REVIEW OF RELATED LITERATURE

The research scholar had made sincere efforts to locate and collect the literature relevant to the study. The related literatures collected from different sources have been presented as an abstract from in this chapter.

**Personality**

Karad and Wahid (2011) studied the aim of the present study was to find out the differences in the Personality traits between Kabaddi and Kho-Kho players; with regard to neuroticism psychosticism and extraversion. In this study 50 Kabaddi and 50 Kho-Kho players selected as subjects. Their age ranged between 17-25 years, who were participating in Dr. Babasaheb Ambedkar Marathwada University inter-collegiate Kabaddi and Kho-Kho tournaments held at Vaidyanath College Parli-Vaidyanath and M.I.T. College, Aurangabad 2010. The Eysenck Personality Inventory (E.P.I.) was administered to find out the Personality traits of the Kho-Kho and Kabaddi players, with regards to neuroticism extraversion, psychosticism and Lie-Scale. Means Scores for neuroticism, psychosticism extraversion and Lie-Scale for these two types of players were computed. T-test was used to compare the significance difference between Kabaddi and Kho-Kho players, t-ratios for extraversion, psychoficism are (3.17, P < .01), (t=2.63, P<.05) respectively indicating that Kabaddi players are less extrovert and more psychotic than Kho-Kho players.

McKelvie et al. (2003) Two groups (n = 86) of university athletes (contact, no contact) and two matched groups (n = 86) of non-athletes completed the Eysenck Personality Inventory (Eysenck & Eysenck, 1968). Extraversion did not vary significantly between athletes and non-athletes or between contact and no contact athletes, but it was higher for athletes compared to American college norms. For neuroticism, athletes scored significantly lower than non-athletes. Because neither extraversion or neuroticism changed over time (four years of study), these results are consistent with the gravitational hypothesis that people higher in extraversion and lower in neuroticism are attracted to university sports.
Sports Aggression

Reza (2012) studied to compare the rate of aggression among student athletes in judo, taekwondo, volleyball indoor soccer at the University of Tiran. For compelling this study, 90 subjects with age ranged 19-23 years old were selected. The subjects of this study were selected among student athlete male subjects. In this study, four groups of athletes in the judo, taekwondo, volleyball and indoor soccer attended and individual athletes from 25 sports as a simple random sample selection for investigation and were used in analysis of descriptive and inferential statistics. The descriptive statistics used for the Evaluation of central tendency Index such as (mean, median, thumb) and the size of the dispersion (range, variance, standard deviation). in the inferential statistical test, one way ANOVA was used. Obtained results from the statistical analysis show that there is no significant difference between student athlete’s aggression in judo, taekwondo, volleyball and indoor soccer (p≥ 0.05) ; in the other hand the trend of sportsmen with violent behavior is not only related to the sport.

Donahue et al. (2009) examine the interplay between harmonious and obsessive passion and aggressive behavior in sports. It was hypothesized that players who are obsessively-passionate about basketball should report higher levels of aggressive behaviors than harmoniously-passionate players in general, and especially under self threat. Using the Dualistic Model of Passion (Vallerand et al. (2003), Journal of Personality and Social Psychology, 85, 756–767) as a guiding framework, basketball players indicated their level of passion and aggression during typical basketball situations using a self-reported questionnaire. Results: In Study 1, results demonstrated that athletes with a predominant obsessive passion for basketball reported higher levels of aggression on an aggression scale than athletes with a harmonious passion. In Study 2, harmoniously-passionate and obsessively-passionate athletes were randomly assigned to one of two conditions: self-threat and self-affirmation. We predicted that under self-threat, obsessively-passionate players should report higher levels of aggressive behavior than harmoniously passionate players. However, no differences were expected between obsessively and harmoniously passionate players in the self-affirmation condition. These hypotheses were supported. The present findings reveal that having an obsessive passion is associated with aggressive behavior, especially under identity threat. Thus, the love for one’s sport may lead to
some maladaptive interpersonal behavior, especially if such love is rooted in a sense of identity that is contingent on doing well in that sport.

