

1996

The Nature Of Status In Sport Teams

C Shanthi Jacob

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ISBN 0-612-09864-8

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ABSTRACT

Status--the importance/prestige which is possessed by or accorded to individuals by virtue of their position in relation to others--plays an important role in group dynamics (Shaw, 1981). In the sport sciences, however, research on this concept is minimal. Thus, three studies were carried out to examine the nature of status among athletes in sport teams.

Studies 1 and 2 examined the relationship of the perceptions of status attributes and status rank to cohesion. Canadian (112 intercollegiate and 64 secondary school) and Indian (47 intercollegiate and 62 secondary school) athletes were tested.

The methodology adopted in Studies 1 and 2 were similar. In both studies, the perception of status attributes was measured using a structured format that incorporated 17 status attributes identified from research in social and work groups. The status rank of each athlete was assessed using difference scores derived from three evaluations: self by self, self by others, and others by self. The perception of group cohesion was measured using

the Group Environment Questionnaire (Carron, Widmeyer, & Brawley, 1985).

The results showed that status attributes were operative in sport teams in both Canada and India. However, no association between perceptions of either status attributes or status rank and group cohesion was found among either Canadian or Indian athletes.

In Study 3, the nature of status attributes operative in sport teams was further examined using an open-ended approach. Two groups of athletes--Canadian ($N = 69$) and Indian ($N = 105$)--were tested.

An inductive content analysis of the responses of athletes revealed four main categories of status attributes--physical, psychological, demographic, and relationship with external others. When the frequency of occurrence of these attributes was examined, it was found that psychological attributes were considered to be most important for sport team athletes.

The results of Studies 1, 2, and 3 have provided some insight into the nature of the status attributes operative in sport teams in Canada and India. Also, a number of issues were raised for future research.

ACKNOWLEDGEMENTS

I would like to express my sincere thanks to Dr. A. V. Carron, my advisor, for his valuable advice, helpful guidance, and encouragement. Most importantly, I would like to thank him for taking a chance on a student with little academic background in sport psychology and for his patience during the course of my education.

I would like to extend my gratitude to my former teachers for inculcating the values of education and encouraging me to pursue my education. Specifically, I would like to thank Dr. R. P. Devadas and Dr. U. Chandrasekaran, Avinashilingam Deemed University, India, for their confidence in my ability.

I would like to express my deepest thanks and love to my family for their prayers, support, and encouragement. I would like to express special thanks to my Dad and Mom for the love and pride they have shown for me.

I would like to thank Drs. Suzanne and Ljubo Majhanovich for their timely advice and encouragement and for making me feel like a family member rather than just a boarder.

I would like to thank the subjects involved in the present study in both Canada and India for participation. Also, I want to thank the coaches and heads of the physical education departments/ institutions for granting me permission to carry out the study.

Above all, I would like to express my gratitude to God for making all things possible and to Him, I dedicate this work.

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INTRODUCTION

When individuals in a group interact and communicate with each other, the result is group development. In work and social groups, it has been shown that the importance individuals attach to personal attributes, cognitions, and behaviors coupled with their interpersonal interactions and communications result in the evolution of the components of group structure (i.e., positions, roles, norms, & status) (cf. Carron, 1988). In turn, the components of group structure influence the dynamics of the interactions and communications, cohesion, competition, and motivation within the group (Widmeyer, Brawley, & Carron, 1992; Widmeyer & Loy, 1981).

Status, the component of group structure under investigation in the present research, refers to the amount of importance/prestige possessed by or accorded to individuals by virtue of their position in relation to others (Jacob & Carron, 1994). In general society, different background characteristics are known to provide differential levels of status to individuals (cf. Berger, Fisek, Norman, & Zelditch, 1977; Lasswell, 1961; Turner,

1988). The status attributes commonly identified in small groups in social psychological research include age (e.g., Boyd & Dowd, 1988), experience (e.g., Spencer & Steers, 1980), role (e.g., Johnson, 1993), performance (e.g., Parcel & Cook, 1977), education (e.g., Mehra, Sharma, & Dak, 1985), position (e.g., Zander, 1971), social segment/caste/class (e.g., Archibald, 1976), language (e.g., Lanca, Alksnis, Roese, & Gardner, 1994; Luhman, 1990), urbanity (e.g., Mullins & Sites, 1984), occupation (e.g., Faunce, 1990), income (e.g., Rosoff & Leone, 1991), marital status (e.g., Russell & Rush, 1987), race/nativity/ethnicity (e.g., Cohen, 1982; Ridgeway, 1991), parent's status--occupation, income, and education (e.g., Hoelter, 1984), and religion (e.g., Benit-Hallahmi, 1991).

Researchers have categorized these status attributes in a number of different ways (Faunce, 1990; Haller, 1982; Marshall, 1963; Svalastoga, 1965). For example, Marshall (1963) has classified status attributes on the basis of their relevance to personal effort into achieved and ascribed status categories. Achieved status attributes--education or experience, for example--are a product of an individual's effort. Ascribed status, on the other hand--

parent's status or race, for example--are possessed by the individual independent of personal effort.

In another classification, Berger et al. (1977) have categorized status attributes on the basis of their relevance to the task at hand into specific and diffuse status categories. The specific category is comprised of status attributes that are directly related to the task--for example, performance and position of an athlete in a sport team. The diffuse category, on the other hand, is comprised of status attributes not related to the task--for example, parent's status and the marital status of the athlete. Even though these classifications are widely used in research involving social and work groups, the relationship of these conceptual distinctions to empirical data is unknown (Cohen & Zhou, 1991; Webster & Driskell, 1978).

As indicated above, status attributes are generally considered in the process of social evaluation (i.e., provide importance/prestige to individuals) (e.g., Ball, 1981; Berger, Norman, Balkwell, & Smith, 1992; Kottak, 1988). However, the amount of importance associated with each attribute differs widely. For example, caste may be a critical status attribute in one culture but trivial or

totally irrelevant in another. Similarly, occupation, a critical status attribute in society generally (macro group), likely will not be critical in a sport team (micro group). In short, the perceptions of importance associated with status attributes are moderated by the values, norms, and beliefs of the interacting individuals. Therefore, the salience of each status attribute can range from being critical to trivial based on the dynamics of the situation, group, and/or culture (Berger et al., 1992; Knottnerus & Greenstein, 1981; Turner, 1988).

Furthermore, even though each salient status attribute is known to contribute to the status of an individual, the overall status (status rank) of an individual in a group is a composite of many attributes. Also, the status attributes possessed by each individual within a group are not the same. Consequently, the differences in the status ranks among the individuals in a group are inevitable.

Differences in status per se are not detrimental to the dynamics of the group. Status, being an important component of group structure, is essential for group organization, and in turn, group functioning. However, status ranks are known to create differential expectations for individuals

perceived to have high versus low status (Goodman & Gareis, 1993; Martinez, 1989; McKenzie & Strongman, 1981; Zimmer & Sheposh, 1975). For example, members who have a higher status within a group are perceived to initiate interaction and communication more often and the content of their communication is considered to be more task relevant (Barnlund & Harland, 1963; McKenzie & Strongman, 1981). Also, the ideas of high status individuals are more readily accepted by the other individuals (Mullen, Salas, & Driskell, 1989). Consequently, lack of consensus on status ranking among the individuals in a group could lead to conflicting expectations, feeling of injustice, and discomfort (Bacharach, Bamberger, & Mundell, 1993; Zimmermann, 1985).

As indicated earlier, the nature of status in terms of the prevalence of various status attributes, the amount of importance attached to each, and the influence of status attributes has been examined in social and work groups. It is not certain, however, whether all sources of status identified in work and social groups are present in sport teams and/or if each is perceived with relatively equal importance. Also, reseach examining the influence of status

attributes and status ranks on the dynamics of sport teams has been limited.

Hence, the general focus of the present investigation was to examine the nature of status in sport teams. The present report comprises three studies that examined this issue with two groups of athletes--intercollegiate and secondary school--in Canada and India. Studies 1 and 2 examined the relationship of the perceptions of status attributes and status rank to cohesion. The perception of status attributes was measured using a structured questionnaire that incorporated 17 status attributes identified in social and work groups. Subsequently, the relative importance of these status attributes among athletes was examined. Study 3 further examined the nature of status attributes operative in sport teams using an open-ended approach.

STUDY 1

INTRODUCTION

As indicated, the general purpose of Study 1 was to examine the issue of status among athletes on sport teams. In the sport sciences, a considerable amount of research has examined status attributes at the macro (i.e., societal) level. Generally, the focus of this research has been, for example, on the relationship of status attributes such as age, gender, education, and occupation to sport and exercise participation (e.g., Beamish, 1990; Cherka, 1988; Hasbrook, 1986; Sohi, 1981).

However, at the micro (team) level, the role of status has remained relatively unexplored. Our understanding of the role of status in sport teams and its relationship to the team dynamics is minimal. And, the research available provides conflicting results. On the one hand, Eitzen (1973) has shown that heterogeneity of status attributes such as religion, family prestige, occupation of father, and place of residence within a high school basketball team made the group less cohesive. In a more recent study, however,

Widmeyer and Williams (1991) have shown that heterogeneity of experience among college golf teams made the group more attractive and cohesive. Except for these two studies, no research has focused on the influence of status on group dynamics in general and/or cohesion in particular.

Cohesion has been defined as "a dynamic process which is reflected in the tendency for a group to stick together and remain united in the pursuit of its goals and objectives" (Carron, 1982, p.124). Generally, the consequences of cohesion have been shown to be positive for individual group members and the group as a whole (cf. Carron, 1988). For example, at the individual level, research has shown that the perception of group cohesion increases interpersonal interaction and communication among members (Lott & Lott, 1961). Also, cohesiveness has been found to increase trust, self-disclosure, and acceptance (Roark & Sharah, 1989). At the group level, the perception of cohesion is associated with greater stability of the group as a whole (Brawley, Carron, & Widmeyer, 1988). Also, cohesive groups are more coordinated and effective in achieving their goals and objectives (Widmeyer & Williams, 1991).

The relationship of cohesion and status is intriguing. On the one hand, given that cohesion implies a strong sense of "we", it would seem intuitively logical to expect that individuals with a high perception of cohesion would minimize the importance associated with status characteristics within the group. Thus, a negative relationship might be predicted between perceptions of cohesiveness and status. On the other hand, as the research cited above indicates, cohesiveness is positively correlated with interaction and communication, trust, self-disclosure, and acceptance among group members. Thus, a second possibility is that the heightened interaction, communication, trust, and acceptance characteristic of more cohesive groups could be positively related to acceptance of the attributes and achievements of fellow group members. Thus, a positive relationship might be predicted between perceptions of cohesion and the perceptions of importance associated with status attributes.

The general purpose of Study 1 was to examine the relationship of perceptions of status attributes and cohesion in intercollegiate and secondary school athletes in Canada. In order to carry out this general purpose, five

steps were undertaken.

As an initial step, an extensive literature search was carried out in the areas of psychology, sociology, and sport sciences to determine the attributes generally associated with status. Through this approach, 17 status attributes were identified--age, experience, role, performance, education, playing position, social segment (caste, class), language, urbanity, occupation, income, marital status, race (nativity, ethnicity), parent's occupation, parent's income, parent's education, and religion.

In Step 2, the status attributes identified in Step 1 were placed in a questionnaire and administered to selected sport team athletes to identify the importance attached to each. Subsequently, the subjects' responses were factor analyzed to determine how different status attributes cluster together by virtue of their inter-correlations.

The purpose of Step 3 was to determine if intercollegiate and secondary school athletes differed in the importance they attached to status attributes and/or status factors resulting from the factor analysis.

In Step 4 the question of interest was whether scholastic level (i.e., intercollegiate versus secondary

school) served as a moderator in the relationship between status and cohesion. The operational measure of status used in this analysis was the factors emanating from the factor analysis conducted in Step 2.

It was pointed out earlier that differences in status ranks create differential expectations for individuals perceived to be high versus low. Thus, Step 5 examined whether scholastic level served as a moderator in the relationship between individual expectations (derived from the individual's perceptions of personal status rank relative to the perceived rank of teammates) and perceptions of cohesion.

METHOD

Subjects

One hundred and twelve intercollegiate athletes (68 male & 44 female) representing nine different sport teams (2 volleyball, 3 basketball, 1 soccer, 1 indoor hockey, 1 field hockey, and 1 ice hockey) and 64 secondary school athletes (29 male & 35 female) representing five different sport teams (2 basketball, 1 volleyball, and 2 soccer) were tested. Not all the subjects were tested on all the variables. Consequently, the number of athletes varied across analyses. The age of the intercollegiate athletes ranged from 18 to 25 (20.34 ± 1.70) and their experience ranged from one to five years (2.06 ± 1.15). The age of the secondary school athletes ranged from 15 to 19 (17.16 ± 1.04) and their experience ranged from one to six years (3.27 ± 1.48). All athletes were current members of sport teams in Canada¹.

¹ Given the exploratory nature of the present study, the sample was not categorized across gender. However, as the scholastic level has been found to be an important variable in group cohesion research, the sample was categorized across scholastic level (Granito & Rainey, 1988)

Status Attributes

As indicated earlier, 17 attributes commonly associated with the status of individuals within groups were identified through a literature search in the areas of psychology, sociology, and sport sciences. The attributes identified include age, experience, role, performance, education, playing position, social segment (caste, class), language, urbanity, occupation, income, marital status, nationality (race, ethnicity), parent's occupation, parent's income, parent's education, and religion.

Instrument

Status Attributes. The questions to assess the perceptions of importance associated with status attributes among intercollegiate athletes were developed using the 17 status attributes listed above. These 17 attributes were presented to the athletes in a questionnaire format using the following instructions:

"This instrument is designed to assess your perception of the conditions associated with having IMPORTANCE/PRESTIGE among your team members. There is no right or wrong answer. Give your immediate response. Please circle any one of the options from 1 to 9 to indicate how strongly you disagree

or agree with each of the given statements."

Following the instructions, each of the 17 attributes was presented as a positive statement along with a 9-point rating scale. For example, to assess the perceptions of status associated with age, the subjects were asked:

"I feel that age (being older) is a factor which gives one importance/prestige among the players in my team".

For the secondary school athletes, the perception of status was assessed using a similar questionnaire. However, only 14 of the 17 attributes identified through the literature search were included in the questionnaire. The status attributes, marital status, occupation, and income were excluded as they were assumed to be irrelevant to the secondary school athletes. Copies of the questionnaire for the intercollegiate and secondary school athletes are presented in Appendix A and B respectively.

Cohesion. Group cohesion was measured using the Group Environment Questionnaire (GEQ) developed by Carron, Brawley, and Widmeyer (1985). The validity and internal consistency of the instrument has been well documented (Brawley, Carron, & Widmeyer, 1987; Carron et al., 1985; Widmeyer, Brawley, & Carron, 1985). The GEQ is based on the

conceptual model which considers cohesion as a multidimensional construct. The dimensions of the construct reflect the individual and group orientations to group members in the social and task aspects of the group.

The four subscales are referred to as:

Individual Attraction to the Group-Task (ATG-T): four items measure the individual group member's perception about his/her personal involvement with the group task, productivity, and goals and objectives.

Individual Attraction to the Group-Social (ATG-S): five items measure the individual group member's perceptions about his/her personal involvement, acceptance, and social interaction with the group.

Group Integration-Task (GI-T): five items measure the individual group member's perceptions about the similarity, closeness, and bonding within the group as a whole around its task.

Group Integration-Social (GI-S): four items measure the individual group member's perceptions about the similarity, closeness, and bonding within the group as a whole around social aspects.

The GEQ has 18-items and each of the items is presented

with a 9-point scale anchored at the extreme by "Strongly agree" (9) and "Strongly disagree" (1). The scores reflect the perception of cohesion among group members; the higher the score, the greater the perception of cohesion. A copy of the questionnaire is presented in Appendix C. The internal consistency of the four subscales of cohesion was examined using Cronbach alpha and the alpha values are presented in Appendix J.

