Chapter II

REVIEW OF RELATED LITERATURE

The scholar's effort to locate literature to the problem was mainly confined to the Library of Lakshmibai National Institute of Physical Education, Gwalior, (India) which is considered to be the best library in India, as far as literature on physical education and sports is concerned. Some data were collected through electronic media like Internet and reference encyclopedia.

Kozub and Button\(^1\) investigated the immediate influence of a competitive outcome on perception of cohesion (assessed via the Group Environment Questionnaire) in 60 male rugby players and 60 male swimmers. Results indicated that performance outcome had a significant influence on perceptions of task-related group integration and that this influence was moderated by sport type. On the other hand, competitive outcomes did not influence perception of task-related attraction to the group (ATGT). For both sports, the mean ATGT scores increased significantly

from pre to post competition, regardless of the outcome. The findings are discussed in relation to differences in the amount of inter-dependence among team members required for performance in the two sports and the theoretical proposition that performance predicts cohesion better than cohesion predicts performance.

Karen, Lanie and Mary\textsuperscript{2} conducted a study on development gender role stereo-typing for selected sport activities. Subjects (N = 668) were female and male students from grade 3, 5, 8 and 10 attending local public schools. All subjects completed a questionnaire, which displayed pictures of 31 activities as “boys activity”, “girl activity” and “boys and girls activity”. The test re-test reliability on this questionnaire was .97. Chi-square analysis of the data revealed age related difference in stereo-typing of selected sports activities. With increased age there were more discrepancies between females and males evaluations of activities as gender specific.

Martens and Peterson\textsuperscript{3} in cooperation with the division of intramurals at the University of Illinoise studied group cohesiveness as a determinant of

\textsuperscript{2} Meaney S. Karen, Dormer A. Lanie and Owens, S, Mary, “Development Gender Role stereotyping for Selected Sport Activities”, \textit{Journal of Sport and Exercise Psychology} 15 (June 1993), p. 58.

\textsuperscript{3} Rainer Martens and James A. Peterson, “Group Cohesiveness as a Determinant of Success and Member Satisfaction is Team Performance”, \textit{Sport Culture and Society, A Reader on Sociology of Sports} (1981), p. 66.
success and member satisfaction in team performance. Over 1200 male University under-graduate students divided into 144 basketball teams were used as subjects. These teams participated in league play on the basis of their residential affiliation. The members of team stayed together. A questionnaire was used to assess each team level of cohesiveness. The questionnaire was administered one day before the first league game. On the basis of their responses they were categorised into low, moderate and high cohesive teams. The results were equivocal.

Brawley, Carron and Widmeyer\textsuperscript{4} examined the nature of group goals in intact sports teams. Athletes (N=154) from college and community teams (N=13) were asked to list up to five team goals for both practice and competitive situations. Content analyses showed that the over-whelming majorities were general (> 90%) rather than specific in nature. For practice situations, process goals predominated (89.9%), but for competitions, a balance existed between outcome (53.1%) and process (46.9%) goals. Further analyses of the practice goals showed that 66.1% related to

skill/strategy, 29.3% to effort, and 4.6% to fitness. For the competition goals, 43.5% related to skill/strategy, 15.0% to effort, and 41.5% to outcomes. Implications of these results for practitioners and researchers were discussed.

Everett, Smith and Williams⁵ determined the relation among team cohesion, identifiably (i.e. the extent to which an athlete’s performance is made known to self and others), and individual and relay swimming performance times were investigated. Male and female collegiate swimmers competed in individual and relay events under conditions of either high or low identifiably. Measures of Group-Cohesion were also obtained. It was hypothesized that (a) the social loafing effect, in which people exert less effort in groups than when participating alone, would be observed in the low identifiably condition and that the opposite would occur in the high identifiably condition and (b) team cohesiveness would be negatively related to social loafing. Results indicated that identifiable did not influence social loafing. However, team cohesion was predictive of differences between individual and group (relay) performance of females; cohesion and social

loafing were negatively related. For males, no significant relation between team cohesion and social loafing was found.

Yokelson⁶ conducted a study to develop a valid and reliable Group-Cohesion instrument that measured both task related forces as well as social related forces that exist in sport groups. One hundred and ninety six male and female inter-collegiate basketball players from Texas, Michigan and California were administered the forty-one items related to Group-Cohesion. Data were analysed by means of two factor analytic techniques, alpha and economical factor analysis. It was concluded that the Group-Cohesion in inter-collegiate basketball teams is multi-dimensional in nature consisting shared purposes among group members roles that all complimentary to the goals. The groups are striving to achieve each individual’s commitment to the values and operating procedures.

Spink and Carron⁷ examined whether a team-building intervention programme would positively influence participant adherence in an exercise

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stracks International 7 (January 1983), p. 2278-A.
setting. Thirteen fitness classes were randomly assigned to a team building condition (n=6 classes) or a control condition (n=7 classes). Instructors from the team building condition participated in a training programme for team building in their classes. Instructors from the control group were neither approached nor informed of the training programme. Adherence, which was monitored over a 4-week period, was assessed using measures of attendance, lateness, early departure, and withdrawal. The perception of class cohesiveness was assessed during the 8th week of class using the Group Environment Questionnaire. The team-building group had significantly higher perception of ATG-Task than did the control group (< .002). In terms of adherence, there were significantly fewer dropouts and late arrivals among participants in the classes with the team-building programme.

