to productively perceive implements to subsequent performance.

Kanu Priya (2000) conducted a study on the assessment of motivational patterns on performance of female volleyball players of Panjab University Chandigarh. 60 female subjects having different levels of participation of were taken from the affiliated colleges of Panjab University Chandigarh. Oneway analysis of variance was applied to find out significant difference between three performance groups on different motivational patterns. F-test was applied to test the hypothesis the finding were: (1) the university levels players were found significantly superior than college level players on the variable achievement motivation. (2) The inter college player perfomed better as compared to college level players on the variable performance motivation. (3) No significant difference was found
between Intervarsity, Inter college and college level players on the variable performance motivation. (4) No significant difference was observed among Intervarsity, Inter college and college level female volleyball player in participation motivation.

SELF CONCEPT

Marsh and Jackson (1986) suggested that women athletes would have higher self concept than women non-athletes in those area in which women typically have lower self concept than men. Although the results of the present investigation provide some support for this suggestion, women athletes also have higher self concept than women non-athletes in other areas of self concept as well (e.g. academic honesty). Hence a more accurate summary of the results is that differences favouring athletes over non-athletes are larger for females than males.

Borsdorf and Louise (1986) studies the relationship of various structural maturational, physical ability and physical skill profiles to various perceived competence and general self-worth (global self concept) profiles. Also involved was the identification of gender differences among subjects of two different age levels. A total number of 134 females and male subjects from grades one and four were administered, perceived competence and general self worth instruments. All subjects were also evaluated through the use of a battery of physical measures, including weight, height, skin fold, fun-for-speed, standing long jump, grip strength, overhand throwing from, over hand throwing accuracy and overhand throwing velocity tests. Completion of the psychological and physiological instruments
allowed a proposed self concept research paradigm to be exploded. Results indicated that there were no significant relationship between the various physical competence measures and the various perceived competence / self-worth measures although trends were present in directions suggested by the reviewed literature. Significant gender differences were observed for several of the physiological variables tested. Discriminate function analysis performed indicated that males and females loaded differently on several of the physical competence and perceived competence/ self-worth variables at both grade levels.

White and Lovelle (1986) investigated the relationship between self-concept, student perception to school and academic success (of failure) among ninth grade students. After the investigator reviewed the literature, self concept and student perception scales were used on 440 subjects. They included all grade nine students enrolled at a large metropolitan comprehensive high school. Two instruments namely the Piers-Harris self concept scale and the student’s perception to school scale were used. The earlier was one of the most widely used self concept scales the students perception to school scale consisting of ‘agree’ and ‘discharge’ statements was designed by the investigator. After raw data was calculated, analysis was based on responses of the participants and compared with grade point average of the same participants. The results of this study were expected to encourage educators to begin to view closer the dimension of the self-concept of students as they sought to provide supportive academic climates for all students.

Bullison and George (1987) investigated the degree of relationship of general self concept, academic self concept, perceptions of
significant, other locus of control, and I.Q. on academic achievement. To what extent were each of these variables related to the dependent variables of mathematics and reading achievement in fourth and fifth grade students? Which variable was the most influential on school achievement? Which variable was the least influential? The study had the following eight hypothesis (1) a student’s self concept of academic ability is positively corelated with his school achievement, (2) a student’s concept of the way that others see him positively corelated with his school achievement (3) a student’s general self concept is positively corelated with his school achievement (4) a student’s I.Q. is positively corelated with his school achievement (5) students with internal locus of control will have better achievement scores, (6) a student with a high internal locus-of-control will have a more positive self-concept and will believe that significant others perceive him more admirable than a student with an external locus of control (7) a student’s concept of the way that significant others see him is positively co-related with his academic self concept and his general self-concept (8) a student’s general self-concept is positively co-related with his academic self-concept. In order to test these hypothesis, five self-concept inventories were administered to 250 fourth and fifth grade students. Results were compared with the student’s scores on the stain-ford achievement test, total mathematics and total reading sub-tests. Oils-Lennon school ability indexes (I.Q.) scores also were used when co-relations were made. Other means of measurement used in the test included soars and soars mathematics and reading perception inventory, soars and soars reflected self teachers inventory, soares and soares affective perceptions inventory, soares and soares self-concept affective perception

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inventory, and Geandall, Katkorsky and Crandall’s intellectual achievement responsibility questionnaire. The results of this study confirmed the eight hypothesis. There were significant corelations between each of the self-concept variables and the dependent variables of mathematics achievement and reading achievement.