Status Rank. The status rank of each individual in his/her group was assessed in three ways. First, an others by self ranking was obtained whereby the athlete was asked to give a status rank for his/her teammates (excluding the self) using the following instructions:

"The contributions of every athlete on a sport team are critical for team success. Consequently, during the competition itself, the importance of all team members is viewed as similar or equal. However, outside of competitions--at practices, in the locker room, in social settings--all team members do not have the same status.

The status of members of a team could be based on a number of factors. Considering all factors that you can think of, provide a rank for each of the members of your team along side the names listed below. Exclude yourself from this ranking (ignore your name in the list given below). It is possible to have tie ranks (people with a similar ranking)."

Second, a self by self ranking was obtained in which the athlete was asked to assign a personal rank for his/herself. To this end, the athlete was asked:

"If you were to rank yourself, according to the instructions given above, what rank would you give."

Third, using the others by self rankings, it was possible to obtain a composite rank for each individual represented by the average perception of all of the members of the team. This third status rank measure is referred to as self by others.

From these three measures, two manifestations of status rank were derived. The first, referred to as Reciprocal Status Ranking, was the difference between the self by self and the self by others rankings. The second, referred to here as Originator Status Ranking, was the difference between the self by self and others by self rankings. A complete instrument is presented in Appendix D.

Procedure

For the intercollegiate athletes, the questionnaires were administered after obtaining permission from the coaches. The athletes were asked to sign an informed

consent form prior to participating in the study. It was indicated to the athletes that their participation in the study was voluntary and they could choose to withdraw or to not answer any of the questions without penalty.

For the secondary school athletes, a similar procedure was adopted. However, prior to seeking permission from the coaches/heads of physical education departments, the approval of the Board of Education was obtained. Also, in addition to the informed consent, an additional consent form was signed by the parents of athletes who were 18 years old or younger.

RESULTS AND DISCUSSION

Descriptive statistics for the 17 status attributes identified through literature search are presented in Table 1. It is apparent that the magnitude of importance varied across the status attributes. In the case of both intercollegiate and secondary school athletes, experience, role as captain or co-captain, performance, and age were considered to have the highest amount of status; all rated in importance at 5.00 or above on a 9-point scale. For the intercollegiate athletes, the mean importance was 7.14, 6.94, 5.64, and 5.53 respectively. For secondary school athletes, the mean importance was 6.94, 6.43, 5.81, and 5.77 respectively. Education, playing position, and social segment (Class/Caste) were considered to be moderately important (rated importance of 3.00 to 5.00 on a 9-point scale).

Even though all the 17 status attributes are considered to be relatively important in social and work groups, only four were considered to be relatively important for the athletes in sport teams. Moreover, these four attributes seem to be particularly relevant to sport.

Table 1

Descriptive Statistics of the Importance of the Status Attribute Endorsed by Intercollegiate and Secondary school athletes in Canada^a.

Status Attributes/ Level	Intercollegiate	Secondary School
Experience	7.14±2.18	6.94±2.22
Role (Captain, Co-captain)	6.94±1.66	6.43±2.54
Performance	5.64±3.11	5.81±3.10
Age	5.53±2.17	5.77±2.64
Education	3.67±2.41	4.59±2.87
Playing Position	3.50±2.73	3.20±2.47
Social Segment (Class/Caste)	3.14±2.19	4.16±2.64
Urbanity	2.36±1.96	2.03±1.83
Occupation	1.89±1.64	
Language	1.78±1.55	1.95±1.67
Income	1.69±1.30	
Parent's Education	1.54±1.24	2.08±1.96
Parents' Income	1.54±1.20	1.98±1.99
Marital Status	1.43±1.07	
Nationality/Ethnicity/Race	1.42±1.00	1.94±1.82
Parents' Occupation	1.31±0.96	1.88±1.86
Religion	1.31±1.01	1.69±1.40

a- Scores varied from 1 (Strongly disagree) to 9 (Strongly agree) and the means reported for the intercollegiate athletes are arranged in rank order.

For Step 2, the 17 status attributes were factor analysed in order to determine if they could be categorized into conceptually meaningful categories. For this purpose, principal component factor analysis with varimax rotation was employed. Initially, four factors emerged from the analysis. Examination of the factor structure revealed that three of the four factors (Factor I, III, and IV) had a common theme and the remaining factor (Factor II) had a different theme. That is, Factor II was specific to sport while Factors I, III, and IV were not. Therefore, a two-factor solution was forced; a loading of .30 and/or the highest loading across Factors was used as the criterion for interpreting the rotated factor loadings (Gardner, 1995). The two factor model accounted for 51.2 per cent of the variance.

As shown in Table 2, social segment (class/caste), urbanity, occupation, language, income, parents' education, parents' income, marital status, nationality (ethnicity/race), parents' occupation, and religion loaded on Factor I. Experience, role (captain/co-captain), performance, age, and education loaded on Factor II. Playing position loaded equally on Factors I and II (.29).

Table 2

Principal component factor analysis of status attributes
(varimax rotation).

Status Attributes	Factor I	Factor II
	Diffuse	Specific
Experience	.12	.68
Role (Captain/Co-captain)	-.12	.79
Performance	.17	.69
Age	.07	.68
Education	.41	.61
Playing Position	.29	.29
Social Segment (Class/Caste)	.51	.15
Urbanity	.57	.40
Occupation	.82	.09
Language	.47	.28
Income	.83	.03
Parents' Education	.88	.08
Parents' Income	.81	.11
Marital Status	.82	.01
Nationality/Ethnicity/Race	.56	.23
Parents' Occupation	.84	.08
Religion	.46	.24

The majority of attributes in Factor II were sport specific whereas the attributes in Factor I were irrelevant to the sport context. Given that playing position is highly related to sport, a decision was made to include it in Factor II.

Among the variables that loaded on Factor II, education and age were not directly related to sport. Education may have loaded on Factor II because of the involvement of student-athletes in the present study. As Lueptow and Kayser (1973) have indicated, a positive association exists between athletic involvement, academic achievement, and educational aspiration. Consequently, it is apparent that athletes perceive education to be as important as any other sport specific attribute. Similarly, age may have loaded on Factor II because of its strong positive relationship with experience. This positive association has been well documented in previous research (Baker & Eaton, 1992; Boyd & Dowd, 1988; Burt, 1991; Martin & Sell, 1985; Riley, Foner, & Waring, 1988). In the present study, the inter-correlations of the 17 status attributes were computed (see Apper-dices E, F, & G). A highly significant, positive association between

age and experience ($r = .54, p < .01$) was observed for the secondary school athletes. In the case of the university athletes, however, the age and experience relationship was not significant ($r = .26, p > .05$).

The factor structure that emerged from this analysis was similar in nature to the Berger et al. (1977) classification that conceptualized status into diffuse and specific categories. Therefore, consistent with the Berger et al. classification, Factor I was labelled Diffuse Status Attributes and Factor II was labelled Specific Status Attributes. The internal consistency of the two categories of status was examined using Cronbach alpha. The alpha values are presented in Appendix J. The two categories of status--Diffuse & Specific--were considered as the operational measures for further analyses.

For Step 3, the perception of importance associated with diffuse and specific status categories among intercollegiate and secondary school athletes was compared. The mean importance attached to the attributes in the specific status category was 5.40 ($SD = 1.59$) and 5.41 ($SD = 1.67$) for the intercollegiate and secondary schools athletes respectively. The mean importance attached to the

attributes in the diffuse status category was 1.74 ($SD = 1.04$) and 1.61 ($SD = 1.03$) for the intercollegiate and secondary school athletes respectively. It is apparent that at both levels, the average importance attached to specific status much was higher than for the diffuse status.

In order to examine for statistical significance in the differences in perceptions of status attributes, a one-way MANOVA was computed with intercollegiate versus secondary school athletes representing the independent variable and the two status measures--diffuse and specific--representing the dependent variables. The results showed that the perception of status was not significantly different across scholastic levels ($F(2, 97) = .27, p > .05$; use of Pillia's criterion of multivariate testing). Consequently, further examination of univariate effects of specific and diffuse status was deemed unnecessary.

For Step 4, the association of the perceptions of status attributes and cohesion was examined. The two categories of status (diffuse and specific) were correlated with four subscales of cohesion (ATG-T, GI-T, ATG-S, and GI-S). It is apparent from Table 3 that although the perceptions of status attributes and cohesion were

Table 3

Correlations between perceptions of status attributes and cohesion among intercollegiate and secondary school athletes.

Cohesion\Status	Intercollegiate		Secondary School	
	Diffuse	Specific	Diffuse	Specific
ATG-T	-.43**	-.11	-.14	-.21
GI-T	-.09	.17	-.19	-.24
ATG-S	-.36*	-.20	-.08	-.15
GI-S	-.29	-.07	-.08	-.15

* $p < .05$

** $p < .01$

negatively correlated, only two correlations were significant.

Specifically, among the intercollegiate athletes, individual group member who perceived personal involvement with the group's task, productivity, goals and objectives, and personal social interaction (ATG-T, ATG-S) to be high, significantly minimized the importance associated with diffuse status.

Subsequently, in order to determine whether scholastic level serves as a moderator of the relationship between status attributes and cohesion (Step 4), four hierarchical multiple regression analyses were carried out: two involving the task cohesion scales (ATG-T, GI-T) and two involving the social cohesion scales (ATG-S, GI-S). As Baron and Kenny (1986) have pointed out, three causal pathways can contribute to an outcome variable. For present purposes, the first causal pathway is between the perceptions of status attributes (predictor) and group cohesion (outcome variable). The second is between the scholastic level (moderator) and group cohesion (outcome variable). The final causal pathway is between the interaction of status attributes and scholastic level

(predictor X moderator) and group cohesion (outcome variable). Baron and Kenny (1986) have indicated that "the moderator hypothesis is supported if the interaction is significant" (p.1174). They have also noted that "there may also be significant main effects for the predictor and the moderator ... but these are not directly relevant conceptually to testing the moderator hypothesis" (Baron & Kenny, 1986, p.1174). Given the exploratory nature of the present study, however, all three of the causal pathways mentioned above were examined.

As Table 4 shows, status (specific and diffuse), the first set of variables entered into the equation, failed to predict any of the four measure of cohesion ($p > .05$). The addition of the second set of variables, scholastic level (intercollegiate and secondary school), added a significant amount of variance in all four regression equations ($R^2_{ch} = .08, .28, .07, .23, F_{ch}(3, 59) = 5.46, 23.74, 4.41, 18.48, p < .05$, for ATG-T, GI-T, ATG-S, GI-S respectively). However, the overall equation was only statistically significant in the case of GI-T ($R^2 = .31, F(3, 59) = 8.67, p < .01$) and GI-S ($R^2 = .27, F(3, 59) = 7.09, p < .01$). The results did approach significance for both ATG-T ($R^2 = .12,$

Table 4

Hierarchical Multiple Regression analysis testing
perceptions of status attributes and cohesion.

Criterion/Predictor	R ²	P	R ² Ch	PCh
ATG-T				
Status	.04	.34		
Level	.12	.06	.08	.02*
Interaction	.17	.06	.04	.19
GI-T				
Status	.03	.45		
Level	.31	.01**	.28	.01**
Interaction	.31	.01**	.00	.88
ATG-S				
Status	.02	.57		
Level	.09	.15	.07	.04*
Interaction	.10	.31	.01	.73
GI-S				
Status	.03	.35		
Level	.27	.01**	.23	.01**
Interaction	.27	.01**	.00	.86

* p < .05

** p < .01

$F(3, 59) = 2.61, p > .05$) and ATG-S ($R^2 = .09, F(3, 59) = 1.87, p > .05$). Furthermore, the subsequent addition of the interaction term failed to add a significant amount of explained variance in any of the four equations (see Table 4). However, the overall equation remained statistically significant in the case of GI-T ($R^2 = .31, F(5, 57) = 5.10, p < .01$) and GI-S ($R^2 = .27, F(5, 57) = 4.19, p < .01$) and approached significance for ATG-T ($R^2 = .17, F(5, 57) = 2.28, p > .05$).

In short, the regression analyses show that the perception of group cohesion among athletes was not influenced by the perception of importance associated with status factors. However, the perception of group cohesion was found to be influenced by the scholastic level (intercollegiate and secondary school). Perceptions of cohesion were lower for high school than for the university athletes. These results are difficult to explain given that the high school athletes have spent more time together than did the intercollegiate athletes (three years versus two years). Subsequent research should attempt to determine the underlying reasons.

In Step 5, the association between status rank and

cohesion was examined. The two manifestations of status rank (originator & reciprocal) were correlated with the four subscales of cohesion. As evident from Table 5, the correlations were low and non significant.

Subsequently, four hierarchical multiple regression analyses were carried out to determine whether scholastic level served as a moderator in the relationship between manifestations of status rank (reciprocal and originator status ranking) and cohesion (ATG-T, GI-T, ATG-S, and GI-S). As was the case above, two regression analyses involved the task cohesion scales (ATG-T, GI-T) and two involved the social cohesion scales (ATG-S, GI-S) as the dependent variable. The three independent variables involved in the examination of the outcome variable (group cohesion) were status rank (predictor), scholastic level (moderator), and interaction of status rank and scholastic level (predictor X moderator).

As Table 6 shows, status rank (reciprocal and originator), the first set of variables entered into the equation, failed to predict any of the four measures of cohesion ($p > .05$). The addition of the second set of variables, scholastic level (intercollegiate and secondary

Table 5

Correlations between perceptions of status rank and cohesion among intercollegiate and secondary school athletes in Canada.

Cohesion\Status Rank	Intercollegiate		Secondary School	
	Reciprocal	Originator	Reciprocal	Originator
ATG-T	-.18	.10	-.09	.19
GI-T	-.26	-.28	.01	-.11
ATG-S	-.29	-.08	-.15	.23
GI-S	-.22	-.09	-.05	.21

Table 6

Hierarchical Multiple Regression analysis testing status
rank and cohesion.

Criterion/Predictor	R ²	P	R ² Ch	PCh
ATG-T				
Status Rank	.03	.39		
Level	.10	.11	.07	.04*
Interaction	.10	.29	.00	.93
GI-T				
Status Rank	.02	.51		
Level	.32	.01**	.30	.01**
Interaction	.32	.01**	.00	.96
ATG-S				
Status Rank	.06	.18		
Level	.12	.06	.06	.05*
Interaction	.14	.11	.02	.46
GI-S				
Status Rank	.03	.41		
Level	.25	.01**	.22	.01**
Interaction	.28	.01**	.03	.38

* $p < .05$

** $p < .01$

school), added a significant amount of variance in all four regression equations ($R^2_{ch} = .07, .30, .06, .22$, $F_{ch}(3, 59) = 4.36, 25.56, 4.15, 17.66$, $p < .05$, for ATG-T, GI-T, ATG-S, and GI-S respectively). However, the overall equation was only statistically significant in the case of GI-T ($R^2 = .32$, $F(3, 59) = 9.17$, $p < .01$) and GI-S ($R^2 = .25$, $F(3, 59) = 6.65$, $p < .01$). The results did approach significance, however, for both ATG-T ($R^2 = .10$, $F(3, 59) = 2.13$, $p > .05$) and ATG-S ($R^2 = .12$, $F(3, 59) = 2.61$, $p > .05$).

The addition of the interaction term (see Table 6) failed to add a significant amount of explained variance in any of the four equations. However, the overall equation remained statistically significant in the case of GI-T ($R^2 = .32$, $F(5, 57) = 5.34$, $p < .01$) and GI-S ($R^2 = .28$, $F(5, 57) = 4.38$, $p < .01$) and approached significance for ATG-S ($R^2 = .14$, $F(5, 57) = 1.87$, $p > .05$).