Sprink and Carron8 examined the relationship of Group-Cohesion to adherence in women participating in exercise classes. The measures of adherence were examined: absenteeism and lateness. Results from a step-wise discriminate analysis conducted on the absenteeism data revealed that

he two absenteeism groups could be differentiated on the basis of their endorsement of individual attraction to the group-task (ATG-T) and social (ATG-S), with individuals who were absent more. The results of a step-wise discriminate analysis conducted on the lateness variable revealed that ATG-T significantly differentiated between the two groups.

Thomas⁹ carried out a study on the effect of winning loosing of selected basketball teams on team cohesion. The subjects were basketball team from region 6 in the state of U.T. The data obtained from questionnaire analysed by means of ANOVA with in the limitations of the study. The following major conclusions are justified. Winning loosing records of basketball teams and loosing causes the team members to change their feeling about the perception of coach in a negative manner affect the team cohesion.

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Long\textsuperscript{10} conducted a study on cohesion as a predictor of team success. Ss (N= 47) from 3 SHS baseball teams, were administered a questionnaire to measure the team cohesiveness and three performance tests were administered to measure skill in baseball ability. Hitting ability was obtained from batting average calculated at the end of the baseball season. To determine which had a greater contribution to team success, cohesion or (skill) linear regression analysis was used to compute $sk^2$ ratio and probability. Cohesion and skill measures were $p > .01$, however, cohesion had a greater loss of $S^2$x when detected from the lull model of skill acquisition, and thus cohesion had a greater power of prediction of team success than team skills. Each student's evaluation of the team as a whole had a greater power of predicting success than the other two measures of cohesion concerning each Ss evaluation of his relationship to the team. The skill measure, throwing for accuracy had a greater power in predicting team success than skills concerning throwing for distance, speed and hitting ability.

David\textsuperscript{11} conducted a study, which involved an examination of several external and internal dimensions of school board conflict using a relatively large number (57) of Kentucky school board as the database. In attempting to discover whether external or internal variables had a greater impact on intraboard conflict. Generally it was discovered that the impact of many of the variables, which were considered in the research upon school board conflict, was rather limited. Internal variables were somewhat more powerful than external variables in explaining group conflict. Under the condition of relatively long school board tenure, internal variable relationships tended to be more powerful in some instances. In addition to the above findings a number of useful descriptive findings, involving recruitment, representational role and perceptions of conflict, were presented, based on the responses of 528 individual board members.

Jaben\textsuperscript{12} investigated the relationships between cohesion and impending factors and forces that influence group collective and Group-Cohesion. It focused on social cohesion where group persistence was

considered to be a measure of cohesion. The Jewiosh experience was used as an example for studying this problem due to their persistence over time. Three questions were purposed for investigation (1) "Are there distinct psychological, sociological and behavioural characteristics exhibited by groups that persist over time?" (2) "What are the external patterns related to Group-Cohesion, assimilation and group persistence?" and (3) "how do internal feature and external factor interact to increase or diminish cohesion resist assimilation processes, and contribute to group persistence?" The results of the investigation suggested that our present understanding points up the usefulness of a social psychological approach when viewing the phenomena under investigation. In particular- the group used as an example, did exhibited characteristics, which differed, from the general population. It was suggested that similar investigations be made of other groups, which had a history of remaining autonomous within an alien culture, and that investigation of the particular socialization patterns of these groups be researched thoroughly.
Gruber and Ray\textsuperscript{13} conducted a study to confirm the presence of cohesiveness factors in male University basketball players representing different levels of competition. A secondary purpose was to determine the reliability of the cohesiveness items. A total players representing the elementary school (N=42), junior high school (N=116), senior high school (N=110) and small college (N=82) levels of competitions responded to a 13-item cohesiveness questionnaire prior to a team practice session. The interclass reliability co-efficient for all items were calculated for two groups. Six factors were identified. Two factors, namely, team performance satisfaction and task cohesion appeared in all five levels. Affiliation cohesion appeared in all levels except senior high school self-performance satisfaction was identified in the elementary, junior high and large college levels. The last factor named value of membership, appeared in the junior high and senior high players.

Eys, Hardy and carron\textsuperscript{14} conducted this study to determine if perceptions of team cohesion are related to the interpretation athletes attach to their pre-competition anxiety. Specifically examined were the association between athlete perceptions of task cohesiveness (Individual Attractions to the Group-Task, ATG-T, and Group Integration-Task, GI-T) and the degree to which perceptions of the intensity of pre-competition anxiety symptoms (cognitive and somatic) were viewed as facilitative versus debilitating. Participants were athletes (N = 392) from the sports of soccer, rugby, and field hockey. Each athlete completed the Group Environment Questionnaire (Carron, Widmeyer, \& Brawley, 1985) after a practice session. A directionally modified version of the Competitive State Anxiety Inventory-2 (Martens, Burton, Vealey, Bump, \& Smith, 1990) was completed just prior to a competition. Results showed that athletes who perceived their cognitive anxiety as facilitative had higher perceptions of both ATG-T and GI-T, $^{2}(2, N = 260) = 8.96, p < .05$, than athletes who perceived their cognitive anxiety as debilitating. Also, athletes who perceived their somatic anxiety as facilitative had higher perceptions of GI-T, $^{2}(2, N=249) = 5.85, p < .05$.