Kuthri and Sabri (1988) studied the relationship of self concept, locus-of-control, and level of aspiration to the performance of elite athletes. The major concern of this study was to determine the relationship between athletes performance and the variables like, self concept, locus-of-control, and level of aspiration in an actual competitive setting. The relationship between athlete’s expectations and the expectations held by their coaches were also determined. 84 athletes (male =71, female=13) from elite track and field athletes who participated in the league track and field championship during spring of 1986 were taken as subjects. All the subjects were given the modified self-descriptive questionnaire (SDQ). Marsh et al. (1981) and the Rotter internal-external scale to measure self-concept and locus-of-control, respectively. Specific track and field events were used to examine subjects performance. Level of aspiration was determined by asking each athlete to predict his/her performance a few minutes before each try in which he/she was scheduled to complete. The same procedure was used to measure coach’s expectations for their athletes. The subjects were classified as high or low in self-concept, high or low in level of aspiration and internal or external in locus-of-control. The data was analysed using season product moment corelation coefficient ANOVA and stepwise multiple regression procedure (.05 level of significance) were used. Results of the analysis revealed that (1) athlete’s performance (as
measured by improvement of personal performance, competitive performance, and contextual performance) were significantly correlated with the level of self-concept, (2) athletes performance (as measured by improvement of personal performance, competitive performance and contextual performance) were significantly correlated with their locus-of-control (3) athletes performances were significantly co-related with a level of aspiration. However, no significant correlation was found between level of aspiration and athlete’s performance (as measured by improvement of personal performance, and contextual performance), (4) there was a significant co-relation between athlete’s expectations and the expectations held by their coaches.

Lee and Man (1988) investigated the effects of participation in a selected programme of physical activities upon self-concept, self-acceptance, and the ideal-self of college students. The subjects of this investigation included 261 college students enrolled at Nicholls state university in Thibodaux, Louisiana during the 1987 full semester. Participants were enrolled in the physical activity classes of weight training, Karata or Gold. Other subjects were enrolled in the courses in the professional education sequence for prospective elementary teachings and students development class. The adult index of adjustment and values was used as a measure of self-concept. This instrument consisted of a list of forty nine trait words on scale of 1 to 5 which provided scores for self-concept, self-acceptance, ideal-self, and discrepancies. This instrument was administered to participants before and after twelve week period of classes. Correlated ‘t’ tests were used to determine whether or not there was a significant change in any of the four sub-scores for each
of the four groups during the period between administration of the pre-tests and post-tests. The findings show the changes significant at the .05 level on self-acceptance for the gold-group. In addition, there was a significant difference in both self-concept and in the discrepancy scores for the professional education group. The results presented several conclusions about this study. First, students in academic subjects showed greater gains in their self-concept and discrepancy scores as well as between self-concept and ideal-self than student in activity classes. This finding suggests that the students being more serious about academic subjects perceived these courses to be more meaningful and important than activity classes.

A study was designed by O’Donoghue and Raphael (1989) to test the inter-relationship among physical fitness, body-esteem, perception of fitness and self-concept for female participants of non-competitive sport. The current study tested existing theory concerning the effects of fitness on self-concept for females. An extension to existing theory was suggested and listed in the form of a revised model. This model states that the effects of fitness on self-concept is mediated by perception of fitness and body-esteem. 58 females were listed on measures of fitness, self-concept, body-esteem and perception of fitness. The model testing procedure seemingly unrelated regression was used to test the mode representing existing theory that fitness affects self-concept indirectly through perception of fitness. Similarly, the extended model including body-esteem was tested. It was found that this extended model represented the concept better (R2 : 35) than the original 3 variable model (R2:18). These results suggested that the effects of the fitness
on self-concept are mediated by perception of fitness may not have a direct effect on females’ self-concept the effects are better seen in subject perception of fitness and level of body-esteem.