**Self-Esteem**

Sari et al. (2011) considering the relevant literature, it could be proposed that psychological commitment to team could contribute to life satisfaction and self-esteem. The aim of this research is to find out the relationship between psychological commitment to team, life satisfaction and self-esteem in sports fans of Turkey. 903 sports fans from 32 different departments of 8 universities participated in the study. The Psychological Commitment to Team (PCT) Scale, Life Satisfaction Scale and Life Satisfaction Scale were used. Resistance to changing team, loyalty to team and questioning loyalty which are the three subscales of overall commitment to team explained approximately 9% variance of self-esteem. This is the first study dealing with the mentioned topic in Turkey.

Karademir et al. (2011) determine self esteem levels of the young people who are in search of identity in adolescence period according to some socio-demographic variables. Determination of factors which affect the psychological condition of adolescents in such a critical period of life is both important for the individual and society. Furthermore, necessary support and assistance should be provided for the young people in order to create a positive frame of mind. The present study administered Rosenberg’s Self Esteem Scale (RSES) to 124 males and 46 females, a total of 170 people all of whom participated in the special ability examinations in order to attend physical education and sport teaching departments at university. It was found that there were statistically significant differences in levels of self esteem according to age, graduation degree, hometown, self-description and description of family, participation in social activities, attitudes and behaviors of the families towards the adolescent. However, there was no significant difference according to gender, alma mater, income level of the family. The levels of self esteem are found highly in other variations except for variations of fragmented and indifferent family.

Hein and Hagger (2007) examined a theoretical model of global self-esteem that incorporated constructs from achievement goal and self determination theories. The model
hypothesized that self-determined or autonomous motives would mediate the influence of achievement goal orientation on global self-esteem. The adapted version of the Behavioural Regulation in Exercise Questionnaire (Mullan et al., 1997), the Perception of Success Questionnaire (Roberts & Balague, 1991), and Rosenberg’s (1965) self-esteem scales were administered to 634 high school students aged 11 – 15 years. A structural equation model supported the hypotheses and demonstrated that autonomous motives mediated the effect of goal orientations on global self-esteem. The results suggest that generalized motivational orientations influence self-esteem by affecting autonomous motivation and is consistent with theory that suggests that experiences relating to intrinsic motivation are the mechanism by which global motivational orientations are translated into adaptive outcomes like self-esteem. The findings suggest that physical activity interventions that target autonomous motives in physical activity contexts are likely to enhance young people’s general self-esteem.

**Sports Achievement Motivation**

Zardoshtian et al. (2011) studied to predict self-determined motivation of elite female volleyball players from leadership styles of coaches. The sample composed of 12 volleyball teams in woman league (137 athletes) in Iran. Leadership styles were measured by Leadership Scale for Sports (LSS) (Chelladurai & Saleh, 1980) and self-determined motivation was measured by Sport Motivation Scale (SMS) (Pelletier et al., 1995). The statistical procedure also was based on descriptive statistics and inferential statistics including multivariable regression. The results indicated that democratic behavior and autocratic behavior were related to self-determined motivation (intrinsic motivation, extrinsic motivation, and amotivation). Moreover, training and instruction was related to two dimensions of self-determined motivation (intrinsic motivation, extrinsic motivation). Social support was associated only with one dimension of self-determined motivation (amotivation). However, positive feedback had no relationship with self-determined motivation. It is suggested that coach regards his leadership style to increase self-determined motivation of athletes.

Rathee and Singh (2011) studied achievement in sports demands specific behavior from an athlete. The performer in such events must have ability to assess the situation, select the response, decide quickly and then implement it with determined efforts. This study was focused
to examine the levels of achievement motivation, emotional and social adjustment among international and national players of basketball, hockey and handball games. Subjects (N = 240) were administered Achievement Motivation Test and Adjustment Inventory Analysis of variance (2×2 factorial design) was applied to find out the significance of differences and interaction of gender and performance. Descriptive values were worked to find out the direction of differences and t-test was used to find out significance of inter sport differences. International players had higher levels of achievement motivation (M = 27.42, SD = 4.16) as compared to the National level players (M = 24.84, SD = 3.98), F = 27.33 (p<0.01). No significant gender differences were notices on this construct. On emotional adjustment, the international players were emotionally better adjusted as compared to the national level players (M = 12.25 and 13.46 respectively, F = 8.39, p<0.01: low scores indicated better level of adjustment). International players were better adjusted socially (M=7.19) than national players (M=7.80), F=6.30, p<0.01. Male players were better adjusted both emotionally and socially as compared to female players. Male basketball and hockey players were emotionally and socially better adjusted than handball players. Among female players, handball group was better than basketball group on achievement motivation; basketball and handball groups were better than hockey group on emotional adjustment; whereas on social adjustment, basketball group was better than hockey group. The results provide evidence that high achievement motivation is a vital factor that distinguishes high level performers. Emotional stability and social adjustment were also the critical factors that differentiated between high and low level performers. Implications of the results regarding inter sports differences are also discussed.