\textsuperscript{14} Mark A. Eys, James Hardy, and Albert V. Carron, "The Relationship between Task Cohesion and Competitive State Anxiety", \textit{Sports and Exercise Psychology} 25 (March 2003), p. 1.
Mc Dowell\textsuperscript{15} conducted a study to define and analyze the relationship between active participation in sports and family cohesion in various levels of social strata. As a sub-problem the study also investigated whether or not cohesion families tend to favour certain sports. The study was done on Random sample among low, middle and high-income census traits in the greater Los Angeles area. The questionnaire was used to ascertain information related to the cohesiveness and sports playing ability of the family. The upper income group had 45 percent return rate, the middle group 23 percent and the lower group 8 percent. The data were analyzed statistically by the chi-square test for significance. No significant relationship was found between social status and active participation neither in sports, nor between social status and active participation in sports, nor between social status and family cohesion. A significant relationship was found between family cohesion and active sports participation. One can assert that active participation in sports was definitely related to family cohesion.

Singh, Tung and Shergill\textsuperscript{16} conducted a study to find out the effect of group cohesiveness on the performance of players belonging to team games. Four groups consisting 12 volleyball players each from successful and less successful ones were taken as subjects. The teams under investigation participated in the All India Inter-University Women Volleyball Championship. Different Sociometric criteria were used to collect the relevant data. Thereupon, sociometric matrix and indices were derived and discriminate analysis was applied. Results indicated that there was more group cohesiveness amongst successful team players as compared to the less successful ones.

Stanly\textsuperscript{17} studied groups toward determining if either the output of a group or the attitudes of group members varied in the relation to the introductory information exchange format utilized by the group. The introductory remark of groups was too often taken for granted, if not ignored, in-group research situation. The introductory introductions, however, may affect the labor process in task groups. Two prescriptive


\textsuperscript{17} Cole Stanly, “A Study of Cohesion and Involvement as a Function of Task Group”, \textit{Dissertation Abstracts International} 40 (August 1979), p. 1105-A.
formats, in addition to a control situation, constituted three treatment conditions which were utilized in a study of graduate students, working as groups on a business simulation exercise known as executive game over a period of eight weeks. Information was elicited from the subjects with the use of questionnaire both involvement and cohesion scale.

The treatments were attempted during the first decision-making meeting of the groups. In addition to group member’s responses to the attitude scales, comparisons were made on the basis of a group ranking, related to other group in its industry as a result of its rate of return on beginning owners equity.

No significant differences were found between treatment groups, resulting in the conclusion that variations in the introductory format used by group members will not effect either their groups output on their levels of both involvement and cohesion. The treatments may not have taken effect, however, if the subjects tended to exchange more information than was prescribed by the treatments instructions.
Ruder\textsuperscript{18} investigated the effect of player's status (starter and reserve) and performance outcome (success and failure) on team cohesion. Forty-seven male consolation tournaments were held with all the teams participating both pool and play off. Teams were administered cohesive questionnaire before the commencement of their match. The cohesion of the team, of starting and reserve units was assessed following the quarterfinal matches. Results were utilized to determine success of failure. Six items revealed a signal factor, which was used as dependent variable. The findings of the study indicated that perception of cohesion is related to performance outcome.

Widmeyer and Carron\textsuperscript{19} conducted a study; purpose of this investigation was to explore the influence of the group on variables related to group goals. First, group clearly, commitment; behavioural influence, and Group-Cohesion were hypothesized to predict satisfaction with group goals. Second, the amount of perceived participative goal setting was hypothesized

\textsuperscript{18} Mary Karen Ruder, "The Effect of Players Status and Performance Outcome of Team Cohesion", \textit{Dissertation Abstracts International} 43 (February 1983), p. 2598-A.

to relate to the above variables and cohesion. Third, the proposed relationships were hypothesized to change inform overtime. It was found that aspects of Group-Cohesion and group goal influence were the most reliable predictors of group goal satisfaction for both practice and competition. The results support the notion that participation in goal setting is strongly related to other member’s perception describing, “group ne...” As suggested by Moreland and Levine (1988), these results emphasize that group properties of teams are not static but vary in their influence, most likely as a function of the changing processes associated with group development and socialization.