A study by Sanna (1992) suggested that self efficacy mediates the relationship between identifiability of performance and loafing. Highly efficacious individuals whose performance were less likely to loaf than were low efficacious individuals in the same situation, when individuals, contribute towards team performance are identifiable, such as recording in basketball or pass blocking in foot ball, highly efficacious individuals may exert more effort towards performance than low efficacious athletes. Increased individual’s efforts towards performance usually facilities successful team performance which in turn enhances the perceived collective efficacy of the team.

Bond and Nideffer (1992) found that self esteem differences favoured male athletes over female athletes. Elite male athletes had higher levels of self esteem than elite female athletes. The results indicated that both male and female athletes had higher levels of esteem than non-athletes and that the gender differences in esteem for elite athletes increased gender differences found for non athletes.

Marsh (1993) examined the effect of participation in high school athletes during the last two years of high school using the large, nationally representative, High school data base. After controlling the background variables, grade students participation had a large effect on twelth Social Self Concept, and a small effect on global esteem. Further more the effect on academic self concept indicated positive effects of participation in sports. These effects
have been generalised across gender, socio-economic status, race and academic ability levels. Marsh suggested that participation in sports as an extra-curricular high school activity enhanced a student's identification with school or investment in school thereby leading to positive academic outcomes. From this prospective, the effects of athletic participation outside of school may not have positive effect on academic self concept.

Kamal, A.F. (1995) found that athletes have higher overall self-esteem in comparison to non-athletes of the same gender. This study tested 95 male university athletes and 90 male athletes using the somatic difference scale. It was hypothesized that differential social cognition would be linked to the athletes status, based on optimism, attractivness, aggressiveness and independence, resulting in overall greater self-esteem. A discriminate analysis of component self-esteem factor offered support to this hypothesis. The athletes showed higher self esteem attributes in areas not normally associated with competitive sports. Results indicate the overall self esteem scores higher as compared to non-athletes.

Marsh, H.W (1996) designed a study by using a physical self description questionnaire. The physical self description questionnaire (PSDQ) is a multidimentional Physical Self Concept instrument with 11 scales: strength, body fat, activity, endurence/fitness, sports competence co-ordination, health, appearance, flexibility global physical and global esteem. The purpose of the study was to evaluate the construct validity of PSDQ responses in relation to 23 external criteria, including measures of body composition, physical activities, endureness, strength and flexibility. The sample included 192 (133
boys and 79 girls) high school students in year seven to year nine of age from a private co-educational school. Each external validity criteria was predicted a priori to be most highly co-related with one of the PSDQ scales.

In support of the convergent validity of the PSDQ, every predicted co-relation were statistically significant. In support of the discriminate validity of the PSDQ responses, most predicted corelation were larger than other corelation involving the same criterion. These results support the construct validity of PSDQ in relations to external criteria and their potential usefulness in a wide variety of sports and exercise setting.

Roche, L.A. and Marsh, H.W. (1996) designed a study relating to predicting self esteem from perceptions of actual and ideal ratings of body fatness. The sample consisted of 258 school students (143 boys and 155 girls). Ratings of actual and ideal body fat were related to four self concept scales (body fat, physical appearance, General physical, esteem) and objective body composition measures in order to test predictions from actual idea discrepancy models. The results showed that actual idea discrepancy scores were more strongly related to self concept than actual scores alone, thus supporting the traditional discrepancy models that considered discrepancies in either direction (feeling too fat or to thin). These results supported the construct validity of the SMT ratings in that the SMT rating (1) co-related most highly with constructs to which they were most logically related (objective body fat, body fat self concept) (b) corelated less highly with constructs to which they were less logically related (Physical appearance, global physical...
and esteem self concept scales) and (c) uncorelated relatively with constructs to which they were logically unrelated.