As a secondary analysis, subjects were subdivided and placed into three subgroups on the basis of their scores on the reciprocal status rank variable (the same process was subsequently used for the originator status rank variable). The subjects with a positive reciprocal status rank (i.e., higher status rank accorded by others than by oneself) were

placed in Subgroup 1. The subjects with a reciprocal status rank at a zero level (i.e., a consensus on the ranks accorded by others and by oneself) were placed in Subgroup 2 and the subjects with a negative reciprocal status rank (i.e., lower status rank accorded by others than by oneself) were placed in Subgroup 3.

Subsequently, a 3 (subgroups formed on the basis of status rank) X 2 (intercollegiate and secondary school) MANOVA was computed with the four cohesion measures representing the dependent variable. As indicated above, the 3X2 MANOVA was calculated twice: once with the reciprocal status ranking as the measure and the second using originator status ranking. It is apparent from Table 7 that the perceptions of cohesion were not associated with reciprocal status rank ($p > .05$). Consequently, further examination of univariate differences among the subgroups differing on reciprocal status ranks was deemed unnecessary.

Consistent with the results from the various correlational analyses, the perception of group cohesion was found to be significantly influenced by the scholastic level ($F(4, 43) = 6.35, p < .01$; Pillia's criterion). Subsequent univariate analyses indicated a significant difference in

Table 7

Multivariate analysis of variance examining reciprocal
status rank and group cohesion.

Ind.Var/Dep.Var.	Multi F	Sig F	Univar F	Sig F
Group	1.06	.40		
ATG-T			1.25	.30
GI-T			0.48	.62
ATG-S			3.05	.06
GI-S			1.07	.35
Level	6.35	.01**		
ATG-T			4.24	.05*
GI-T			17.77	.01**
ATG-S			5.95	.02*
GI-S			16.36	.01**
Level by Group	1.12	.36		
ATG-T			0.62	.55
GI-T			1.74	.19
ATG-S			2.89	.07
GI-S			2.98	.06

* $p < .05$

** $p < .01$

all the measures of cohesion $F(1, 46) = 4.24, 17.77, 5.95, 16.36, p < .05$, for ATG-T, GI-T, ATG-S, and GI-S respectively. However, the interaction of reciprocal status rank and scholastic level on the perception of group cohesion was not significant at both multivariate and univariate levels (see Table 7).

When the 3X2 MANOVA was repeated using originator status rank as the variable of interest, the results were similar to those for reciprocal status rank (see Table 8). That is, originator status ranking was not associated with the perception of group cohesion whereas the scholastic level was. Also, the interaction between scholastic level and originator status rank was not significant.

In short, the results from the regression analyses for status attributes (diffuse, specific) and status ranking (reciprocal, originator) were virtually identical. There was no association between status and cohesion. This is intriguing because the two constructs are conceptually related to the stability of the group. As indicated earlier, status is a part of group structure along with position, roles, and norms. Therefore, it is considered to be a component of group stability. Also, cohesion, a

Table 8

Multivariate analysis of variance examining originator
status rank and group cohesion.

Ind.Var/Dep.Var.	Multi F	Sig F	Univar F	Sig F
Group	2.12	.04*		
ATG-T			1.62	.21
GI-T			2.37	.10
ATG-S			2.47	.10
GI-S			1.77	.18
Level	4.96	.01**		
ATG-T			1.96	.17
GI-T			12.47	.01**
ATG-S			0.37	.55
GI-S			8.93	.01**
Level by Group	.37	.93		
ATG-T			0.02	.98
GI-T			0.23	.79
ATG-S			0.69	.51
GI-S			0.08	.93

* $p < .05$

** $p < .01$

fundamental group process, is tautological with group stability.

The observed results suggest at least two possible scenarios. One is that the results for the sport teams examined in the present study are simply a reflection of the general society. Social scientists have considered sport teams to be microcosm of society (Sage, 1980; Snyder & Sprietzer, 1989). Generally, sport groups have been considered to reflect social patterns and to help permeate social reality from the societal level to the individual level. Specifically, the perception of status, a social pattern, is known to be reflected in small groups like work groups. As Driskell and Mullen (1990) have indicated, "the external evaluation of a status characteristic is imported into the group". That is, status attributes considered for social evaluation in society diffuse into smaller groups. Thus, lack of association between status attributes/status rank and cohesion in sport teams could be attributed to the perceptions of status in the general society. Canada is multicultural with a number of status characteristics prevalent in the society. However, the Canadian population of 27 million is relatively egalitarian.

A second possible scenario is that status is an important component of group structure generally, but may not be the case of sport teams. Theoreticians in group dynamics have considered sport teams to be unique in terms of their characteristics (Carron, 1988; Zander, 1982). The lack of association between status attributes/status rank and cohesion could be attributed to the nature of sport teams. Thus, Study 2 was undertaken with comparable sport groups from India--a country noted for the diversity of status attribute prevalent in the general society.

STUDY 2

INTRODUCTION

The general purpose of Study 2 was to examine the relationship of status and cohesion in India. Study 2 was an extension of Study 1 in that (a) the sample was comprised of comparable groups of athletes representing the intercollegiate and secondary school levels, and (b) the methodology adopted was identical. The cultural setting selected (i.e., India) is noted for the diversity of status attributes deemed important. An examination of a social and economic atlas indicates that India is a democratic country with 22 states and 9 union territories (A Social and Economic Atlas of India, 1987). The Indian population of 850 million is comprised of a diversity of ethnic and religious groups with varied cultures. The female to male ratio, which is 933:1000, is lower than most other countries, and there is inequality in society based on gender. There are 3000 or more castes (social sections) which are stratified into forward caste, backward caste and scheduled caste/tribe. India has a variety of languages;

the 1961 census listed 1652 languages as mother tongues and 15 of these are considered to be a major language. There has been a steady rural-to-urban migration in the past three decades. Urban locations attract rural out-migrants with the offer of new standards of comfort and lifestyle. This also highlights the status difference based on the geographical location of individuals (Malik, 1977). Not only are these status differences observed in the larger society, researchers have also identified participation differences in sport based on status differences (Gupta, 1987; Sohi, 1981). However, previous research has not investigated the relationship of status and cohesion in intercollegiate and secondary school athletes in India.

In order to examine the relationship of status and cohesion in India, four of the five steps undertaken in Study 1 were carried out in Study 2. It may be recalled that Step 1 in Study 1 involved the identification of status attributes from the social psychological literature. However, since general status attributes are universal and not specific to the Canadian culture, Step 1 of Study 1 was not repeated.

For Step 2, the amount of importance attached by the

Indian athletes to the 17 status attributes was factor analyzed. The purpose of this step was to determine whether different status attributes group together into conceptually meaningful categories by virtue of their inter-correlations.

In Step 3, the amount of importance attached to the status attributes and/or status factors resulting from the factor analysis was compared across scholastic levels (intercollegiate and secondary school).

The purpose of Step 4 was to examine the moderating effect of scholastic level (intercollegiate versus secondary school) on the association between the perceptions of status and cohesion.

In Step 5, the moderating effect of scholastic level in the relationship between the manifestations of the status rank of individuals and their perceptions of cohesion was examined.

METHOD

Subjects

Forty-seven intercollegiate athletes (26 male & 21 female) representing four different sport teams (1 volleyball, 1 basketball, 1 soccer, and 1 field hockey) and 62 secondary school athletes (42 male & 20 female) representing seven different sport teams (2 basketball, 3 volleyball, 1 soccer, and 1 field hockey) were tested. The age of the intercollegiate athletes ranged from 17 to 23 (19.54 ± 1.63) and their experience ranged from 1 to 4 years (1.80 ± 0.92). The age of the secondary school athletes ranged from 14 to 20 (16.92 ± 1.25) and their experience ranged from 1 to 3 years (1.69 ± 0.50). All athletes were current members of sport teams in India².

Status Attributes

As indicated above, the status attributes involved in

² Given the exploratory nature of the present study, the sample was not categorized based on gender. However, as the scholastic level has been found to be an important variable in group cohesion research, the sample was categorized based on scholastic level.

the present study were identical to the ones identified in Study 1. These were: age, experience, role, performance, education, position, social segment (caste, class), language, urbanity, occupation, income, marital status, nationality (race, ethnicity), parent's occupation, parent's income, parent's education, and religion.

Instrument

Status Attributes. In a fashion similar to Study 1, the perception of status attributes among intercollegiate and secondary school athletes in India was measured. For intercollegiate athletes, the 17 status attributes were presented to the athletes as a positive statement in a questionnaire format along with a 9-point rating scale. The higher score indicated higher levels of perceived importance associated with status attributes.

Again, as was the case with the Canadian sample, for the secondary school athletes in India, only 14 of the 17 attributes were included in the questionnaire. Marital status, occupation, and income were excluded as they were assumed to be irrelevant. Copies of the questionnaire for the intercollegiate and secondary school athletes are

presented in Appendix A and B respectively.

Cohesion. Similar to Study 1, the perception of group cohesion was examined in terms of the four subscales (Individual Attraction to the Group-Task (ATG-T), Individual Attraction to the Group-Social (ATG-S), Group Integration-Task (GI-T), and Group Integration-Social (GI-S)) of the Group Environment Questionnaire. A copy of the questionnaire is presented in Appendix C. The internal consistency of the four subscales of cohesion was examined using Cronbach alpha and the alpha values are presented in Appendix J.

Status Rank. The assessment of status ranks (others by self, self by self, self by others) and the derivations obtained from these (reciprocal, originator) were undertaken using the same method adopted in Study 1. A complete instrument is presented in Appendix D.

Procedure

For the intercollegiate and secondary school athletes, the questionnaires were administered after obtaining permission from the coaches and/or the head of the institution. Similar to Study 1, the athletes were asked to

sign an informed consent form prior to participating in the study. The athletes were informed that their participation in the study was voluntary and that they could choose to withdraw or to not answer any of the questions without penalty. However, for the secondary school athletes, parental consent could not be obtained due to time constraints and inaccessibility of parents.

RESULTS AND DISCUSSION

Table 9 represents the descriptive statistics for the 17 status attributes identified through the literature search. The magnitude of importance endorsed ranged from 7.53 for experience to 1.46 for the marital status for the intercollegiate athletes and from 7.23 for experience to 1.68 for religion for the secondary school athletes. As is evident from Table 9, not all the status attributes were considered important by the athletes. In the case of intercollegiate athletes, experience, role as captain or co-captain, performance, age, and playing position were considered to have the highest amount of status; all rated in importance at 5.00 or above on a nine-point scale. In the case of the secondary school athletes, all the above mentioned attributes were considered to be important except for age which was considered to be moderately important (with a mean value of 3.40). Apparently, the attributes considered to be important in Indian sports teams are particularly relevant to sport.

The 17 status attributes were subsequently factor analysed to determine if they could be categorized

Table 9

Descriptive Statistics of the Importance of the Status Attribute Endorsed by Intercollegiate and Secondary school athletes in India^a.

Status Attributes/Level	Intercollegiate	Secondary School
Experience	7.53±2.27	7.23±2.26
Role (Captain, Co-captain)	6.54±3.06	5.68±3.38
Performance	5.80±3.11	7.08±2.52
Age	5.87±3.36	3.90±2.91
Education	3.19±2.79	3.18±1.88
Playing Position	5.64±3.20	5.10±2.83
Social Segment (Class/Caste)	2.39±1.86	1.71±1.79
Urbanity	2.51±2.30	2.56±2.04
Occupation	2.32±2.63	
Language	1.83±1.58	2.10±1.93
Income	2.48±2.95	
Parents' Education	2.02±1.97	2.34±2.13
Parents' Income	2.67±2.47	1.77±1.42
Marital Status	1.46±0.78	
Nationality/Ethnicity/Race	2.32±2.17	2.06±2.03
Parents' Occupation	2.24±2.18	2.21±1.96
Religion	1.55±0.83	1.68±1.52

a- Scores varied from 1 (Strongly disagree) to 9 (Strongly agree)

into conceptually meaningful categories (Step 2). Five factors emerged from the principal component factor analysis with varimax rotation. Examination of the factor structure revealed that two of the five factors (Factors III and IV) had a common theme while the remaining factors (Factors I, II, and V) contained a common (but different) theme. That is, Factors III and IV were specific to sport while Factors I, II, and V were not. Consequently, a two-factor solution was forced with a loading of .30 and/or the highest loading across Factors used as criteria for interpreting the rotated factor loadings (Gardner, 1995). The two factor model accounted for 44.7 per cent of the variance.

As shown in Table 10, education, social segment (class/caste), urbanity, occupation, language, income, parents' education, parents' income, marital status, nationality (ethnicity/race), parents' occupation, and religion loaded on Factor I. Experience, role (captain/co-captain), performance, age, and playing position loaded on Factor II. The majority of attributes in Factor II were sport specific whereas the attributes in Factor I were irrelevant to the sport context. Similar to Study 1, the factor structures were labelled as Diffuse Status Attributes

Table 10

Principal component factor analysis of status attributes
(varimax rotation).

Status Attributes	Factor I	Factor II
	Diffuse	Specific
Experience	.03	.70
Role (Captain/Co-captain)	.05	.52
Performance	.10	.76
Age	.17	.45
Education	.60	.19
Playing Position	.24	.38
Social Segment (Class/Caste)	.50	-.33
Urbanity	.68	.25
Occupation	.77	.16
Language	.66	-.00
Income	.77	.16
Parents' Education	.68	.32
Parents' Income	.65	.32
Marital Status	.56	.14
Nationality/Ethnicity/Race	.68	.00
Parents' Occupation	.77	.22
Religion	.56	-.36

(Factor I) and Specific Status Attributes (Factor II). The two categories were used as the operational measure of status attributes. The internal consistency of the categories was examined using Cronbach alpha and the alpha values are presented in Appendix J.

It should be pointed out, however, that factor structures in Studies 1 and 2 were not identical. As pointed out earlier, education loaded in Factor I in the present study whereas it loaded in Factor II in Study 1.

As was the case in Study 1, age, even though not directly related to sport, may have loaded on Factor II because of its positive relationship with experience (see Appendix E, H, & I). For the intercollegiate and the secondary school athletes, the correlation between age and experience was $r = .16$ ($p > .05$) and $r = .28$ ($p < .05$) respectively. Furthermore, as indicated earlier, this association has been well documented in previous research (Baker & Eaton, 1992; Boyd & Dowd, 1988; Burt, 1991; Martin & Sell, 1985; Riley, Foner, & Waring, 1988).

The perception of specific and diffuse status was examined in Step 3. In the case of both intercollegiate and secondary school athletes, the mean importance attached to

the specific status category was found to be higher (mean values of 6.23 ± 2.02 and 5.80 ± 1.91 respectively) than diffuse status category (2.01 ± 1.13 and 1.63 ± 0.81 respectively).

Subsequently, a one-way MANOVA was computed to examine for differences in perceptions of status. For the analysis, scholastic level (intercollegiate versus secondary school) was considered as the independent variable and the two status measures (diffuse and specific) were considered as the dependent variables. It was evident from the results that the perception of status (specific and diffuse) among sport team athletes did not differ across scholastic levels ($F(2, 106) = 2.28, p > .05$; use of Pillia's criterion of multivariate testing). As a result, the univariate effects were not analyzed. Results from these MANOVA are virtually identical to Study 1.

In Step 4, the perceptions of status attributes (specific and diffuse) were correlated with four subscales of cohesion (ATG-T, GI-T, ATG-S, and GI-S). It is apparent from Table 11 that the correlations between status attributes and cohesion were low and non-significant for intercollegiate and secondary school athletes. Again, these results are virtually identical to those

Table 11

Correlations between perceptions of status attributes and cohesion among intercollegiate and secondary school athletes.

Cohesion\Status	Intercollegiate		Secondary School	
	Diffuse	Specific	Diffuse	Specific
ATG-T	-.27	-.13	.01	-.11
GI-T	.13	.08	-.08	.02
ATG-S	-.22	.02	-.03	.18
GI-S	.19	.11	-.12	.11

obtained with the Canadian sample except that in the latter case, two correlations between status and cohesion were found to be negative and statistically significant. That is, the perception of diffuse status increased as the perception of group cohesion (ATG-T and ATG-S) decreased.