Mcintyre\(^{20}\) did a field experimental study to cohesiveness status and attitudinal changes in four bi-racial, small sport groups. Football was the activity for the interaction of 23 black boys from an urban junior high school with 22 white boys and one black boy from a sub-urban school. Seven observer (five white and two blacks) recorded significant interaction between and within the four bi-racial sports groups over a five-week period involving

\(^{20}\) Thomas Duane Mcintyre, “A Field Experimental Study of Cohesiveness, Status and Attitudinal Change in Four Bi-racial Small Sport Group”, *Dissertation Abstracts International* 32 (July 1971), p. 568-A.
twenty contact sessions. The observers utilized the concept of effective
initiative as a criterion measure of status in their daily ranking of subjects. An
independent observer made comparable rankings of each group and his
judgment provided a reliability check. At the eleventh contact session a
sociometric questionnaire was administered to all subjects to measure a
hierarchical group status on variables like, leadership, athletic prowess and
friendship. A quantitative measure of cohesiveness was introduced of session
fourteen. The data obtained from these factors served as validation of the
observational data. On completion of the experimental treatment, attitudes on
ethnic were assured by means of the own categories procedures the attitudes
of 46 experimental subjects were compared to an equal number of control
subjects. The black boys were highest in the hierarchical structures on the
variables of leadership and athletic process. The observational data proved
that bi-racial contact in sport had a positive effect upon most experimental
subjects. Winning and team cohesiveness were strongly related.
Widmeyer, Carron and Brawley\textsuperscript{21} examined the cohesion performance outcome relationship in basketball with teams as a unit of analysis. Also, the study set out to determine if intra team communication and intra team coordination mediated the cohesion performance outcome relationship. The two task aspects of cohesion (ATG-T and GI-T) were significant predictor of performance outcome ($R^2=14\%$). While ATG-T predicted total instruction ($R^2 = .08$, $P = .05$), the latter was not significant predictor of performance outcome. Also even though total encouragement predicted performance ($R^2 = .13$, $P = .02$), none of the cohesion measures predicted total encouragement. Coordination neither predicted performance outcome nor was itself predicted by cohesion. Thus, based on computations proposed by Baron and Kenny (1986), it was concluded that neither communication nor coordination mediated the cohesion performance outcome relationship in this study. Other possible mediators of the cohesion performance outcome relationship were proposed. The significance of demonstrating a cohesion performance outcome relationship with task measure of cohesion and team as the unit of analysis was highlighted.

\textsuperscript{21}W. Neil Widmeyer, Alvert V. Carron and Lawrence R. Brawley, "The Cohesion Performance Outcome Relationship with Teams as the Units of Analysis", \textit{NASPSPA Abstracts}, p. 90.
Carron, Widmeyer and Brawley\textsuperscript{22} purposed fourfold paper. The first purpose was to demonstrate the need to develop an instrument to assess Group-Cohesion while the second was to outline a conceptual model of Group-Cohesion upon which such an instrument could be based. This model reflected four related constructs, which were the a priori basis for developing a large item pool and initial versions of the Group Environment Questionnaire (GEQ). The third purpose was to outline the four projects conducted to obtain construct-related information and to develop an initial version of the GEQ. The final purpose was to outline the two reliability and validity studies conducted with two different sport team samples. The results of these studies revealed that an 18-item version of the GEQ was internally consistent, reliable, across studies, and content valid. Factor analyses with oblique rotation revealed preliminary evidence for construct validity. The GEQ is comprised of four scales reflecting the constructs of group integration-task, group integration-social, individual attractions to group-task, and individual attractions to group-social.

Hausenblas and Carron\textsuperscript{23} conducted this study with the two main purposes. The first was to identify the nature of the self-handicaps reported by elite female and male athletes (N=245). School commitments and sport problems represented the most frequently cited impediments. Female athletes reported a significantly greater number of disruptions and had a great tendency to report that sport problems, physical state/illness, and female/friend problems hindered their preparation. The second purpose was to determine whether cohesion would moderate the extend to which athletes would use self-handicapping strategies prior to competition. Hierarchical multiple regression revealed that cohesion was a moderate in the relationship between the trait to self-handicapping (Excuse Making) and the use of self-handicapping for both female and male elite athletes. Results of post hoc analyses indicated that athletes who were highly predisposed to self-handicap and who perceived their group as more cohesive, had a greater tendency to proactively perceive impediments to subsequent performance.

\textsuperscript{23} Heather A. Hausenblas and Albert V.Carron, "Group-Cohesion and Self-Handicapping in Female and Male Athletes", \textit{Journal of Sport & Exercise Psychology} 18 (1996), p. 132.
Prapavessis and Carron\(^{24}\) conducted a study to examine the relationship between cohesion and competitive state anxiety (A-state). If a cohesion competition A-state relationship 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 Questionnaire (GEQ; Carron, Widmeyer & 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, Burton, Vealey, Bump, & 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 cost associated with membership on cohesion teams mediates the cohesion A-state relationship.

\(^{24}\)Harry Prapavessis and Albert V. Carron, "The Effect of Group-Cohesion on Competitive State Anxiety", *Journal of Sport & Exercise Psychology* 18 (1996), p. 64.
Prapavessis, Carron and Spink\textsuperscript{25} conducted a study to examine the influence of a psychological intervention program focusing on team building principles on the cohesion in soccer teams. Perceptions of cohesion of athletes in team building, control, and attention-placebo control conditions were assessed prior to the beginning of the season and then after an eight-week intervention period. Assessment of athletes' satisfaction with personal and team performance as well as the monitoring of coaching behaviour showed the treatment conditions were comparable on these variables. Results showed that the team building intervention was not successful in enhancing perceptions of cohesiveness. A post-manipulation check of athletes' awareness of the team building components provided support for a number of possible explanations. Implications for future research are discussed.