Badawy et al. (2011) the goal of the study is to establish an achievement motivation scale for the sport for all specialists. The researchers have used descriptive method on a sample consisting of 78 specialist of the sports, all from youth centers in Egypt. The researchers concluded to establishing an achievement motivation scale for the sport for all specialists that is consisted of 30 statements divided to four dimensions (self-confidence – desire to succeed - level of ambition - tendency to compete). The researchers recommend taking advantage of the results of this research because of its importance in identifying the motivation achievement to the specialist of the sports for all.

**Self-Confidence**
Rattanakoses et al. (2009) examines the relationship between imagery and confidence in athletes. The Sport Imagery Questionnaire and a Self-Confidence questionnaire were used to collect data. The samples consisted of athletes who are from the Khon Kaen Sport School in Thailand and who regularly participate in sports training (5 days a week). All subjects (n=120) were selected by purposive sampling and consisted of 71 (59.2%) male and 49 (40.8%) female athletes. Our analysis considered two parameters, imagery and self-confidence, which were evaluated with regards to the physical fitness level and experience of the athletes. The data was analyzed using a t-test to determine the difference of the means between imagery and self-confidence measures in males and females. Analysis of variance (ANOVA) (P<0.05) was used to evaluate differences across the groups, and linear regression and correlation analyses (r =0.71) were used to compare between genders, physical fitness, and experience levels. The results show that there are significant correlations between males and females in terms of imagery and self-confidence. This result suggests that imagery and self-confidence in male and female athletes are associated with high levels of physical fitness and more experience in sports situations.

Dureja and Singh (2011) studied to compare the self-confidence and decision making abilities between psychology and physical education students. A total of eighty (N = 80) male subjects participated; forty (N = 40) psychology students and forty (N = 40) physical education students from various affiliated colleges of Panjab University, Chandigarh were randomly selected for the collection of data. The age of the subjects ranged between 19 to 25 years. Self-confidence was measured by applying self-confidence questionnaire and decision making was measured by applying decision making questionnaire. The “t” test was applied to find out the difference between mean scores of psychology and physical education students. The level of significance was set at 0.05. The results revealed significant difference with regard to variable self-confidence between psychology and physical education students. However, the results with regard to the variable decision making were found statistically significant between psychology and physical education students. Physical education students have better self-confidence and decision making level as compared to their counterpart psychology students.

Laura and Jean (1992) examined coaching behaviour of a male head coach of a collegiate women’s basketball team (n = 11 players). The data supported competitive trait anxiety as an individual different variable that mediated athlete’s perception and evaluation of coaching
behaviours. There also support for adding athletes state cognitive anxiety. State self-confidence and perception of the coach’s cognitive anxiety to the model as individual difference variables. Athletes who scored high in trait anxiety and state cognitive anxiety and low in state self-confidence and athletes, who perceived the coach as high in state cognitive anxiety, evaluated coaching behaviour more negatively. Game outcome may influence the effect of self-confidence in mediating athlete’s perception and evaluation of coaching behaviour overall, the results suggest that coaches should be more supportive and less negative with high anxious and low self-confident athletes.

**Social Adjustment**

Yeow et al. (2011) examine differences of social adjustment factors between youths living in residential care setting and the non residential care youths. Out of 468 youths who participated in this study, 127 were living in residential homes (Mean age = 15.46 years, SD= 1.54) and 341 youths were not (Mean age= 13.76, SD=0.63). They were surveyed on social adjustment factors of family support, peer support, teacher support sense of belonging and student’s motivation to learn. Focus group discussions were also held. A two way between multivariate analysis of variance was performed to investigate age and group differences in social adjustment factors. Results showed that residential care youths had a more negative perception of teachers compared to non residential care youths; residential care youths had a more positive perception of family bonding compared to non residential care youths. For residential care youths, there was also an increase in self-initiated learning behaviors as age increased. Results indicated that residential care youths were not as maladjusted as initially thought and lent support to the strengths based approach to working with youths.