Subsequently, four hierarchical multiple regression analyses were carried out to examine the moderator effect of scholastic level in the association between status and cohesion (Step 4). Again, in all four analyses, each of the four subscales of cohesion (ATG-T, GI-T, ATG-S, and GI-S) was considered as the dependent variable. And again, status, scholastic level, and the interaction of scholastic level and status were considered as independent variables. The three independent variables were entered in the same order in all the four regression equations.

As Table 12 shows, all the three independent variables failed to predict perception of cohesion among intercollegiate and secondary school athletes ($p > .05$). However, the addition of scholastic level contributed to a change in variance that was approaching significance for ATG-T ($R^2_{ch} = .02$, $F_{ch} (3, 99) = 1.20$, $p < .05$) and GI-T ($R^2_{ch} = .03$, $F_{ch} (3, 99) = 1.23$, $p < .05$). The results are

Table 12

Hierarchical Multiple Regression analysis testing
perceptions of status attributes and cohesion.

Criterion/Predictor	R ²	P	R ² Ch	PCh
ATG-T				
Status	.02	.40		
Level	.04	.31	.02	.19
Interaction	.04	.52	.01	.71
GI-T				
Status	.00	.82		
Level	.04	.30	.03	.07
Interaction	.05	.47	.01	.62
ATG-S				
Status	.01	.59		
Level	.02	.52	.01	.27
Interaction	.05	.46	.02	.31
GI-S				
Status	.00	.86		
Level	.01	.80	.01	.41
Interaction	.02	.88	.01	.69

Similar for Studies 1 and 2 except that in the former case, the effect of scholastic level was statistically significant for all the four regression equations.

For Step 5, the association between status rank and cohesion was examined. The two manifestations of status rank were correlated with the four subscales of cohesion. As Table 13 shows, the correlation between status rank and cohesion was low and non significant.

Subsequently, the moderator effect of scholastic level (intercollegiate and secondary school) on the relationship between manifestations of status rank (originator and reciprocal) and group cohesion (ATG-T, GI-T, ATG-S, and GI-S) was examined using four hierarchical multiple regression analyses. In each of the four regression analyses, a subscale of cohesion was the dependent variable. The independent variable, status rank, scholastic level, and interaction of status rank and scholastic level, were entered into the regression equation in order.

As Table 14 shows, none of the independent variables predicted any of the four measures of cohesion ($p > .05$). However, the addition of scholastic level did contribute to

Table 13

Correlations between perceptions of status rank and cohesion among intercollegiate and secondary school athletes in India.

Cohesion\Status Rank	Intercollegiate		Secondary School	
	Reciprocal	Originator	Reciprocal	Originator
ATG-T	-.22	.17	.00	-.07
GI-T	-.13	.02	.06	-.01
ATG-S	-.07	-.07	-.09	.20
GI-S	-.22	.15	.05	-.08

Table 14

Hierarchical Multiple Regression analysis testing
perceptions of status rank and cohesion.

Criterion/Predictor	R ²	P	R ² Ch	PCh
ATG-T				
Status Rank	.01	.62		
Level	.03	.40	.02	.16
Interaction	.04	.58	.01	.65
GI-T				
Status Rank	.02	.46		
Level	.04	.23	.03	.10
Interaction	.09	.08	.05	.07
ATG-S				
Status Rank	.01	.53		
Level	.02	.54	.01	.34
Interaction	.05	.38	.03	.22
GI-S				
Status Rank	.02	.36		
Level	.02	.49	.00	.54
Interaction	.05	.41	.03	.27

a change in the variance that was approaching significance for ATG-T ($R^2_{ch} = .02$, $F_{ch} (3, 99) = 1.98$, $p < .05$) and GI-T ($R^2_{ch} = .03$, $F_{ch} (3, 99) = 2.78$, $p < .05$). Also, for GI-T, with the addition of the interaction term both the change in variance ($R^2_{ch} = .05$, $F_{ch} (5, 97) = 2.81$, $p < .05$) as well as the overall equation ($R^2 = .10$, $F(5, 97) = 2.03$, $p < .05$) approached significance. As was the case in Study 1, neither status rank nor the interaction between status rank and scholastic level added a significant amount of explained variance in any of the four regression equations. A significant scholastic level effect was observed in Study 1 only.

The secondary analysis of Step 5 was carried out using the same method used for Study 1. That is, subjects were grouped into three subgroups on the basis of their scores for reciprocal status rank (the same process was also adopted for the originator status rank). Subsequently, a 3 (subgroups formed on the basis of status rank) X 2 (intercollegiate and secondary school) MANOVA was computed with the four cohesion measures representing the dependent variable. As indicated above, the 3X2 MANOVA was calculated twice: once with reciprocal status ranking and the second time with originator status ranking. It is apparent from Table 15 that the

perceptions of cohesion were not associated with reciprocal status rank ($p > .05$). Consequently, the univariate effects were not examined.

The perception of group cohesion was found to be significantly influenced by scholastic level ($F(4, 65) = 2.50, p < .05$; Pillai's criterion). Subsequent univariate analyses indicated a significant difference $F(1, 68) = 4.71$ and $6.96, p < .05$, for GI-T and GI-S respectively. However, the interaction of reciprocal status rank and scholastic level on the perception of group cohesion was not significant (see Table 15).

When the 3X2 MANOVA was repeated using originator status rank as the variable of interest, the results were similar to those for reciprocal status rank (see Table 16). That is, originator status ranking was not associated with the perception of group cohesion whereas the scholastic level was. Also, the interaction between scholastic level and originator status rank was not significant. A similar trend was observed in Study 1.

Table 15

Multivariate analysis of variance examining reciprocal
status rank and group cohesion.

Ind.Var/Dep.Var.	Multi F	Sig F	Univar F	Sig F
Group	.85	.56		
ATG-T			0.49	.61
GI-T			0.36	.70
ATG-S			1.77	.18
GI-S			0.00	1.00
Level	2.50	.05*		
ATG-T			3.44	.07
GI-T			4.71	.03*
ATG-S			0.00	1.00
GI-S			6.96	.01**
Level by Group	1.29	.25		
ATG-T			2.40	.10
GI-T			0.80	.45
ATG-S			0.36	.70
GI-S			3.06	.05*

* $p < .05$

** $p < .01$

Table 16

Multivariate analysis of variance examining originator
status rank and group cohesion.

Ind.Var/Dep.Var.	Multi F	Sig F	Univar F	Sig F
Group	.48	.87		
ATG-T			0.47	.63
GI-T			0.56	.57
ATG-S			0.31	.73
GI-S			1.03	.36
Level	3.36	.01**		
ATG-T			2.30	.13
GI-T			12.00	.01**
ATG-S			1.68	.20
GI-S			4.90	.03*
Level by Group	.68	.71		
ATG-T			0.43	.65
GI-T			0.79	.46
ATG-S			0.24	.78
GI-S			1.30	.28

* $p < .05$

** $p < .01$

A COMPARISON BETWEEN STUDY 1 AND STUDY 2

It was considered of interest to directly compare the results from the Canadian (Study 1) and Indian (Study 2) samples. Generally, the results from both Studies 1 and 2 were similar in that:

(a) The magnitude of importance associated with the 17 status attributes varied in both samples.

Generally, the attributes that were considered to be important were specific to sport (Step 1).

(b) The factor analysis of the 17 attributes revealed a two-factor structure in both samples (Step 2). Factor I was labelled Diffuse Status Attributes and Factor II was labelled Specific Status Attributes. The specific status category was considered to be more important to athletes than the diffuse status category.

(c) In both the Canadian and the Indian samples, there were no significant differences in the importance attached to diffuse or specific status between intercollegiate and secondary school athletes (Step 3).

(d) There was no relationship between either status attributes or status rank and the perception of group

cohesion. Scholastic level was not a moderator in the relationship between either status attributes or status rank and cohesion (Steps 4 and 5).

(e) When the total sample was subdivided on the basis of scores for reciprocal or originator status ranking, subsequent MANOVA showed that neither reciprocal nor originator status rank was associated with the perception of group cohesion (secondary analysis in Step 5).

There were also differences in the results from Study 1 and Study 2, however. Even though both Studies 1 and 2 revealed a two-factor structure, the status attributes that loaded in Factors I and II were slightly different. As indicated earlier, education loaded in Factor II for the Canadian sample and in Factor I for the Indian sample. As a result, Steps 3 and 4 were carried out with a slightly different operational measure of status in the two studies.

In order to determine the equivalence of factors across the Canadian and Indian samples, Burt's coefficient of congruence (r_c) was employed (Cattell, 1988). The results showed that the two factors were highly congruent across the Canadian and the Indian samples ($r_c = .97$ and $.77$ for Factor

I and Factor II respectively).

However, the coefficient of congruence analysis does not consider the differences in the magnitude of the loadings across the samples. Consequently, t -tests were used to compare the loadings in Factor I across the Canadian and Indian samples. Similarly, the factor loadings in Factor II across samples also were compared. The results showed that in the case of Factor I the magnitude of loadings across samples was not significantly different ($t = 0.09, p > .05$). Similarly, when a t -test was used to compare the magnitude of loadings on Factor II, the results again showed no significant difference ($t = 0.09, p > .05$). In short, the two factors that emerged in both the Canadian and Indian samples were statistically equivalent.

To examine for differences in the perception of status across two countries (Step 3), a two-way MANOVA was computed with scholastic level (intercollegiate and secondary school) and country (Canada and India) as the independent variables and the two measures of status (diffuse and specific) as the dependent variable. The results of interest in this analysis were the main effect for country and the interaction between country and scholastic level. The

perceptions of status were not statistically different for countries ($F(2, 204) = 1.20; p > .05$) or for the interaction between country and scholastic level ($F(2, 204) = 1.38; p > .05$).

To compare the associations between the perceptions of status factors (diffuse and specific) and cohesion (ATG-T, GI-T, ATG-S, and GI-S) across the Canadian and Indian samples (Step 4), four hierarchical multiple regression analyses were computed. In these four analyses, each of the four measures of cohesion represented the dependent variable. The independent variables were status, country, scholastic level, the interaction of status and scholastic level, the interaction of status and country, the interaction of scholastic level and country, and the three-way interaction of status, scholastic level, and country.

However, as status, scholastic level, and the interaction of status and scholastic level represented the focus of Studies 1 and 2, there was no interest in the variance accounted for by these three variables. Similarly, the variance accounted for by country alone was of little theoretical importance. As a result, the variance accounted for in cohesion by only three variables--the interaction of

status and country, the interaction of scholastic level and country, and the three-way interaction of status, country, and scholastic level was considered to be of interest.

The results of the four regression analyses are summarized in Tables 17a and 17b. It is apparent that from the three variables of interest, only the interaction of scholastic level and country made a significant prediction on the perception of cohesion--and, only for GI-T, ATG-S, and GI-S. The other two variables of interest--the interaction of status and country and the three-way interaction of status, country, and scholastic level--failed to add a significant amount of variance in any of the four equations ($p > .05$). The results of these regression analyses taken in conjunction with those previously reported in Studies 1 and 2 show that the perception of cohesion was found to be influenced only by the scholastic level among the Canadian athletes but not among the Indian athletes.

The purpose of Step 5 was to examine the associations between the perceptions of status rank (reciprocal and originator) and cohesion (ATG-T, GI-T, ATG-S, GI-S) across the Canadian and Indian samples. In order to accomplish this, four hierarchical multiple regression analyses were

Table 17a

Hierarchical Multiple Regression analysis testing
perceptions of status attributes and cohesion.

Criterion/Predictor	R ²	P	R ² Ch	PCh
ATG-T				
Status (St)	.04	.02*		
Level (Le)	.05	.02*	.01	.13
Country (Co)	.12	.01**	.07	.01**
St*Le	.13	.01**	.01	.23
St*Co	.14	.01**	.00	.68
St*Co*Le	.14	.01**	.00	.81
GI-T				
Status (St)	.01	.35		
Level (Le)	.02	.36	.01	.30
Country (Co)	.06	.01**	.05	.01**
St*Le	.08	.01**	.02	.17
St*Co	.08	.03*	.00	.79
St*Co*Le	.14	.01**	.01	.17

* p < .05

** p < .01

Table 17b

Hierarchical Multiple Regression analysis testing
perceptions of status attributes and cohesion.

Criterion/Predictor	R ²	P	R ² Ch	PCh
ATG-S				
Status (St)	.02	.10		
Level (Le)	.03	.15	.00	.41
Country (Co)	.05	.04*	.02	.03*
St*Le	.05	.09	.01	.57
St*Co	.06	.11	.01	.37
St*Co*Le	.09	.06	.00	.76
GI-S				
Status (St)	.01	.63		
Level (Le)	.01	.82	.00	.90
Country (Co)	.01	.91	.00	.84
St*Le	.02	.67	.02	.22
St*Co	.02	.83	.00	.87
St*Co*Le	.06	.37	.00	.70

* $p < .05$ ** $p < .01$

carried out using each of the four measures of cohesion to represent the dependent variable. The independent variables were similar to the ones involved in Step 4 except for status which was replaced by status rank.

Tables 18a and 18b show the results of the regression equations. As was the case above, the predictive nature of status rank, scholastic level, and the interaction of status rank and scholastic level on group cohesion were not of interest because they were presented in Studies 1 and 2. Again, the variance accounted for by the country was of little theoretical importance. Thus, as was the case above, only three variables--interaction between status rank and country, interaction of scholastic level and country, and the three-way interaction of status, scholastic level, and country--were considered to be important.

It is apparent from Tables 18a and 18b that the interaction of scholastic level and country was significantly related to the perception of cohesion in the case of GI-T and GI-S ($p < .01$); the prediction approached significance for ATG-T ($p > .05$) and ATG-S ($p > .05$). The results of these regression analyses taken in conjunction

Table 18a

Hierarchical Multiple Regression analysis testing
perceptions of status rank and cohesion.

Criterion/Predictor	R ²	P	R ² Ch	PCh
ATG-T				
Status Rank (St Rk)	.01	.41		
Level (Le)	.03	.13	.02	.05*
Country (Co)	.07	.02*	.03	.02*
St Rk*Le	.07	.08	.00	.97
St Rk*Co	.07	.12	.01	.53
St Rk*Co*Le	.09	.12	.01	.48
GI-T				
Status Rank (St Rk)	.01	.35		
Level (Le)	.02	.42	.01	.39
Country (Co)	.07	.03*	.05	.01**
St Rk*Le	.07	.08	.01	.68
St Rk*Co	.07	.12	.00	.69
St Rk*Co*Le	.24	.01**	.01	.54

* p < .05

** p < .01

Table 18b

Hierarchical Multiple Regression analysis testing
perceptions of status rank and cohesion.

Criterion/Predictor	R ²	P	R ² Ch	PCh
ATG-S				
Status Rank (St Rk)	.02	.14		
Level (Le)	.03	.23	.00	.57
Country (Co)	.03	.30	.00	.44
St Rk*Le	.06	.15	.03	.10
St Rk*Co	.06	.22	.00	.96
St Rk*Le*Co	.08	.23	.00	.85
GI-S				
Status Rank (St Rk)	.02	.20		
Level (Le)	.02	.36	.00	.97
Country (Co)	.02	.52	.00	.89
St Rk*Le	.02	.71	.00	.77
St Rk*Co	.02	.80	.00	.72
St Rk*Le*Co	.11	.04*	.01	.61

* p < .05

** p < .01

with the ones reported in Studies 1 and 2 show that the perception of cohesion was influenced by the scholastic level among the Canadian athletes but not among the Indian athletes.

In overview, Studies 1 and 2 were designed to examine the nature of status among athletes in sport teams in Canada and India respectively. The 17 status attributes involved in Studies 1 and 2 were based on existing research in social and work groups. These status attributes were factor analysed and they fell into either a specific or a diffuse status category. Athletes, in general, perceived specific status attributes to be more important than diffuse status attributes. Also, two manifestations of status rank-- reciprocal and originator--of each athlete were measured.