Matheson, Mathes and Murray\textsuperscript{26} conducted a study to examine whether, across a season of competition, women's intercollegiate coaching (Gymnastics, Swimming) and interacting (Lacrosse, Basketball) team


differed in cohesion. Seventy female athletes ranging in the age from 18-22 years (Gymnastics, n = 18; Swimming, n = 22; Lacrosse, n = 16; Basketball, n = 13) participated in the study. The Group Environmental Questionnaire (Widmeyer, Braeley, & Carron, 1985), which is composed of four subscales: Attraction to the Group-Task (ATG-T), Attraction to Group-Social (ATG-S), Group Integration-Task (GI-T), and Group Integration-social (GI-S) was used to measure cohesion. Testing for cohesion occurred pre-season (3 days prior to first regular competition), mid-season, and post-season, A 2 × 2 ANCOVA was utilized to compare coaching and interacting team cohesion scores on each subscale at mid-season and post-season. Preseason measures were utilized as covariates. A significant sport by time interaction (p < .05) was found on only the ATG-T subscale at mid-season with coaching teams. These findings are discussed in terms of gender, type of activity, overall season performance, and NCAA division status.
Li and Harmer\textsuperscript{27} designed this study to assess the factorial constructed validity of the Group Environmental Questionnaire (Widmeyer, Braeley, & Carron, 1985) with hypothesis testing framework. Data were collected from 173 male and 148 female intercollegiate athletes. Based on Carron et al.'s (1985) conceptual model of Group-Cohesion, the study examined (a) the extend to which the first order four-factor model could be confirmed with an intercollegiate athlete sample and (b) the degree to which higher order factors could account for the co-variation among the four first-order factors. The a priori models of GEQ, including both the first and second-order factor models, were tested through confirmatory factor analysis (CFA). CFA results showed that the theoretically specified first and second-order factor models fit significantly better than all alternative models. These results demonstrated that the GEQ possesses adequate factorial validity for an intercollegiate athlete sample.

\textsuperscript{27} Fu Zhong Li and Peter Harmer, "Confirmatory Factor Analysis of the Group Environmental Questionnaire with an Intercollegiate Sample", \textit{Journal of Sport & Exercise Psychology} 18 (1996), p. 49.
Karen, Lanie and Mary conducted a study on development gender role stereotyping for selected sport activities. Subjects (N = 668) were female and male students from gender 3, 5, 8 and 10 attending local public schools. All subjects completed a questionnaire, which displayed pictures of 31 activities as "boys activity", "girl activity" or boys and girls activity. The test re-test reliability on tins questionnaire was .97. Chi-square analysis of the data revealed age related difference in stereotyping of selected sports activities. With increased age there were more discrepancies between females and males evaluations of activities as gender specific.

Diana Grafford examined how extracurricular activity effect Self-Esteem, and how Self-Esteem effects G.P.A. the previous researchers presented individuals with Self-Esteem scale, scored the scale, and then used that data to compare to their involvement in sports, and they also used Self-Esteem scale to determine that high sense of Self-Esteem correlates strongly.

to a high G.P.A. This study investigates the psychological effect of involvement in extracurricular activities on the level of Self-Esteem. The second variable he will be observing is the effect of high Self-Esteem on G.P.A. I expect to find that there is a positive significance between extracurricular and Self-Esteem. He further expects to find a positive significance between Self-Esteem and G.P.A.

Blake and Rust\textsuperscript{30} the present study investigated the relationship between Self-Esteem and self-efficacy among college students with physical and learning disabilities. Collective Self-Esteem, membership Self-Esteem, private Self-Esteem, and public Self-Esteem were positively and significantly correlated with general and social self-efficacy. Scores were found to be similar to scores from the normative samples. Thus although Self-Esteem and self-efficacy were significantly related to each other, they were largely unrelated to disability status.

Posavac and Posavac\textsuperscript{31} have expended significant effort trying to delineate determinants of body image disturbance in young women, in part because of the potential of body image disturbance to precipitate eating disordered behaviour. In this research researcher demonstrate that the extent of the discrepancy women perceive between their own attractiveness and body shape and images representative of ideal feminine attractiveness presented in advertising and the broader media (i.e., self-media ideal discrepancy) predicts how concerned they are with their weight (a measure of body image disturbance). Perhaps more importantly, we also show that perceived self-media ideal discrepancy is a construct independent of global Self-Esteem Specifically, our results demonstrate that perceived self-media ideal discrepancy is related to women's weight concern even when Self-Esteem is statistically controlled. Implications for theory and clinical intervention are discussed.