Chan (2003) an 18-item inventory, the student Adjustment Problems Inventory (SAPI-1.8) was developed to assess the adjustment problems encountered by 290 Chinese secondary students who were nominated by their respective schools to join the Chinese University of Hong Kong gifted programs. The preliminary 32-item version of this inventory was constructed and then revised to reflect gifted students adjustment problems in the school and at home, based on feedback from teachers, students, and parents. The result of item factor analysis of the 32-item version yielded 6 problem dimensions/domains: relationship/ability concerns, unchallenging schoolwork, intense involvement, concerns for being different, parental expectations, and
perfectionism. Student’s self report data indicated that strong feelings and involvement, unchallenging schoolwork, and high parental expectations could be common problems among gifted and talented students in Hong Kong. Implications of the findings for meeting the counseling needs of gifted students with adjustment difficulties, as well as suggestions for the refinement of the inventory and for cross-cultural investigations are discussed.

Mousavi (2012) Due to the role of sports in youth social adjustment and social skills in their interpersonal relationships and social skills associated with academic achievement and their role in reducing mental and psychological problems, we conducted this study to examine the role of physical activity in different sport fields. In order to compare the social skills of male students participating in the team and individual sports in Islamic Azad University of Zanjan, we chose 30 randomly as the sample size. In order to gather information, two questionnaires—i.e., demographic questionnaire and social skills questionnaire (social adjustment section) Albert J. Petitpas F (2004) with a reliability of 0.90 were used. For data analysis, descriptive statistics and T-test were used. Results showed significant differences between team and individual sports athletes with the soccer ranking higher than the rest of the field. Gymnastics athletes would have better social adjustment than the rest of athletes and the rowing athletes had less social adjustment, but this difference was not statistically significant and the results showed no significant relationship between age and marital status with the Social Adjustment. The results of this study confirm a considerable effect of team sports on levels of social adjustment compared with individual sports.

Reddy et al. (2011) examine social adjustment as a socio-psychological differential among sports achievers, non achievers, and non-participants female tribal’s. For the purpose of the study, 450 female tribal’s (150 sports achievers, 150 non achievers & 150 non participants) were randomly selected as the subjects for the study. The variable selected for the purpose of this study was: Social Adjustment. Social adjustment was assessed by the total scores in Deva’s Social Adjustment Inventory (SAI) constructed by Dr. R.C. Deva. With the help of the questionnaire related to social adjustment as a socio-psychological variable necessary data were collected. Data were collected with regard to social adjustment variable from 450 female tribal’s in two consecutive days at their respective institutions. The data was analyzed by applying Descriptive Statistic i.e. Mean, Standard Deviation, Standard Error and Range & Analysis of
Variance (ANOVA). The level of significance was set at 0.05. The findings of the study revealed that significantly higher level of social adjustment was found in sports achievers in comparison to non achievers, and non participants female tribal’s. On the basis of the findings of the study, the following conclusions are drawn: Sports achievers are highly social adjustable in terms of emotional adjustment and social maturity as compared to non achievers and non participants.

**Locus of Control**

Khan et al. (2011) compare the psychological variable upon health beliefs (Health Locus of Control) among female University level athletes. A total numbers of 100 athletes (50 track athletes and 50 field athletes) were selected from all India University athletics championship completed the Multidimensional health locus of control questionnaire containing measures of study variables, validated inside the country. After distributing and collecting the questionnaires among the athletes, independent sample t-test was used to find out the significance of difference among the high and low performers female athletes on above mentioned psychological variables. The findings of the statistical analysis revealed that high and low performance female athletes show significance difference (P< 0.05) on internal health locus of control. It has been observed that there was no difference between powerful health locus of control and chance health locus of control among high and low performers’ female athletes.

Kaliba et al. (2011) High external locus of control and readiness to conjure and believe in mystical powers has a potential in disrupting the growing small and medium enterprises in Uganda. If small business operators abdicate their responsibilities to mystical powers, it will worsen the current low survival rate of start-up businesses. In this study, we use a multilevel Rasch Rating Scale models to estimate a latent scale for locus of control and a composite scale that combine three domains: altitude towards wealth acquisition; paranormal beliefs; and readiness to seek wealth from mystical powers. Correlation analysis was also conducted to determine the association between the two latent scales. The data was collected from a random sample of 60 business operators in Entebbe, Uganda. Results indicate that low education and religion affiliations were determining factor for high external locus of control and readiness to conjure and believe in mystical powers. Public education through religious organization is
therefore important in addressing these negative issues that may affect immuring entrepreneurship in Uganda.