Weirs (1997) conducted the study of children’s self perceptions and sources of physical-competence information. The study explored relationship among children’s age individual differences and sources of physical competence information. The sample consisted of 183 children (85 female 98 males). The children ranged in age from eight to thirteen years completed measures of competitive trait anxiety (CTA), perceived physical competence (PC), general self esteem (SE) and sources of competence information in the sports domain. A cluster analysis revealed four distinct profiles of children. In cluster 1, children were younger who scored relatively higher on CTA and lower on PC strength. Cluster 2 was characterised by children with lower PC and SE scores who placed lower parental evaluation and programme anxiety sources. In cluster 3 children scored higher on PC and SE moderately lower on CTA and preferred self referenced and criteria. The criteria children used to evaluate their physical competence are strongly associated with age and psychological characteristics. The results of the present study carry implications for intervention with “at risk” children who are low in competitive anxiety. Both environmental influences and individual control strategies provide salient sources of competence information from which children can learn to enjoy their experience more and feel better about themselves.

Self presentational sources of competitive stress during performance were examined by collins, D and James, B. (1997). A qualitative investigation was conducted to identify sources of stress and self presentational mechanism that may underpin them during competition.
Twenty athletes described factors they perceived as stressful during competition. Content analysis revealed eight general sources of stress, including significant others, competitive anxiety and doubts, perceived readiness and the nature of the competition (e.g. importance). Two thirds (67.3%) of all stress sources appeared to heighten the athletes need to present themselves in a favourable way to the audience. Factors that increased perceive lowered the athletes ability to convey desired image to their audience. Social evaluation was also identified as a general sources of stress in its own right. These findings suggest that (a) these athletes were sensitive about the impressions people form of them selves during competition and (b) stress responses may be triggered by factors that primarily influence the self presentational implications of performance.

The purpose of the study was to investigate the effects of an eight week aerobic dance and step aerobic program on the physical self. Perception and body image satisfaction of female university students. The subjects in this study were 45 female university students from the middle east technical university. The subjects were at random assigned to control, aerobic and step groups. The physical self perception profile and body image questionnaire were administered as per test and apart test, subjects in each group before and after the eight week treatment. According to analysis of co-variance, no significant group effect were found for the five sub scales of physical self perception.

The results of effect size of treatment on each dependent variable support the results of this study. The calculated effect
size clearly showed that step aerobics and aerobics dance were not effective in improving the physical self perception and body image satisfaction of the subjects. Power analysis values showed that the chance rejecting the null hypothesis was low for dependent variables except for sports competence and body attractiveness. Both the results of effect size and power analysis could be attributed to the insufficient effect of step aerobics and aerobic dance on sub scales of physical self perception and body image satisfaction.

Zobra, ASCI. (1999) investigated cross cultural validity and reliability of physical self perception profile. The purpose of the study was to test the reliability and validity of physical self perception profile for Turkish University student. PSPP includes five sub domains which measure perception of sports competence, physical condition, body attractiveness physical strength and physical self worth. The sample was randomly selected including thirty females and thirty males from black sea technical university who studied physical education and sports as an elective course. According to Pearson product moment co-relation analysis, the test report reliability coefficient range from .75 to .82 for males and .73 to .84 for females. Internal consistency and validity of the scale was tested for 170 females and 183 males from black sea tech. University who studied physical education and sports as an elective course. Internal consistency of the scale was .77, .82 for males .72, .86 for females zero order and partial co-relation analysis supported hierarchical structure of the scale. Factor analysis of the scale showed similarity to the original scale. As a result the scale is considered appropriate for Turkish University students.
Bagiates and Yannis (1999) examined the study of self esteem and of control in adult female fitness programme participants. The aim of investigation was to test the factor structure and psychometric properties of the exercise objective, locus of control (Eoloc) scale in order to adapt it for use with Greek population, and to examine its relationship with self esteem. The total sample included was 96 women and age ranged from 18-40 years participating in physical fitness programme took part in this study. The factor analysis of the (Eoloc) scale explained 58.5% of the variance, considered satisfactory and high reliability scores were revealed in final form of the scale. The result also showed a positive relationship between self esteem and eoloc internal sub scale and negative relationship between self esteem and Eoloc external and chance sub scales. These findings suggest that person with positive attitude towards the self.