Costello\textsuperscript{32} conducted this study to determine the techniques of neutralization and Self-Esteem, Sykes and Malza argued that delinquents use techniques of neutralization to enable themselves to engage in behaviour they believe is wrong under most circumstances. One function of using these techniques is that the individual is able to protect his or her self-concept while committing delinquent acts. This implies that delinquent youth who use these techniques should have higher levels of Self-Esteem than delinquents who do not use them. Because Sykes and Matza hold that neutralization is necessary because of the delinquent’s lies to conventional society, this effect should be stronger among delinquent youth who are more strongly attached to their parents. In contrast, Hirschi’s social control theory predicts that delinquents who are able to maintain a bond to conventional society should be less likely to neutralize, but if they do neutralize, they should be unable to sufficiently convince themselves of the validity of the neutralizations to protect Self-Esteem. These hypotheses are tested using data from the

Richmond Youth Survey. The results differed depending on whether general neutralizations or neutralizations regarding the police were analyzed. Children who are attached to their parents are less likely to use police-related neutralizations, but delinquents who use these neutralizations have higher Self-Esteem, consistent with neutralization theory. Delinquents who are more strongly attached to their parents are also less likely to use general neutralizations, but this Self-Esteem, consistent with control theory.

Peterson\textsuperscript{33} conducted a study to identify Self-Esteem development as an explicit objective in youth sport has received some attention during the past decades. This study explored the relationship between the self-perceptions of cricketers aged 13-15 years (N=222) and their perceptions of their coaches' application of 10 instructional strategies. Data collection included: (a) pre and post-season (10 weeks) measures of players' Self-Esteem using Harter's (1985) Self-Perception Profile for Children; (b) pre- and post-season measures of players' cricket self-perceptions, affective outcomes derived from cricket participation, and cricket motivation orientation using a cricket-specific adaptation of Klint's (1988) affect

inventory; and (c) players' post-season perceptions of their coaches' application of 10 coaching strategies using an inventory designed by the author. Pearson product moment correlations (r) were used to measure the strength and direction of the relationships between the variables (Vincent, 1995). Results revealed: (a) significant correlations between dimensions of Self-Esteem, cricket self-perceptions and the affective outcomes of pride, excitement and happiness, and (b) significant correlations between the cricketers' perceptions of their coaches application of the instructional strategies and dimensions of their post-season Self-Esteem, cricket self-perceptions, affective outcomes and intrinsic motivation orientation. These findings provide further insights for coaches seeking to develop athlete Self-Esteem on the sports field.

Grafford\textsuperscript{34} has examined how extracurricular activities effect Self-Esteem, and how Self-Esteem effects G.P.A. the previous researchers presented individuals with a Self-Esteem scale, scored the scale, and then used that data to compare to their involvement in sports, and they also used

\textsuperscript{34} Dian Grafford, "The Correlation between Extracurricular Activities, G.P.A. and Self-Esteem." \textit{http://www.clearinghouse.mwsc.edu/manuscripts/11.asp.}
Self-Esteem scales to determine that a high sense of Self-Esteem correlates strongly to a high G.P.A. This study investigates the psychological effect of involvement in extracurricular activities on the level of Self-Esteem. The second variable researcher will be observing is the effect of high Self-Esteem on G.P.A. Researcher expect to find that there is a positive significance between extracurricular and Self-Esteem. Researchers further expect to find a positive significance between Self-Esteem and G.P.A.

Mackinnon, Goldberg and Clark (Edit)\(^35\) this research examined the relationships among body attributes (i.e., body fat percent and bench press performance) and psychological esteem (i.e., perceived athletic competence, body image, and general Self-Esteem) in high school football players. Structure equation modeling was used to model the relationship among the constructs. Body fat was negatively related to athletic competence and body image, which in turn were positively related to general Self-Esteem. The role of bench press performance in predicting psychological esteem was inconsistent, however, suggesting that leanness may be more important than

body strength for adolescent psychological esteem among high school football players.

Zahariadis and Biddle\textsuperscript{36} examined that the importance of sports and physical education in school life and for health point to the need to better understand the motivation of young people in school towards physical activity. This study, therefore, investigated the interrelationship between participation motivation (reasons given for involvement) and achievement goal orientations (how success is construed) with in the physical education environment. In a cross-sectional survey, English secondary school students ($N=412$) completed the participation Motivation Questionnaire (PMQ) to assess motives for participation in sports and physical activity and Task and Ego Orientation in sports Questionnaire (TEOSQ) to assess achievement goal orientations. Canonical correlation analysis showed a clear relationship between task orientation and intrinsic motivation patterns (e.g. team spirit, skill development), whereas ego orientation was associated with more extrinsic forms of motivation (e.g. status/recognition). Result shows that

\textsuperscript{36} Panagiotis N. Zahariadis and Stuart J.H.Biddle, "Goal Orientations and Participation Motive in Physical Education and Sports: Their Relationship in English School Children", \texttt{http://www.athleticinsight.com/vol. 21}.
motivation is likely to be enhancing through the promotion of task orientation.