Wolfe (2011) Past studies have shown that internal locus of control is closely linked to positive outcomes in life, such as sport performance, job performance, happiness, and socio-economic status. To understand the relationship between locus of control and academic success at the college level, freshmen psychology students at the University of Minnesota Duluth (UMD) were first tested using Rotter’s Locus of Control Inventory Scale, then performed a task, and finally completed a follow-up survey. The hypothesis for this study was that locus of control orientation will change over time from pre-test locus of control scores to post-test locus of control scores depending on the quality of feedback received on the post-test. Reactions to the feedback quality (positive, negative, or neutral) will be distinguished to determine whether positive and negative feedback has differential effects on locus of control. Results indicate that locus of control orientation did not change based on the quality of post-test feedback.

Self-Concept

Scarpa (2011) investigate the role of physical activity and sports participation on physical self-concept and self-esteem in adolescents and young adults with and without physical disability. The participants were 1149 individuals aged between 13 and 28 (578 boys and 571 girls). They were divided into four groups: (A) without disability who practiced sport (n = 742), (B) without disability who did not practice sport (n = 264), (C) physical disabled who practiced sport (n = 109), (D) physical disabled who did not practice sport (n = 34). The participants completed the Physical Self-Description Questionnaire (PSDQ; Marsh, Richards, Johnson, Roche, & Tremayne, 1994) in a cross-sectional design. The results highlighted that individuals with physical disability who practiced sport obtained similar results to the people without disability who practiced sport in a ten of the eleven PSDQ scales. Finally it seems possible to assert that persons with physical disability who practice sport present a positive physical self-concept and good self-esteem.
Cheng et al. (2005) Positive self concept, asthmatic schoolchildren are likely to accomplish self-management behaviors. The purpose of this study was, therefore, to investigate the self concept of school age children with and without asthma, and probe related factors. The subjects, 150 fourth to sixth graders of whom 50 were asthmatic and 100 were healthy, were purposively selected from a pediatric allergy outpatient clinic in a medical center in northern Taiwan. The research tools included a structured questionnaire, the “Self Concept Scale” and the “Parenting Style Scale”. Data were analyzed by descriptive and inferential statistics using SPSS for Windows/PC10.0 software and StatXact-5 statistical software. There was a significant difference between the self concept of asthmatic and healthy schoolchildren. Asthmatic children’s overall self concept (p<0.001), self concept family subscale (p<0.05), and self concept physical subscale (p<0.001) were lower than those of healthy children. Asthmatic children’s limits in physical education class were significantly correlated with overall self concept, whereas the overall self concept was highest for children with full class attendance (p<0.05) and no shortness of breath after exercise (p<0.01). After modifying for the group effect, the parenting style and overall self concept were positively correlated (p<0.001). These research results can serve as guidelines for medical care professionals, parents, and teachers, in caring for and teaching asthmatic and healthy schoolchild.

Shapiro and Martin (2010) investigation were first to predict reported PA (physical activity) behavior and self-esteem using a multidimensional physical self-concept model and second to describe perceptions of multidimensional physical self-concept (e.g., strength, endurance, sport competence) among athletes with physical disabilities. Athletes (N = 36, M age = 16.11, SD age = 2.8) completed the Physical Self- Description Questionnaire. Participants reported mostly positive perceptions of self-esteem, global physical self-concept, endurance, body fat, sport competence, strength, flexibility, and physical activity (Ms ranging from 3.9 to 5.6 out of 6). Correlations indicated a number of significant relationships among self-esteem and reported PA and various dimensions of physical self-concept. Using physical self-concept, strength, endurance, and flexibility in the first regression equation and sport competence and endurance simultaneously in the second equation, 47 and 31% of the variance was accounted for in self-esteem and reported PA, respectively. The findings support the value of examining multidimensional physical self-concept as different aspects of the physical self appear to have different influences on reported PA engagement versus self-esteem.