Subsequently, the association between perception of status attributes/status rank and the perception of cohesion was examined. In both studies, neither status attributes nor status rank predicted the perception of group cohesion in either Canada or India. The lack of association between status and cohesion across the two countries is intriguing because the two constructs are conceptually related to the stability of the group. As indicated in the Introduction,

status is a part of group structure along with positions, roles, and norms. Therefore, it is considered to be a component of group stability. Also, as indicated earlier, cohesion, a fundamental group process, is tautological with group stability.

In the Discussion for Study 1, two explanations were offered to account for the results observed among Canadian athletes. In the first explanation, it was proposed that in the Canadian society, status may be relatively unimportant. Sport teams, as a microcosm of the larger society could be assumed to reflect this reality. Consequently, Study 2 was undertaken involving comparable athletes in India, a country known for the diversity of status attributes considered important. It is evident that the results of Study 2 did not support the first explanation.

The second explanation offered in Study 1 was that status is an important component of group structure generally, but may not be the case of sport teams. However, considerable anecdotal evidence seems to support the presence of status in sport teams. For example, consider a quote by the Quebec Nordique president, Marcel Aubut. Commenting on Wendel Clark, Nordiques new left winger, Aubut

stated that:

"We got Wendel for his dedication, loyalty, leadership, character, community work, scoring, yelling, hitting. He's our dream athlete."
(Farber, 1995, p.37)

As a second example, the presence of status is illustrated by Montréal pitching coach, Joe Kerrigan commenting on John Wetteland:

"He has no weaknesses. He will raise the level of intensity for his team. He was the soul and conscience of our team." (Kurkjian, 1995, p.30)

As a final example, Don Cherry, former Boston Bruins coach, outlined the status of Bobby Orr by pointing out that:

"Even his own players would bug him. Before a game other players would send him sticks to be autographed for their fans or their uncles or cousins...Working with Orr, for me, was like being a museum curator [with an] extremely valuable piece of art." (Cherry & Fischler, 1982, pp.166-167)

The results observed in Studies 1 and 2 as well as anecdotal evidence give rise to questions about the nature of status attributes operative in sport teams. That is, does the status, as assessed in society (and in Studies 1 and 2), have relevance in sport? Thus, the purpose of Study 3 was to further explore the sources of status operative in sport teams.

STUDY 3

INTRODUCTION

Studies 1 and 2 represented seminal work on status in sport teams. Thus, a structured questionnaire was developed incorporating status attributes identified in previous research with social and work groups. However, a number of researchers have emphasized the importance of involving subjects as active agents in social-psychological research (Brawley, 1992; Streat & Eklund, 1995). That is, involving athletes and using an open-ended format overcomes the demand characteristics associated with the experimenter-generated structured format. Also, as indicated earlier, the perceptions of status and the evolution of status differences are based on the values and beliefs of the interacting individuals (Berger et al., 1977).

Thus, the purpose of Study 3 was to further explore the sources of status operative in sport teams by using an open-ended approach. The athletes were asked to list the attributes associated with status in their team and to indicate the importance on a nine-point rating scale that ranged from "important" to "not at all important".

Subsequently, qualitative and quantitative analyses were used to analyse the responses of the athletes.

METHOD

Subjects

Two groups of athletes were involved in Study 3. The first group consisted of 69 Canadian athletes (37 male & 32 female) competing at intercollegiate and secondary school levels and representing the sports of volleyball, basketball, rowing, and swimming. The second group consisted of a comparable group of 105 athletes from India (47 male & 58 female) performing at the intercollegiate and secondary school levels representing the sports of hockey, basketball, and soccer. The scholastic levels--intercollegiate and secondary school--were not considered independently in the present study for three reasons. The first was that the results of Studies 1 and 2 showed no difference in the perception of status across scholastic levels. The second reason was that it was deemed important to include a diverse sample in order to increase the generalizability of the findings. Third, the major purpose for including scholastic level as a variable in Studies 1 and 2 was that it has been shown to be related to group cohesion (Granito & Rainey, 1988), but group cohesion was not

examined in the present study.

Instrument

Status Attributes. To identify the sources of status operative in their sport teams, the subjects were asked:

"Indicate the conditions associated with having importance/prestige among your team members."

Fifteen blank lines were provided for the subject's responses. A nine-point rating scale, anchored with "important" and "not at all important" was attached to each line to measure the perceived importance of the status factor listed by the athlete (see Appendix J).

Procedure

For both the Canadian and Indian samples, permission of the coach and/or the head of the physical education department/institution was obtained prior to administering the questionnaires to the athletes. Also, the athletes were asked to sign an informed consent to participate in the study. It was indicated that they could withdraw from the study at any time without penalty and that their participation was voluntary.

In addition, for secondary school athletes in Canada an additional consent form was signed by the parent's of athletes who were 18 years old or younger. However, parent's consent could not be obtained for the secondary school athletes in India due to the reasons mentioned in Study 2.

Analysis

The results were analysed with two methods--qualitative and quantitative. For the first method, the sources of status listed by the athletes were subjected to content analysis. Content analysis, a common evaluation method, can involve either a deductive or an inductive approach (Glaser & Strauss, 1967; Krippendorff, 1980; Patton, 1990). In the deductive approach, predetermined themes/categories are used to organize and interpret the data (responses of athletes). In the inductive approach, conceptually meaningful themes/categories are derived from the data. Subsequently, these categories are used to organize and interpret the data.

Given the paucity of research on the issue of status in sport teams, it was not possible to predetermine

themes/categories necessary to organize the responses of the athletes as required in the deductive approach.

Consequently, an inductive approach was used in the present study. Also, the inductive approach has been successfully used in sport by Gould, Jackson, and Finch (1993), Scanlan, Ravizza, and Stein (1989), and Zimmerman, Protinsky, and Zimmerman (1994).

The overall analysis was carried out in two stages. The purpose of Stage 1 was to determine general categories from the responses of the athletes. For this purpose, the responses of the athletes were transferred onto file cards. Subsequently, all the file cards were examined independently by two researchers. Based on each researcher's evaluation, a set of categories/themes was proposed to organize the data. The two researchers then discussed and made changes to their proposal to derive one set of categories/themes.

The purpose of Stage 2 was to determine if the individual responses could be reliably classified within the general categories. To this end, three researchers independently sorted the total number of responses of Canadian and Indian athletes. Five hundred and ninety five/640 of the listed status attributes for the Canadian

athletes and 642/688 for the Indian athletes were agreed upon by the three researchers; the inter-rater reliability was .87 and .87, respectively.

The second primary method in the study involved the use of quantitative analyses. Descriptive statistics were used to analyse the importance attached to the individual status attributes and the general categories. This was carried out in two ways: (a) by determining the frequency/percentage of occurrence and (b) by assessing the mean importance attached to the nine-point scale.

Subsequently, Kruskal-Wallis nonparametric one-way analysis of variance by rank was used to compare the importance attached to the status attributes and their categories across Canadian and Indian athletes. In the Kruskal-Wallis test the original observation is replaced by its rank relative to all the observations in the samples. A Kruskal-Wallis statistic (H) is comparable to the parametric F statistic (Kanji, 1993; Sigel & Castellan, 1988).

RESULTS AND DISCUSSION

Qualitative analysis. As indicated previously, the total number of attributes listed by the Canadian and the Indian athletes was 640 and 688 respectively. This represents an average of seven status attributes per person in each of the two samples.

When inductive content analysis was used to determine a conceptually meaningful classification schema from the responses of the athletes, four main categories and seven subcategories (see Figure 1 and Tables 19 and 20) were derived. These categories and subcategories are as follows.

Physical Attributes: This category included tangible attributes that are vital to the accomplishment of the task at hand. The subcategories identified under this category were performance (e.g., leading scorer), experience (e.g., seniority), appearance (e.g., physical stature), role (e.g., captain), and position (e.g., defence/offence).

Psychological Attributes: This category included attributes that pertain to the mind or the mental phenomena. The subcategories of this category were referred to as individual psychological attributes (e.g., positive

Figure 1

The Sources of Status in Sport Teams

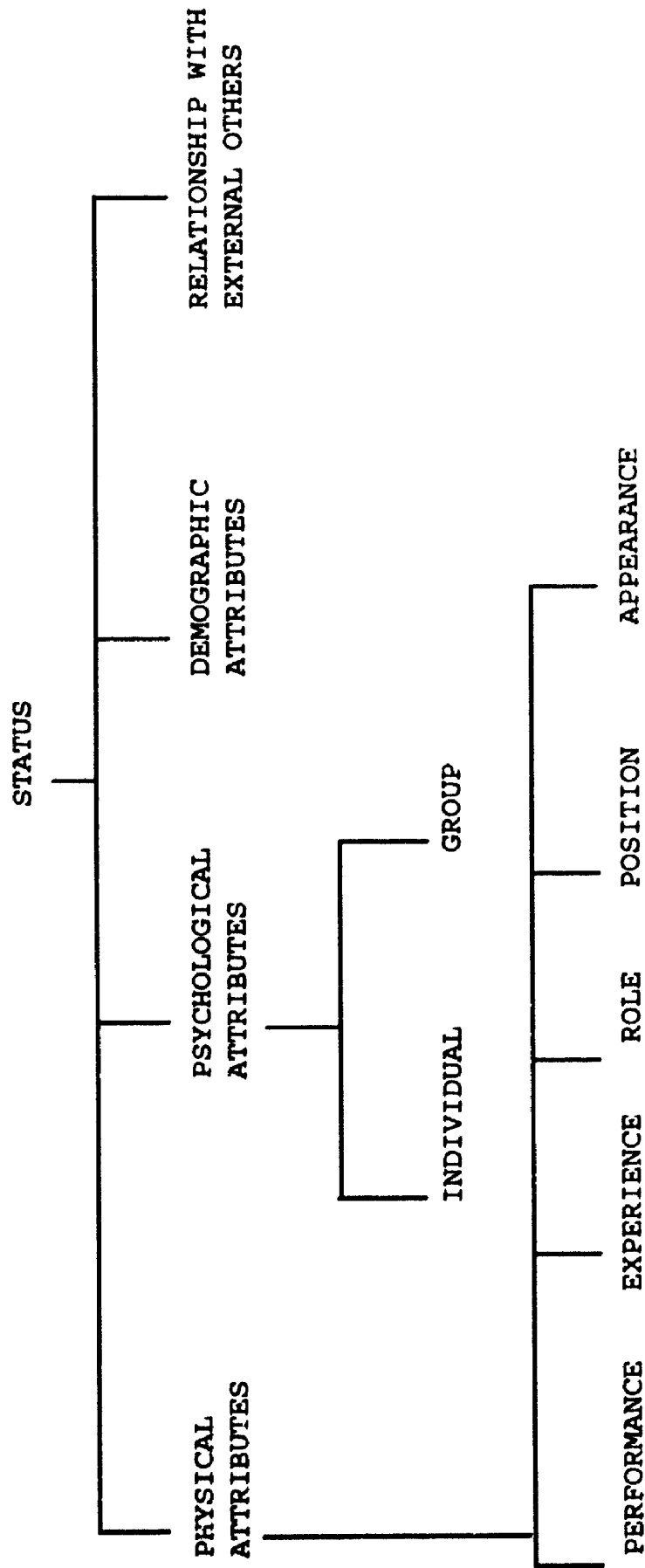


Table 19

Content Analysis of the Sources of Status (Canada)

Physical Attributes	
Performance:	Fitness score, physical strength, fitness, technique, skill, speed, talent, endurance, training and conditioning, ability, high calibre, success, performance, achievement, national title, visible results potential, leading Scorer, assists, winning
Experience:	Experience, Years of participation, seniority
Role:	Captain, leader, role
Position:	Position, propinquity, starter
Appearance:	Clothing, equipment, attractiveness, good looks, size, personableness, appearance, physical stature, height, weight
Psychological Attributes	
Individual:	Positive attitude, mental strength, motivation, confidence, modesty, positive outlook, integrity, character, courage, optimism, moral, personal philosophy, understanding, competitiveness, inspirational, cooperative, enthusiasm, interest in sport, focus during training, honesty, personality, humility, not "too" serious, individuality, stoicism, reliability, responsibility, seriousness, work ethic, outgoing, flexibility, will power, communication, open-minded, sense of humor, organized, strategist, charisma, discipline, likeability, friendly, knowledge, wisdom, intelligence, hard work, commitment, dedication, sacrifice, perseverance, punctuality, determination, diligence, consistency, involvement, effort, drive to succeed, tenacity, loyalty, trusting, smart, desire to improve, intensity level, popularity, reputation, sportsmanship, supportive, relaxed. Support others in the team, considerate of others, respect his/her teammates, help others, willingness to share expertise, team work, willingness to learn and adapt, group oriented, encourage others, positive feedback to all teammates, team spirit.
Group:	
Demographic Attributes	
Demographic:	Age, wealth, background, money, gender, nationality, social status education.
Relationship with External Others	
	Relationship with coach, respected by coach

Table 20

Content Analysis of the Sources of Status (India)

Physical Attributes	
Experience:	Experience, seniority
Performance:	Prizes, performance, fitness, strength, ability, skill, talent, technique training, style, stamina, points scored
Appearance:	Appearance, height/weight, dress, equipment, physical stature
Position:	Position
Role:	Leader, captain
Psychological Attributes	
Individual:	Attitude, optimism, motivation, interest in sport, confidence, integrity, concentration, focus, alertness, cooperation, character, manners, behavior, discipline, hard work, communication, sense of humor, intelligence, sociability, sincere, dedication, understanding, enthusiasm, patience, responsibility, punctuality, personality, obedience, self control, will power, friendly, individuality, personal quality, selfless, calm, courage, cheerfulness, preparation, psychology of an individual, desire to win, involvement, directing, planning, organizing, managing, competitiveness, boldness, determination, sportsmanship
Group:	Coordination, team spirit, working together, moral support, encourage others, appreciate others, help others, teach others, support others, team work, cheer-up others, respect team members, willing to learn from others, inspire others
Demographic Attributes	
Demographic:	Family background, player's background, social status, age, caste, residential area, religious, finance, wealth, money, academics, education, language, parent's occupation, nativity
Relationship with External Others	
Others	Parents' support, relationship with coach, hanging out with higher class students

attitude) and group psychological attributes (e.g., team spirit).

Demographic Attributes: This category included attributes that are involved in the vital and social statistics of the general population. The attributes that are used for the population statistics are age, income, religion, family background and so on.

Relationship with External Others: This category comprised of attributes that reflected the relationship of the athletes to the external others (e.g., parents' support).

Quantitative analysis. As indicated earlier, the importance attached to the categories/subcategories of status attributes was examined using the frequency of occurrence as well as the mean importance recorded using a nine-point rating scale³. Taking the frequency of occurrence of the categories/subcategories into consideration, the status attributes listed by the athletes fell into three different levels of decreasing importance (see Tables 21 and 22).

The first level included individual psychological

³ The frequency of occurrence and mean importance attached to each attribute listed is presented in Appendices L & M.