Schempp and Jeong Ae\textsuperscript{37} the purpose of this study was to determine the antecedent characteristics and experiences shared by expert golf instructors. Eleven expert golf instructors were selected with the assistance of the LPGA. The experts possessed the following characteristics: (a) 10 or more years of teaching experience, (b) LPGA certification, (c) formal recognition for the quality of their instruction, and (d) their students' golfing success. For collecting data, the instructors were given a background questionnaire and completed two tests assess personality traits: Ego-Strength scale (Thomas & Zander, 1973) and philosophy of human nature scales (Wrightsman, 1964). Based on an analysis of elite LPGA instructors, several distinguishing and common background characteristics were found. These characteristics were categorizes in four domains: (a) academic antecedents, (b) pedagogical antecedents, (c) occupational antecedents, and (d) psycho-social antecedents.

\textsuperscript{37} Paul G. Schempp and Jeong Ae, "The Antecedents of Expertise in Golf Instruction", \url{http://www.Arches.uga.edu/~cliab/client}, P.1
Singh and Shrivastava\(^{38}\) examined that the influence of Ego-Strength and alienation on performance of blue-collar industrial workers. The sample consists of 150 workers of Diesel Locomotive Works, Varanasi (U.P). The level of performance was assessed on the basis of production records for the last one year (1977-78). Alienation Scale has been used to determine the level of alienation (Dutta & Kureshi, 1975). Ego-Strength Scale developed by Q. Hasan has been used to determine Ego-Strength. The 2 * 2 factorial design has been employed in the present investigation. The results are analysed in terms of mean, standard deviation, critical-ratio, analysis of variance, and correlation. The results indicate that the level of performance of high Ego-Strength group is significantly higher in comparison to low Ego-Strength group of workers. The level of performance of less alienated workers is also better in comparison to high-alienated Workers. A significant negative correlation exists between alienation and performance. Ego- Strength and performance are positive correlated. But the partial correlation shows that performance is not significantly affected by Ego-Strength and

alienation rather the level of performance itself affects the Ego-Strength and alienation and its relationship.

Kavussanu and Ntoumanis\textsuperscript{39} examined whether participation in contact sports influences moral functioning within the sports context, and whether these effects are mediated by ego orientation; the role of task orientation on moral functioning was also examined. Participant (N = 221) were college athletes participating in basketball, soccer, field hockey and rugby. They complete questionnaires assessing sport participation, goal orientation moral functioning and social desirability. Structural equation modeling analysis indicated that participation in contact sports positively predicted ego orientation, which in turn predicted low levels of moral functioning. The direct effects of sport participation on moral functioning became no significant in the presence of ego orientation indicating that the latter construct mediates the relationship between the first two variables. Task orientation corresponded to high level of moral functioning. These findings help us further understand the processes operating in contact sports

and are discussed in terms of their implications for eliminating unsportsperson like conduct from the sport context.

Freeman and McCargo\textsuperscript{40} investigated that the extent to which measures of ego strength, as conceived by Erikson (1963a) and operationalized by Markstrom, Sabino, Turner and Berman (1997), contribute to the prediction of academic achievement of high school students. At issue was whether the ego strength variables enhance prediction beyond that provided by selected demographic variables and two measures of religiously: faith participation and faith importance. Participants included 121 Black and 131 White students of Virginia. They were in the ninth through twelfth grades and were attending a single high school in the Tidewater area of Virginia. They were administered a questionnaire that included several demographic questions, two questions regarding religion in their lives, and five subscales from the Psychosocial Inventory of Ego Strength (PIHS) developed by Markstrom et al. (1997). These variables were used in a series of hierarchical regression analyses to predict grade-point-

\footnote{Freeman and Dorothy McCargo, “The Contribution of Faith and Ego Strength to the Prediction of GPA among High School Students”, \url{http://www.scholar.lib.vt.edu/theses/available/etd}. p. 2.}
average (GPA), which was obtained from the permanent school records of each student. Significant relationships were found between and among the five psychosocial ego strengths. Several relationships were found between students' psychosocial ego strength attributes and parents' educational levels. A positive significant relationship was found between the total ego strength and academic achievement. Some differences were found between race and the hope subscale, faith participation, and faith importance. Race was also found to be a significant influence on the predictive relationships between psychosocial total ego strength and academic achievement. Total ego strength was found to be a significant predictor of academic achievement. The essential finding of the study was that ego strength measures explained approximately 10% of the variance in GPA above that already accounted for by the demographic variables and the two religiosity variables. The items measuring the importance of faith and participation in faith activities did not contribute to the prediction of GPA, except for faith participation among Black students.
Meyer\textsuperscript{41} found that the Rorschach Prognostic Rating Scale (RPRS) had a strong ability to predict subsequent outcome \((r = .44, N = 783;\) Meyer & Handler, 1997, this issue). However, that review did not directly address questions of incremental validity. This article focuses on the ability of the RPRS to predict outcome after taking into account other sources of data. Across studies that examined both the RPRS and the MMPI Ego Strength scale, the RPRS had a strong ability to predict outcome \((r = .40, N = 187)\), whereas the MMPI scale did not \((r = .02, N = 280)\). Nine studies examined the RPRS along with an intelligence test and allowed direct numerical estimates of incremental validity to be calculated. Across studies, the RPRS demonstrated strong incremental validity after controlling for intelligence (incremental \(r = .36, N = 358)\). It is clear that the Rorschach can make unique contributions to understanding clinically relevant processes in ways that self-reports or measured intelligence cannot. Contemporary Rorschach scales should continue to be evaluated for their distinctive and incremental contribution to clinical practice.

Sprock and Bienek\textsuperscript{42} examined the comparability of the Ego Strength (Es), Anxiety (A), and Repression (R) scales, and Welsh's (1965) classification of scores on the A and R scales into nine categories, on the Minnesota Multiphase Personality Inventory (MMPI) and MMPI-2. Undergraduate students (65 women, 65 men) completed the MMPI and MMPI-2, in counterbalanced order, 1 week apart. There was high agreement between MMPI and MMPI-2 for the A scale, moderately high agreement for the Es scale, and a moderate level of agreement for the R scale, but little consistency in Welsh's categorization of A and R scores.

Harmon\textsuperscript{43} conducted this study to relate the BESS to the 15 personality needs of the Edwards Personal Preference Schedule, the Tolerance Scale of the California Psychological Inventory, and the Practical Outlook Scale of the Omnibus Personality Inventory. Ss were 80 normal adult women, recruited individually from the community. Results showed significant correlations (p less than .05) only between Ego Strength and


Abasement (-.44), Dominance (.19), Tolerance (.69), and Practical Outlook (-.32). This suggests that rather than distinguishing among specific personality profiles, the BESS relates to an underlying belief in self-adequacy, along with tolerant, balanced attitudes.

Laurencelle\textsuperscript{44} examined the relation between intrinsic religious faith and psychological well being in a sample of 210 adult participants. Intrinsic religious faith was defined not as simple agreement with religious doctrine, but as belief in and reliance on a higher power. The study's results indicate that high faith participants have significantly lower anxiety and depression scores, are less likely to exhibit signs of character pathology, and have significantly higher ego strength scores than participants with lower faith scores. Whereas significant differences were generally found between groups of high and low faith participants in terms of functioning, only modest correlations were obtained between overall faith scores and the measures of well being, suggesting considerable individual variation in the relation between faith and psychological functioning.

Kazuo\textsuperscript{45} examined ego development among Japanese adolescents, in relation to Loevinger's theory. A 36-item Japanese version of the Washington University Sentence Completion Test ("WUSCT"), constructed based on the English language version, was administered to 5th through 12th graders (N = 799). Each participant's Total Protocol Rating ("TPR") was calculated by olive rules to characterize individuals as either Impulsive (E2; I-2), Self-Proactive (E3; Delta), Self-Proactive / Conformist (Delta / E3), Conformist (E4; I-3), Self-Aware (E5; I-3 / 4). Higher-grade level in school was associated with a higher level of ego development. There were Self-Aware girls from 8th grade and older, whereas Self-Aware boys appeared from the 10th grade and up. Each participant's TPR was also calculated as an Item Sum Score (ISS) for the 36 items, and this TPR increased in the higher-grade levels. Lastly, girls' ISS score were higher than boys' scores, across all grade levels. The results suggest that there is an increase in ego development level with higher-grade level, and also a gender difference in ego development among Japanese adolescents.

Nagao and Hiroshhi⁴⁶ established the concurrent validity of Cattell's ego strength scale with Coddington's life change scale. This was shown in that Cattell's scale correlated strongly with Barron's ego strength scale, while Coddington's scale correlated positively with academic stress scales administered to Japanese junior and senior high school students. Junior and senior high school students (N=202) completed these 2 scales and an ego developmental crisis state scale (ECS-Nagao, 1989). Path analysis revealed 2 psychological processes. First, the ECS proceeded to maladjustment, as demonstrated on the basis of system theory (Lazarus, 1999). For junior high school students who did not meet life events, the process was that ego strength influenced ego developmental conflicts, and those conflicts increased the self-blame and consequently maladjustment. The process among high school students was that degree of ego strength interacted with the shock of life events. This influenced ego developmental conflicts, and then through self-blame resulted in maladjustment.

It was concluded by the scholar that the first 27 studies from Kozub & Button to Liand Harmer were confined to the various aspects of Group-Cohesion. Next 28 to 35 studies right from Karen, Lanie & Mary to Mackinnon, Goldberg & Clark were confined to the various dimensions of Self-Esteem. Next 36 to 46 studies right from Zahariadis & Biddle to Nagao & Hiroshhi were confined to the various dimensions of Ego-Strength. Another important point to be stated here was most of the above-mentioned studies were confined only to one sports. The study of the literature clearly left a great scope for the scholar to choose a study related to all the three dimensions i.e. Group-Cohesion, Self-Esteem and Ego-Strength. Scholar decided not to limit his study to any one aspect of the above-mentioned three dimensions and also to extend his study to four sports instead of one. So the topic chosen by the scholar is “Relationship of Group-Cohesion, Self-Esteem and Ego-Strength with the Performance in Contact and Non-Contact Sports”.