Table 21

Descriptive Statistics for the Importance of the Sources of
Status Identified Using the Open-ended Approach (Canada)

Attributes	Occurrence		Importance	
	Frequency	Percentage	Mean	S.D.
Physical Attributes				
Performance	121	18.91	7.50	1.23
Experience	24	3.75	7.46	0.91
Appearance	38	5.94	5.90	2.78
Role	32	5.00	7.56	1.43
Position	6	0.94	6.83	1.86
Psychological Attributes				
Individual	316	49.38	7.85	1.50
Group	89	13.91	8.38	0.88
Demographic Attributes				
Demographic	12	1.88	3.42	2.14
Relationship With	2	0.31	7.00	2.00
External Others				

Table 22

Descriptive Statistics for the Importance of the Sources of Status Identified Using the Open-ended Approach (India)

Attributes	Occurrence		Importance	
	Frequency	Percentage	Mean	S.D.
Physical Attributes				
Performance	82	11.92	8.24	1.24
Experience	50	7.27	8.10	1.64
Appearance	27	3.92	5.85	2.65
Role	21	3.05	7.48	1.89
Position	13	1.89	7.46	1.45
Psychological Attributes				
Individual	329	47.82	7.89	1.62
Group	79	11.48	8.43	0.82
Demographic Attributes				
Demographic	79	11.48	4.06	3.00
Relationship With	8	1.16	7.50	1.66
External Others				

attributes; it represented 49.38 and 47.82 per cent of the total responses for the Canadian and the Indian athletes respectively. The second level included performance and group psychological attributes; those represented 18.91 and 11.92 per cent respectively for the Canadian athletes and 12.28 and 11.48 respectively for the Indian athletes. Compared to the responses of Canadian athletes, demographic attributes were reported more frequently by the Indian athletes (1.88 versus 11.48 per cent respectively). This indicates that demographic attributes are more prevalent as a perceived source of status in Indian sport teams. The last level included the remaining status attributes-- experience, appearance, role, position, and the category referred to as the relationship with external others (for both the Canadian and Indian sample) as well as demographic attributes (for the Canadian athletes). Each attribute belonging to the last level represented less than 10 per cent of the total responses.

When the mean importance (see Table 21 and 22) was considered, all the attributes listed (with the exception of demographics) were considered to be relatively important (mean value of 5.00 or above on a nine-point

scale)⁴. It seems apparent that for an attribute to be identified as a source of status it must be perceived to possess at least a minimal level of importance. This was not surprising, however, given the fact that the athletes were asked to indicate "the conditions associated with having importance/prestige among team members".

Subsequently, two Kruskal-Wallis one-way analysis of variance by ranks were used to compare the importance attached to the status attributes and their categories across Canadian and Indian athletes. In the first analysis, the frequency of occurrence of status attributes and their categories were compared across countries; no differences were found ($H = 0.16$, $P > .05$). In the second analysis, the mean importance endorsed on a nine-point rating scale was the variable of interest. Again, the results showed that the amounts of importance attached to the various status attributes were similar across countries ($H = 0.70$, $P > .05$).

⁴ Even though the mean importance endorsed for the demographic attributes was low (3.42 and 4.06 in a scale of nine for Canadian and Indian athletes respectively), the mere identification of this category of attributes indicates that they do play a role in the status accorded in sport teams.

The results of this exploratory study have provided some insight into the sources of status operative in sport teams in Canada and India. Based on the findings, it is apparent that status attributes are prevalent in sport teams in both countries. The sources of status identified using the structured format (Studies 1 and 2) were experience, role, performance, position, and age. That is, in Studies 1 and 2, a mean importance of 5.00 or above was endorsed on a nine-point rating scale. These attributes were also identified through the open-ended format (Study 3). The frequency of occurrence of these attributes ranged from 0.94 to 18.91 and 1.89 to 11.92 per cent of the total responses for Canadian and Indian athletes respectively. However, with the exception of performance, all the identified status attributes represented less than 10 per cent of the total responses. These attributes probably belonged to a different level in terms of their importance.

The sources of status identified using the open-ended format (Study 3) were individual psychological attributes, performance, and group psychological attributes. Obviously, with the exception of performance, there was a marked difference between the attributes identified with the two

approaches.

The results of Study 3 taken in conjunction with Studies 1 and 2 highlight a possibility that there could be two different levels among the sources of status identified. The sources of status identified using the structured format--physical and demographic attributes--are tangible. Consequently, they are commonly considered as the source of status in social psychological research. However, the psychological attributes identified using the open-ended format are intangible.

Furthermore, the results bring out the importance of using open-ended format and involving subjects as active agents in research. Interestingly, the importance of individual psychological characteristics to the status of team sport athletes was revealed through this approach. Even though the structured approach provided some insight on status in sport, the approach by itself was not as comprehensive. Consequently, the lack of association between the perceptions of status and cohesion reported in both Studies 1 and 2 might be attributed to the less than comprehensive operational measure of status. Also, the nature of status operative in sport teams has been found to

be almost identical among Canadian and Indian athletes. Given the inherent differences between the two countries, the observed similarity in the nature of status in sport is intriguing. Canada is considered relatively egalitarian whereas India is known for the diversity of status attributes considered important.

However, Donnelly (1994) has indicated that "Sport groups are more than reflections of society ... Sports are the creations of people interacting with one another" p.40. Furthermore, Yiannakis (1978) has described sport groups as subcultures--"a group or a segment of society with its own structure and system of values and norms, symbols and artifacts" p.105. Thus, the uniqueness of sport groups along with the globalization of sport probably contributed to the similarity in the nature of status operative in sport teams in Canada and India.

SUMMARY AND CONCLUSIONS

The overall purpose of the study was to examine the nature of status among athletes in sport teams. To this end, three studies involving athletes representing two scholastic levels--intercollegiate and secondary school--and two countries--Canada and India--were carried out.

Studies 1 and 2 examined the relationship of status and status rank to cohesion. Canadian (118 intercollegiate and 56 secondary school) and Indian athletes (47 intercollegiate and 62 secondary school) were tested.

The methodology adopted in Studies 1 and 2 was similar. In both studies, the perception of status in sport teams was measured using a structured questionnaire that incorporated 17 status attributes identified from research in social and work groups. The 17 attributes were subjected to factor analysis and two categories were found: diffuse and specific status. These two measures--specific and diffuse--were used in Studies 1 and 2.

The status rank of each athlete was assessed using a self by self ranking, an others by self ranking, and a self by others ranking. From these three measures, two

manifestations of status rank were derived: originator (difference between the self by self and the others by self rankings) and reciprocal (difference between the self by self and the self by others ranking) status ranking.

The perception of group cohesion was measured using the Group Environment Questionnaire (GEQ) developed by Carron et al. (1985). The GEQ, an 18-item questionnaire, is based on the conceptual model which considers cohesion as a multidimensional construct. The four dimensions of cohesion include: Individual Attractions to Group Task (ATG-T), Individual Attractions to Group Social (ATG-S), Group Integration Task (GI-T), and Group Integration Social (GI-S).

The results showed that status attributes were prevalent in sport teams in both countries and that the magnitude of their importance varied across attributes. However, there was no association between either status or status rank and group cohesion among either Canadian or Indian athletes.

The results observed in Studies 1 and 2 as well as anecdotal evidence in the sport sciences gave rise to questions about the nature of status attributes operative in

sport teams. Thus, Study 3 was carried out. An open-ended approach was used to further explore the sources of status operative in sport teams. Two groups of athletes--Canadian (N = 89) and Indian (N = 104)--were tested.

The results provided some insight into the sources of status operative in sport teams in Canada and India. A large number of sources of status were reported by the athletes. The responses were subjected to inductive content analysis and four main categories of status attributes emerged: physical, psychological, demographic, and relationship with external others. The importance attached to the status attributes and their categories was examined. It was evident that individual psychological attributes were considered to be the most important to athletes involved in team sports.

The results of the three studies contribute to the following conclusions.

- (a) Status attributes are prevalent in sport teams and the magnitude of importance varies across attributes. Generally, the attributes considered to be important to the athletes are specific to sport.
- (b) Intercollegiate and secondary school athletes do

not differ in their perception of the importance associated with status attributes.

(c) The nature and importance attached to status in sport teams is almost identical among Canadian and Indian athletes.

(d) There was no association between either status or status rank and the perception of group cohesion.

(d) The status attributes listed by the athletes belong to four main categories: physical, psychological, demographic, and relationship with external others.

(f) Individual psychological attributes are the most important sources of status among both Canadian and Indian team sport athletes.

FUTURE DIRECTIONS

The results from the present investigation do give rise to a number of issues which should be addressed in future research in order to better understand the dynamics of status in sport teams. One of these issues pertains to the operational measures used to represent status. For Studies 1 and 2, a structured questionnaire was developed incorporating the status attributes identified in previous research with social and work groups. In Study 3, the sources of status operative in sport teams were identified through an open-ended approach. However, the status attributes identified through the latter approach were substantially different and generally more important. Thus, it is recommended that the responses from the open-ended approach be used to develop a questionnaire to measure the perception of status among athletes in sport teams.

Another issue is related to the relationship of status to the group dynamics present in sport teams. At a societal level, perceptions of status have been found to influence the cognitions, attitudes, and beliefs of individuals (Driskell & Mullen, 1990; Zimmer & Sheposh, 1975). Also, at

the group level, perceptions of status have been found to influence various group processes such as interaction and communication (Barnlund & Harlar, 1963; Shepherd, 1964), group outcomes such as group success (Eitzen, 1973), group decision-making such as attributions for responsibility (Caine & Schlenker, 1979), and individual behavior such as conformity (Stein, 1981). With the exception of Eitzen's study, however, there is a dearth of research in the sport sciences exploring the relationship of status and group dynamics. It would be beneficial to examine these issues in future research. Also, as the groups progress through different stages of development (forming, storming, norming, performing, and adjourning), their dynamics change (Tuckman & Jensen, 1977). Thus, the influence of the perceptions of status on group dynamics should be examined at different stages of group development.

Yet another related issue pertains to the association of status and cohesion. It was pointed out in Study 1 that the relationship of perceptions of status and cohesion might be either positive or negative. That is, on the one hand, given that cohesion implies a strong sense of "we", the individuals with higher perception of cohesion would

minimize the importance associated with status attributes within the group. On the other hand, the heightened interaction, communication, trust, and acceptance characteristic of more cohesive groups might contribute to increased acceptance of the attributes and achievements of fellow group members.

However, no association between perceptions of status and cohesion was found in the present study. The lack of association was attributed to less than comprehensive measure of status. Thus, it is critical that the same issue be examined with a more valid measure of status.

Another issue is related to status rank and group cohesion. Even though differences in status rank among athletes were apparent in the present study, they did not predict the perception of group cohesion. This suggests a possibility that the status rank per se may not be as important as the consensus of status ranks in influencing the dynamics of groups.

In general, previous investigations have highlighted the influence of the consensus of status ranks in a group. For example, The consensus of status rank is related to the associativeness of individuals (Fleishman & Marwell, 1977),

role clarity (Melnick & Chemers, 1974), goal achievement (Shelley, 1960), team success (Klein & Christiansen, 1969), and group effectiveness (Heincke & Bales, 1953; Slater, 1955).

However, there is paucity of research examining the influence of the consensus of status ranks on group dynamics in general and cohesion in particular. Thus, future research should focus on the association between the consensus of status ranking and group cohesion.

Finally, in the present study, the association between perceptions of status attributes/status rank and cohesion was examined across scholastic level. It is suggested that the same issue be replicated across gender groups, types of sporting groups, and different stages of group development. Replication of research is essential to ensure the generalizability of the findings. It is also critical for the advancement of scientific inquiry from description to explanation and prediction. Thus, it would be desirable if the present study served as a catalyst for future research to significantly advance the knowledge base on status.

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Appendix A

**CONDITIONS ASSOCIATED WITH HAVING IMPORTANCE/PRESTIGE
IN SPORT TEAMS (Intercollegiate)**

C. Shanthi Jacob

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There are various conditions which give importance/prestige to individuals belonging to a team. The purpose of this study is to identify the conditions associated with having importance/prestige in sport teams in Canada.

For the study, you will be required to complete a questionnaire with 17 items. The completion of the questionnaire will take approximately 10 minutes and you can freely withdraw from answering if you find objectionable questions. There are no risks associated with participation in the present study. Your involvement is completely voluntary and you may withdraw at any time without repercussion. Your responses will be strictly confidential (no one other than researchers will see your response) and will be used for research purpose only. If you wish feedback, group results will be made available.

Having read and understood the above, I agree to participate in the present study.

Signature: _____

Name: _____

Gender: _____

Date: _____

Name of the school: _____

Sport involved: _____

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This questionnaire is designed to assess your perception of the conditions associated with having IMPORTANCE/PRESTIGE among your team members. There is no right or wrong answers. Give your immediate response. Please circle any one of the options from 1 to 9 to indicate how strongly you disagree or agree with each of the given statements. This questionnaire was originally used in India. Consequently, some of the factors listed may not be relevant to the Canadian culture. In that case mark 1 for that particular statement.

1. I feel that AGE (being older) is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY AGREE								STRONGLY DISAGREE

2. I feel that being a CAPTAIN/CO CAPTAIN is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY AGREE								STRONGLY DISAGREE

3. I feel that belonging to a particular SOCIAL SEGMENT (class, caste) is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY AGREE								STRONGLY DISAGREE

4. I feel that LANGUAGE (French, English etc.) is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY AGREE								STRONGLY DISAGREE

5. I feel that PLAYING A PARTICULAR POSITION is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY AGREE								STRONGLY DISAGREE

6. I feel that belonging to a particular NATIONALITY/RACE/ETHNICITY is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY AGREE								STRONGLY DISAGREE

7. I feel that a higher level of game EXPERIENCE (seniority) is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY AGREE								STRONGLY DISAGREE

8. I feel that coming from an URBAN AREA is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY AGREE								STRONGLY DISAGREE

9. I feel that having represented CANADA (or other higher level) in competition is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY AGREE								STRONGLY DISAGREE

10. I feel that higher level of EDUCATION is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY AGREE								STRONGLY DISAGREE

11. I feel that RELIGION is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY AGREE								STRONGLY DISAGREE

12. I feel that OCCUPATION is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY								STRONGLY
AGREE								DISAGREE

13. I feel that INCOME level is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY								STRONGLY
AGREE								DISAGREE

14. I feel that BEING MARRIED is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY								STRONGLY
AGREE								DISAGREE

15. I feel that Parents' EDUCATIONAL LEVEL is a factor which gives one importance among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY								STRONGLY
AGREE								DISAGREE

16. I feel that Parents' INCOME LEVEL is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY								STRONGLY
AGREE								DISAGREE

17. I feel that Parents' OCCUPATION is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY								STRONGLY
AGREE								DISAGREE

Thank You For Your Assistance

Appendix B

**CONDITIONS ASSOCIATED WITH HAVING IMPORTANCE/PRESTIGE
IN SPORT TEAMS (Secondary school)**

C. Shanthi Jacob

University of Western Ontario, London, Canada.

There are various conditions which give importance/prestige to individuals belonging to a team. The purpose of this study is to identify the conditions associated with having importance/prestige in sport teams.

For the study, you will be required to complete a questionnaire with 14 items. The completion of the questionnaire will take approximately 10 minutes and you can freely withdraw from answering if you find objectionable questions. There are no risks associated with participation in the present study. Your involvement is completely voluntary and you may withdraw at any time without repercussion. Your responses will be strictly confidential (no one other than researchers will see your response) and will be used for research purpose only. If you wish feedback, group results will be made available.

Having read and understood the above, I agree to participate in the present study.

Signature: _____

Name: _____

Gender: _____

Date: _____

Name of the school: _____

Sport involved: _____

Any enquiries may be addressed to:

Ms. C. Shanthi Jacob,
Graduate Student,
Faculty of Kinesiology,
University of Western Ontario,
London, Ontario, N6A 3K7
Canada
Phone: 679-2111 X-5494

Dr. Albert V. Carron,
Professor,
Faculty of Kinesiology,
U. of Western Ontario,
London, Ontario, N6A 3K7
Canada.
Phone: 679-2111 X-5475

This questionnaire is designed to assess your perception of the conditions associated with having IMPORTANCE/PRESTIGE among your team members. There is no right or wrong answers. Give your immediate response. Please circle any one of the options from 1 to 9 to indicate how strongly you disagree or agree with each of the given statements. This questionnaire was originally used in India. Consequently, some of the factors listed may not be relevant to the Canadian culture. In that case mark 1 for that particular statement.

1. I feel that AGE (being older) is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY AGREE								STRONGLY DISAGREE

2. I feel that being a CAPTAIN/CO CAPTAIN is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY AGREE								STRONGLY DISAGREE

3. I feel that belonging to a particular SOCIAL SEGMENT (class, caste) is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY AGREE								STRONGLY DISAGREE

4. I feel that LANGUAGE (French, English etc.) is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY AGREE								STRONGLY DISAGREE

5. I feel that PLAYING A PARTICULAR POSITION is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY AGREE								STRONGLY DISAGREE

6. I feel that belonging to a particular NATIONALITY/RACE/ETHNICITY is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY								STRONGLY
AGREE								DISAGREE

7. I feel that a higher level of game EXPERIENCE (seniority) is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY								STRONGLY
AGREE								DISAGREE

8. I feel that coming from an URBAN AREA is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY								STRONGLY
AGREE								DISAGREE

9. I feel that having represented CANADA (or other higher levels) in competition is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY								STRONGLY
AGREE								DISAGREE

10. I feel that higher level of EDUCATION (being in a higher grade) is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY								STRONGLY
AGREE								DISAGREE

11. I feel that RELIGION is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY								STRONGLY
AGREE								DISAGREE

12. I feel that Parents' EDUCATIONAL LEVEL is a factor which gives one importance among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY								STRONGLY
AGREE								DISAGREE

13. I feel that Parents' INCOME LEVEL is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY								STRONGLY
AGREE								DISAGREE

14. I feel that Parents' OCCUPATION is a factor which gives one importance/prestige among the players in my team.

9	8	7	6	5	4	3	2	1
STRONGLY								STRONGLY
AGREE								DISAGREE

Thank You For Your Assistance

Apperdix C

**GROUP
ENVIRONMENT
QUESTIONNAIRE**

ALBERT V. CARRON*
LAWRENCE BRAWLEY**
W. NEIL WIDMEYER**

* THE UNIVERSITY OF WESTERN ONTARIO (London, Canada)

**UNIVERSITY OF WATERLOO (Waterloo, Canada)

This questionnaire is designed to assess your perceptions of your athletic team. There are no right or wrong answers so please give your immediate reaction. Some of the questions may seem repetitive but please answer All questions. Your candid responses are very important to us.

Your responses will be kept in strictest confidence (Neither your coach nor anyone other than the researchers will see your responses). You have been asked to indicate your name only in the event that we need to match two pieces of information for each player.

NAME OF THE SUBJECT: _____

SIGNATURE OF SUBJECT: _____

SEX M ___ F ___ AGE: _____ DATE: _____

NAME OF THE SCHOOL: _____

SPORT INVOLVED: _____

EXPERIENCE (Years played for this team): _____

PERFORMANCE (highest level represented): _____

ROLE: Captain/Co-captain/Others

Any enquiries may be addressed to:

Ms. C. Shanthi Jacob,
Graduate Student,
Faculty of Kinesiology,
University of Western Ontario,
London, Ontario, N6A 3K7
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The following questions are designed to assess your feelings about YOUR PERSONAL INVOLVEMENT with this team. Please CIRCLE a number from 1 to 9 to indicate your level of agreement with each of the statements.

1. I do not enjoy being a part of the social activities of this team.

1 2 3 4 5 6 7 8 9
STRONGLY STRONGLY
DISAGREE AGREE

2. I'm not happy with the amount of playing time I get.

1 2 3 4 5 6 7 8 9
STRONGLY STRONGLY
DISAGREE AGREE

3. I am not going to miss the members of this team when the season ends.

1 2 3 4 5 6 7 8 9
STRONGLY STRONGLY
DISAGREE AGREE

4. I'm unhappy with my team's level of desire to win.

1 2 3 4 5 6 7 8 9
STRONGLY STRONGLY
DISAGREE AGREE

5. Some of my best friends are on this team.

1 2 3 4 5 6 7 8 9
STRONGLY STRONGLY
DISAGREE AGREE

6. This team does not give me enough opportunities to improve my personal performance.

1 2 3 4 5 6 7 8 9
STRONGLY STRONGLY
DISAGREE AGREE

7. I enjoy other parties more than team parties.

1 2 3 4 5 6 7 8 9
STRONGLY STRONGLY
DISAGREE AGREE

8. I do not like the style of play on this team.

1 2 3 4 5 6 7 8 9
STRONGLY STRONGLY
DISAGREE AGREE

9. For me this team is one of the most important social groups to which I belong.

1 2 3 4 5 6 7 8 9
STRONGLY STRONGLY
DISAGREE AGREE

The following questions are designed to assess your perceptions of YOUR TEAM AS A WHOLE. Please CIRCLE a number from 1 to 9 to indicate your level of agreement with each of the statements.

10. Our team is united in trying to reach its goals for performance.

1	2	3	4	5	6	7	8	9
STRONGLY DISAGREE								STRONGLY AGREE

11. Members of our team would rather go out on their own than get together as a team.

1	2	3	4	5	6	7	8	9
STRONGLY DISAGREE								STRONGLY AGREE

12. We all take responsibility for any loss or poor performance by our team.

1	2	3	4	5	6	7	8	9
STRONGLY DISAGREE								STRONGLY AGREE

13. Our team members rarely party together.

1	2	3	4	5	6	7	8	9
STRONGLY DISAGREE								STRONGLY AGREE

14. Our team members have conflicting aspirations for the team's performance.

1	2	3	4	5	6	7	8	9
STRONGLY DISAGREE								STRONGLY AGREE

15. Our team would like to spend time together in the off season.

1	2	3	4	5	6	7	8	9
STRONGLY DISAGREE								STRONGLY AGREE

16. If members of our team have problems in practice, everyone wants to help them so we can get back together again.

1	2	3	4	5	6	7	8	9
STRONGLY DISAGREE								STRONGLY AGREE

17. Members of our team do not stick together outside of practices and games.

1	2	3	4	5	6	7	8	9
STRONGLY DISAGREE								STRONGLY AGREE

18. Our team members do not communicate freely about each athlete's responsibilities during competition or practice.

1	2	3	4	5	6	7	8	9
STRONGLY DISAGREE								STRONGLY AGREE

Appendix D

Measuring Status Rank Among Group Members

The contributions of **every athlete** on a sport team are critical for team success. Consequently, during the competition itself, the importance of all team members is viewed as **similar or equal**. However, outside of competitions--at practises, in the locker room, in social settings--all team members **do not** have the same status.

The status of members of a team could be based on a number of factors. Considering all the factors that you can think of, provide a **rank** for each of the members of your team along side the names listed below. Excluding yourself from this ranking (ignore your name in the list given below). It is possible to have tie ranks (people with a similar ranking).

NAME	(STATUS RANK)
------	---------------

If you were to rank yourself according to your status or importance or prestige within your group, what rank will you give.

Name:	Status Rank:
-------	--------------

THANK YOU FOR YOUR ASSISTANCE

Appendix E**List of Status Attributes**

Status Attributes	
S1	Age
S2	Role (Captain/Co-captain)
S3	Social Segment (Class/Caste)
S4	Language
S5	Playing Position
S6	Nationality (Race/Ethnicity)
S7	Experience
S8	Urbanity
S9	Performance
S10	Education
S11	Religion
S12	Occupation
S13	Income
S14	Marital Status
S15	Parents' Education
S16	Parents' Income
S17	Parents' Occupation

Appendix F

Inter-correlations of the 17 Status Attributes (Intercollegiate athletes in Canada)

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17
S1																	
S2	.24																
S3	.26	.12															
S4	.28	.13	.59														
S5	.09	.42	.45	.29													
S6	.25	.08	.47	.51	.45												
S7	.26	.43	.08	.20	.40	.16											
S8	.26	.27	.61	.39	.66	.64	.28										
S9	.08	.48	.18	.05	.42	.24	.37	.17									
S10	.25	.38	.42	.29	.29	.48	.28	.50	.53								
S11	.15	.15	.33	.74	.12	.30	.18	.36	-.07	.09							
S12	-.11	.17	.46	.33	.33	.42	.19	.55	.30	.57	.29						
S13	.12	.15	.63	.53	.48	.44	.24	.66	.25	.52	.41	.82					
S14	.10	-.05	.40	.48	.33	.54	.15	.48	.11	.37	.39	.58	.65				
S15	.10	.13	.47	.46	.32	.44	.19	.57	.15	.44	.60	.74	.84	.80			
S16	.05	.06	.28	.33	.43	.46	.22	.52	.30	.47	.31	.54	.70	.67	.69		
S17	.06	-.12	.29	.43	.28	.58	.10	.32	.19	.37	.29	.55	.62	.90	.71	.77	

Appendix G

Inter-correlations of the 17 Status Attributes (Secondary school athletes in Canada)

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17
S1																	
S2	.44																
S3	.37	.31															
S4	-.05	.09	.23														
S5	.25	.40	.38	.34													
S6	-.05	.02	.16	.71	.21												
S7	.54	.27	.29	-.16	.29	-.28											
S8	.04	-.00	.19	.67	.39	.71	-.18										
S9	.10	.28	.04	.05	.15	-.02	.21	-.14									
S10	.46	.41	.43	.25	.31	.20	.30	.29	.01								
S11	-.06	-.09	.21	.61	.42	.59	-.20	.71	-.07	.21							
S12																	
S13																	
S14																	
S15	.08	-.08	.53	.37	.25	.31	-.01	.40	-.04	.43	.59						
S16	.12	-.16	.36	.47	.26	.57	-.10	.65	-.12	.42	.59	.70					
S17	.03	-.21	.45	.36	.23	.40	-.03	.51	-.07	.36	.57	.89	.82				

Appendix H

Inter-correlations of the 17 Status Attributes (Intercollegiate athletes in India)

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17
S1																	
S2	.43																
S3	-.02	-.04															
S4	.00	.11	.50														
S5	.10	.46	.16	.27													
S6	.10	.25	.29	.23	.39												
S7	.16	.59	-.05	.08	.29	.08											
S8	.28	.32	.03	.08	.47	.43	.15										
S9	.20	.34	-.05	.03	.20	-.18	.20	.07									
S10	.24	.29	.06	.25	.44	.11	.28	.24	.28								
S11	.31	.32	.20	.11	.31	.23	.30	.09	.17	.39							
S12	.13	.24	-.00	.27	.49	-.10	.24	.57	.16	.87	.48						
S13	-.02	-.02	-.01	.12	.33	-.09	.29	.36	-.08	.59	.40	.81					
S14	.37	.34	.11	.13	.42	.21	.19	.25	.24	.25	.57	.04	-.10				
S15	.02	.21	-.09	.02	.36	.21	.24	.38	-.03	.59	.29	.78	.64	.19			
S16	.07	.23	.24	.33	.37	.37	.30	.21	.11	.60	.25	.85	.68	.18	.66		
S17	.14	.23	-.02	.24	.29	.09	.26	.25	.05	.2	.30	.84	.71	.18	.84	.60	

Appendix I

Inter-correlations of the 17 Status Attributes (Secondary school athletes in India)

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17
S1																	
S2	.42																
S3	.18	-.00															
S4	.28	-.00	.15														
S5	.33	.28	.06	.38													
S6	-.23	-.28	.12	-.04	.01												
S7	.28	.26	-.23	.12	.15	-.17											
S8	-.04	-.22	.48	.30	.20	.40	-.37										
S9	.33	.46	-.15	.11	.43	-.18	.42	-.10									
S10	.32	.34	.21	.08	.11	-.08	-.01	.24	.09								
S11	.07	-.13	.39	.47	.06	.14	-.18	.44	-.21	.23							
S12																	
S13																	
S14																	
S15	-.07	-.04	-.31	.11	.24	.39	-.14	.35	.03	.11	.19						
S16	.02	.05	-.00	.33	.20	.33	-.16	.27	-.00	.06	.53			.42			
S17	.19	.10	.16	.49	.34	.16	-.17	.49	.10	.05	.45			.47	.66		

Appendix J

Internal consistency of the four subscales of cohesion and two categories of

status.

Sub-scales	Canadian		Indian	
	Inter-collegiate	Secondary school	Inter-collegiate	Secondary school
Cohesion				
ATG-T	.79	.74	.84	.84
GI-T	.85	.80	.70	.64
ATG-S	.76	.59	.84	.76
GI-S	.83	.71	.84	.81
Status				
Specific	.74	.68	.66	.69
Diffuse	.91	.88	.81	.76

Appendix K

**CONDITIONS ASSOCIATED WITH HAVING IMPORTANCE/PRESTIGE
IN SPORT TEAMS (Open-ended)**

C. Shanthi Jacob

University of Western Ontario, London, Canada.

There are various conditions which give importance/prestige to individuals belonging to a team. The purpose of this study is to identify the conditions associated with having importance/prestige in sport teams.

For the study, you will be asked to indicate the conditions which give one importance/prestige in your team. There is no time restriction for responding and you can indicate as many as you wish or withdraw from answering. There are no risks associated with participation in the present study. Your involvement is completely voluntary and you may withdraw at anytime without repercussion. The responses will be strictly confidential (no one other than researchers will see your response) and will be used for research purpose only. If you wish feedback, group results will be made available.

Having read and understood the above, I agree to participate in the present study.

Signature: _____

Name: _____

Gender: _____

Date: _____

Name of the school: _____

Sport involved: _____

Any enquiries may be addressed to:

Ms. C. Shanthi Jacob,
Graduate Student,
Faculty of Kinesiology,
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London, Ontario, N6A 3K7
Canada
Phone: 679-2111 X-5494

Dr. Albert V. Carron,
Professor,
Faculty of Kinesiology,
U. of Western Ontario,
London, Ontario, N6A 3K7
Canada.
Phone: 679-2111 X-5475

13. _____
- | | | | | | | | | | |
|-----------|---|---|---|---|---|---|---|---|------------|
| | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| VERY | | | | | | | | | NOT AT ALL |
| IMPORTANT | | | | | | | | | IMPORTANT |
14. _____
- | | | | | | | | | | |
|-----------|---|---|---|---|---|---|---|---|------------|
| | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| VERY | | | | | | | | | NOT AT ALL |
| IMPORTANT | | | | | | | | | IMPORTANT |
15. _____
- | | | | | | | | | | |
|-----------|---|---|---|---|---|---|---|---|------------|
| | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| VERY | | | | | | | | | NOT AT ALL |
| IMPORTANT | | | | | | | | | IMPORTANT |

Thank You For Your Assistance

Appendix L

Mean importance and frequency/percentage of occurrence of the listed status attributes (Canadian sample)

Status Attributes	Mean \pm S.D.	N (%)
PERFORMANCE	7.50 \pm 1.23	121 (18.91)
Performance	7.57 \pm 1.35	14 (2.19)
Fitness score	7.50 \pm 0.50	2 (0.31)
Physical strength	7.80 \pm 1.17	10 (1.60)
Fitness	8.57 \pm 0.73	7 (1.09)
Technique	7.83 \pm 2.19	6 (0.94)
Skill	7.53 \pm 1.09	17 (2.66)
Speed	6.67 \pm 1.25	3 (0.47)
Talent	7.00 \pm 1.15	6 (0.94)
Endurance	8.20 \pm 0.75	5 (0.78)
Training & conditioning	7.50 \pm 0.50	4 (0.63)
Ability	7.13 \pm 0.96	15 (2.34)
High calibre	7.00 \pm 1.00	2 (0.31)
Success/winning	7.35 \pm 1.08	17 (2.66)
Achievement	8.00 \pm 0.00	1 (0.16)
National title	7.00 \pm 0.00	1 (0.16)
Visible results	8.00 \pm 0.00	1 (0.16)
Potential	8.33 \pm 0.47	3 (0.47)
Leading scorer	6.67 \pm 1.37	6 (0.94)
Assists	6.00 \pm 0.00	1 (0.16)
EXPERIENCE	7.46 \pm 0.91	24 (3.75)
Experience	7.70 \pm 0.71	20 (3.13)
Years of participation	6.67 \pm 0.47	3 (0.47)

Cont..

Appendix L (Cont..)

Mean importance and frequency/percentage of occurrence of the listed status attributes (Canadian sample)

Status Attributes	Mean \pm S.D.	N (%)
Seniority	5.00 \pm 0.00	1 (0.16)
APPEARANCE	5.90 \pm 2.76	38 (5.94)
Appearance	6.33 \pm 1.70	3 (0.47)
Clothing	3.75 \pm 3.27	4 (0.63)
Equipment	6.00 \pm 3.00	2 (0.31)
Attractiveness	2.00 \pm 0.00	1 (0.16)
Good looks	1.00 \pm 0.00	1 (0.16)
Personableness	8.00 \pm 0.00	4 (0.63)
Physical stature	7.44 \pm 1.41	16 (2.50)
Size	5.67 \pm 0.94	3 (0.47)
Height/weight	1.75 \pm 0.83	4 (0.63)
ROLE	7.56 \pm 1.43	32 (5.00)
Captain	6.00 \pm 1.41	7 (1.09)
Leader	7.96 \pm 1.10	24 (3.75)
Role	9.00 \pm 0.00	1 (0.16)
POSITION	6.83 \pm 1.86	6 (0.94)
Starter	6.50 \pm 1.00	2 (0.31)
Position	7.00 \pm 2.96	3 (0.47)
Propinquity	7.00 \pm 0.00	1 (0.16)
INDIVIDUAL PSYCHOLOGICAL ATTRIBUTES	7.85 \pm 1.50	316 (49.38)
Positive attitude	8.52 \pm 0.85	25 (3.91)
Mental strength	8.80 \pm 0.40	5 (0.78)
Motivation	8.00 \pm 0.71	4 (0.63)

Cont..

Appendix L (Cont..)

Mean importance and frequency/percentage of occurrence of the listed status attributes (Canadian sample)

Status Attributes	Mean \pm S.D.	N (%)
Confidence	8.31 \pm 0.98	16 (2.50)
Modesty	6.83 \pm 1.34	6 (0.94)
Positive outlook	8.00 \pm 0.00	1 (0.16)
Integrity	8.00 \pm 0.00	3 (0.47)
Character	7.00 \pm 0.00	1 (0.16)
Courage	8.00 \pm 0.00	3 (0.47)
Optimism	7.00 \pm 0.00	1 (0.16)
Moral/ethic/philosophy	7.00 \pm 0.47	3 (0.47)
Will power	8.67 \pm 0.47	3 (0.47)
Understanding	7.00 \pm 0.00	1 (0.16)
Competitiveness	7.50 \pm 1.26	6 (0.94)
Inspirational	8.00 \pm 0.00	1 (0.16)
Cooperative	8.00 \pm 0.71	4 (0.63)
Enthusiasm	9.00 \pm 0.00	2 (0.31)
Interest in sport	7.00 \pm 0.00	1 (0.16)
Focus during training	8.00 \pm 1.00	2 (0.31)
Trusting	9.00 \pm 0.00	2 (0.31)
Honesty	9.00 \pm 0.00	1 (0.16)
Personality	7.00 \pm 1.87	4 (0.63)
Humility	9.00 \pm 0.00	1 (0.16)
Not "too" serious	7.00 \pm 0.00	1 (0.16)
Individuality	6.00 \pm 0.00	1 (0.16)
Stoicism	9.00 \pm 0.00	1 (0.16)

Cont..

Appendix L (Cont..)

Mean importance and frequency/percentage of occurrence of the listed status attributes (Canadian sample)

Status Attributes	Mean \pm S.D.	N (%)
Reliability	6.00 \pm 0.00	1 (0.16)
Responsibility	8.75 \pm 0.43	4 (0.63)
Seriousness	7.00 \pm 0.00	1 (0.16)
Work ethic	8.25 \pm 0.43	4 (0.63)
Outgoing	8.33 \pm 0.94	3 (0.47)
Flexibility	7.00 \pm 0.00	1 (0.16)
Communication	8.05 \pm 1.09	21 (3.28)
Open-minded	7.00 \pm 0.00	1 (0.16)
Sense of humor	7.25 \pm 1.20	16 (2.50)
Organized	8.00 \pm 0.71	4 (0.63)
Strategist	7.00 \pm 0.00	1 (0.16)
Charisma	7.00 \pm 0.00	1 (0.16)
Discipline	4.00 \pm 0.00	1 (0.16)
Likeability	7.00 \pm 0.00	1 (0.16)
Friendly	7.63 \pm 0.99	8 (1.25)
Knowledge	6.94 \pm 1.44	16 (2.50)
Wisdom	8.00 \pm 0.00	1 (0.16)
Intelligence	5.75 \pm 2.86	4 (0.63)
Hard work	8.07 \pm 1.07	13 (2.03)
Commitment	8.55 \pm 0.78	22 (3.44)
Dedication	8.45 \pm 0.74	20 (3.13)
Sacrifice	8.00 \pm 1.00	2 (0.31)
Perseverance	9.00 \pm 0.00	1 (0.16)

Cont..

Appendix L (Cont..)

Mean importance and frequency/percentage of occurrence of the listed status attributes (Canadian sample)

Status Attributes	Mean \pm S.D.	N (%)
Punctuality	6.40 \pm 2.06	5 (0.78)
Determination	8.80 \pm 0.71	4 (0.63)
Diligence	8.00 \pm 0.00	1 (0.16)
Consistency	8.67 \pm 0.47	3 (0.47)
Involvement	7.00 \pm 0.00	1 (0.16)
Effort	8.69 \pm 0.61	13 (2.03)
Drive to succeed	8.00 \pm 0.82	3 (0.47)
Tenacity	8.00 \pm 0.00	1 (0.16)
Sportsmanship	8.33 \pm 0.75	6 (0.94)
Loyalty	9.00 \pm 0.00	1 (0.16)
Supportive	8.75 \pm 0.43	4 (0.63)
Relaxed	8.18 \pm 1.59	11 (1.71)
Desire to improve	8.00 \pm 0.00	2 (0.31)
Desire to succeed	8.25 \pm 0.43	4 (0.63)
Intensity	8.50 \pm 0.50	2 (0.31)
Reputation	8.00 \pm 0.00	1 (0.16)
Popularity	2.75 \pm 1.71	8 (1.25)
GROUP PSYCHOLOGICAL ATTRIBUTES	8.38 \pm 0.88	89 (13.91)
Team work	8.71 \pm 0.45	24 (3.75)
Positive feedback to others	9.00 \pm 0.00	2 (0.31)
Respect others	8.38 \pm 0.86	8 (1.25)
Help others	7.83 \pm 0.90	12 (1.88)
Team spirit	8.50 \pm 0.76	18 (2.81)

Cont..

Appendix L (Cont..)

Mean importance and frequency/percentage of occurrence of the listed status attributes (Canadian sample)

Status Attributes	Mean \pm S.D.	N (%)
Support others in the team	8.25 \pm 1.16	12 (1.88)
Considerate of others	7.86 \pm 1.13	7 (1.09)
Group oriented	8.00 \pm 1.00	2 (0.31)
Willing to share expertise	9.00 \pm 0.00	1 (0.16)
Willing to learn & adapt	9.00 \pm 0.00	1 (0.16)
Encourage others	8.50 \pm 0.50	2 (0.31)
DEMOGRAPHIC	3.42 \pm 2.14	12 (1.88)
Background	2.50 \pm 0.52	2 (0.31)
Wealth	3.25 \pm 1.79	4 (0.63)
Age	3.33 \pm 2.06	3 (0.47)
Education	4.00 \pm 0.00	1 (0.16)
Nationality	1.00 \pm 0.00	1 (0.16)
Social status	8.00 \pm 0.00	1 (0.16)
RELATIONSHIP WITH EXTERNAL OTHERS	7.00 \pm 2.00	2 (0.31)
Relationship with coach	9.00 \pm 0.00	1 (0.16)
Respected by coach	5.00 \pm 0.00	1 (0.16)

Appendix M

Mean importance and frequency/percentage of occurrence of the listed status attributes (Indian sample)

Status Attributes	Mean \pm S.D.	N (%)
PERFORMANCE	8.24 \pm 1.24	82 (11.92)
Performance	8.12 \pm 1.45	17 (2.47)
Fitness	8.36 \pm 0.48	11 (1.60)
Physical strength	9.00 \pm 0.00	1 (0.15)
Technique	7.50 \pm 1.50	2 (0.29)
Skill	8.60 \pm 0.49	5 (0.73)
Talent	8.44 \pm 0.96	9 (1.31)
Stamina	9.00 \pm 0.00	3 (0.44)
Training	9.00 \pm 0.00	1 (0.15)
Ability	8.12 \pm 1.51	26 (3.78)
Style	7.50 \pm 1.12	4 (0.58)
Scoring/points scored	8.50 \pm 0.50	2 (0.29)
Prizes	9.00 \pm 0.00	1 (0.15)
EXPERIENCE	8.10 \pm 1.64	50 (7.27)
Experience	7.71 \pm 1.83	35 (5.09)
Seniority	9.00 \pm 0.00	15 (2.18)
APPEARANCE	5.85 \pm 2.65	27 (3.92)
Appearance	4.50 \pm 2.83	8 (1.16)
Physical stature	5.83 \pm 2.64	12 (1.74)
Height/weight	6.67 \pm 0.47	3 (0.44)
Dress	9.00 \pm 0.00	1 (0.15)
Equipment	7.67 \pm 1.25	3 (0.44)

Cont..

Appendix M (Cont..)

Mean importance and frequency/percentage of occurrence of the listed status attributes (Indian sample)

Status Attributes	Mean \pm S.D.	N (%)
ROLE	7.48 \pm 1.89	21 (3.05)
Captain	7.30 \pm 2.24	10 (1.45)
Leader	7.64 \pm 1.49	11 (1.60)
POSITION	7.46 \pm 1.45	13 (1.89)
Position	7.46 \pm 1.45	13 (1.89)
INDIVIDUAL PSYCHOLOGICAL ATTRIBUTES	7.89 \pm 1.62	329 (47.82)
Attitude	8.38 \pm 0.70	8 (1.16)
Optimism	9.00 \pm 0.00	1 (0.15)
Motivation	8.20 \pm 1.17	5 (0.73)
Interest in sport	7.50 \pm 1.80	6 (0.87)
Confidence	8.00 \pm 0.00	1 (0.15)
Integrity	7.00 \pm 1.00	2 (0.29)
Concentration	8.00 \pm 0.82	6 (0.87)
Alertness	8.67 \pm 0.47	3 (0.44)
Cooperation	8.28 \pm 1.26	39 (5.67)
Character	7.00 \pm 0.00	1 (0.15)
Manners	9.00 \pm 0.00	3 (0.44)
Behavior	7.73 \pm 1.14	11 (1.60)
Discipline	8.59 \pm 0.83	22 (3.20)
Hard work	8.43 \pm 0.71	23 (3.34)
Communication	5.75 \pm 2.95	4 (0.58)
Sense of humor	4.00 \pm 3.00	2 (0.29)
Intelligence	7.63 \pm 0.99	8 (1.16)

Cont..

Appendix M (Cont..)

Mean importance and frequency/percentage of occurrence of the listed status attributes (Indian sample)

Status Attributes	Mean \pm S.D.	N (%)
Sociable	8.33 \pm 0.94	6 (0.87)
Sincere	8.14 \pm 0.92	22 (3.20)
Dedication	8.67 \pm 0.47	1 (0.44)
Understanding	8.43 \pm 0.50	7 (1.02)
Enthusiasm	8.50 \pm 0.50	2 (0.29)
Patience	8.50 \pm 0.50	2 (0.29)
Responsible	7.37 \pm 1.22	19 (2.76)
Punctuality	8.11 \pm 0.88	36 (5.23)
Personality	4.60 \pm 2.58	5 (0.73)
Obedient	8.50 \pm 0.50	2 (0.29)
Self-control	8.50 \pm 0.50	2 (0.29)
Will power	8.50 \pm 0.50	2 (0.29)
Friendly	7.39 \pm 2.22	23 (3.34)
Personal quality	7.67 \pm 1.25	3 (0.44)
Individuality	5.00 \pm 3.27	3 (0.44)
Self-less	8.44 \pm 0.69	9 (1.31)
Calm	9.00 \pm 0.00	1 (0.15)
Competitive	5.00 \pm 4.00	2 (0.29)
Courage	9.00 \pm 0.00	1 (0.15)
Cheerful	6.50 \pm 1.66	4 (0.58)
Preparation	6.50 \pm 1.50	2 (0.29)
Psychology of an individual	9.00 \pm 0.00	1 (0.15)
Desire to win	8.50 \pm 0.50	4 (0.58)

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Appendix M (Cont..)

Mean importance and frequency/percentage of occurrence of the listed status attributes (Indian sample)

Status Attributes	Mean \pm S.D.	N (%)
Involvement	8.00 \pm 1.00	4 (0.58)
Directing	9.00 \pm 0.00	1 (0.15)
Planning	8.00 \pm 0.00	2 (0.29)
Managing	8.00 \pm 0.00	1 (0.15)
Organizing	1.00 \pm 0.00	2 (0.29)
Sportsmanship	8.57 \pm 0.73	7 (1.02)
Helpful	8.00 \pm 1.00	2 (0.29)
Bold	8.00 \pm 0.00	1 (0.15)
Determination	9.00 \pm 0.00	2 (0.29)
Sociability	6.00 \pm 0.00	1 (0.15)
GROUP PSYCHOLOGICAL ATTRIBUTES	8.43 \pm 0.82	79 (11.48)
Encourage others	9.00 \pm 0.00	1 (0.15)
Team spirit	8.60 \pm 0.69	35 (5.09)
Cheer-up others	8.00 \pm 0.00	1 (0.15)
Respect team members	7.60 \pm 1.50	5 (0.73)
Team work	8.00 \pm 1.00	2 (0.29)
Support others	7.00 \pm 0.00	2 (0.29)
Willing to learn from others	8.67 \pm 0.47	3 (0.44)
Teach others	9.00 \pm 0.00	2 (0.29)
Help others	8.36 \pm 0.77	11 (1.60)
Inspire others	9.00 \pm 0.00	1 (0.15)
Appreciate others	7.00 \pm 0.00	1 (0.15)
Working together	8.57 \pm 0.50	7 (1.02)

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Appendix M (Cont..)

Mean importance and frequency/percentage of occurrence of the listed status attributes (Indian sample)

Status Attributes	Mean \pm S.D.	N (%)
Moral support	9.00 \pm 0.00	1 (0.15)
Coordination	8.43 \pm 0.50	7 (1.02)
DEMOGRAPHIC	4.06 \pm 3.00	79 (11.48)
Parents' occupation	1.50 \pm 0.65	12 (1.74)
Player's background	4.25 \pm 1.48	4 (0.58)
Social status	3.17 \pm 2.79	6 (0.87)
Age	5.83 \pm 2.73	6 (0.87)
Caste	1.00 \pm 0.00	5 (0.73)
Residential area	6.00 \pm 0.00	2 (0.29)
Religion	5.50 \pm 3.50	2 (0.29)
Finance	7.50 \pm 1.80	6 (0.87)
Wealth	4.33 \pm 3.40	3 (0.44)
Money	3.67 \pm 3.77	3 (0.44)
Education	5.78 \pm 2.74	9 (1.31)
Language	7.00 \pm 0.50	3 (0.44)
Nativity	3.67 \pm 3.77	3 (0.44)
Parents' status	3.47 \pm 2.36	15 (2.18)
RELATIONSHIP WITH EXTERNAL OTHERS	7.50 \pm 1.66	8 (1.16)
Relationship with coach	8.33 \pm 0.94	3 (0.44)
Hanging out with higher Class students	7.00 \pm 1.50	2 (0.31)
Parents' support	7.00 \pm 1.63	3 (0.44)