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INTERRELATIONSHIPS AMONG LEADERSHIP FACTORS,
TASK AND EGO ORIENTATION, AND COHESION COMPONENTS OF
DIVISION II SOFTBALL

A THESIS
PRESENTED FOR THE
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ABSTRACT

The purpose of this study was to determine the interrelationships among leadership factors, task and ego orientation, and cohesion components of NCAA Division II Softball. The subjects for this study were 50 women softball players from the Gulf South Conference. Perceived leadership was measured by the Leadership Scale for Sports (Chelladurai and Saleh 1980). The Leadership Scale for Sports is composed of five factors that include: (a) positive feedback, (b) democratic behavior, (c) autocratic behavior, (d) social support, and (e) training and instruction. Cohesion was determined by the Group Environment Questionnaire (Widmeyer, Brawley, and Carron, 1985) which contains four factors of cohesion which include: (a) attraction to the group-task, (b) attraction to the group-social, (c) group integration-task, and (d) group integration-social. Goal orientation was assessed by the Task and Ego Orientation for Sport Questionnaire (Duda and Nicholls, 1989).

Pairwise correlation and stepwise regression were used for the data analyses. The results of the study indicated that there were positive relationships between training and instruction and the following factors: (a) attraction to the group-social, (b) group integration-task, and (c) ego orientation. The results also indicated that there were negative relationships for autocratic behavior with: (a) task orientation, and (b) attraction to the group-task. There were also positive relationships between positive feedback and the following factors: (a) attraction to the

group-task, and (b) attraction to the group-social. The results also supported and provided further explanation of Chelladurai's (1979, 1993) multidimensional model and Carron's (1982) conceptual model.

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CHAPTER 1

INTRODUCTION

There are many factors that contribute to successful or unsuccessful coaching styles. Researchers, such as Duda, Chelladurai, Carron, Widmeyer, and Brawley, as well as coaches have formulated many different ideas about coaching styles, and offered many perspectives. There has been limited research completed on the interrelationships of leadership, team cohesion, and task/ego orientation of athletes.

Chelladurai (1981), explained leadership as a managerial function of the coach. There are many different leadership styles that are beneficial to coaching. To be successful at creating a leadership style, a coach must develop a style that fits the needs of all parties involved in their team.

Cohesion was stated by Chelladurai (1981, p. 18) to include: "(a) the forces within the member, (b) the forces within the group, and (c) the forces of the environment." Cohesion plays a very important role in the field of coaching. Bird (1977) indicated that cohesion leads to success in sport; therefore is an important factor which coaches should consider.

Task/ego orientation of athletes is a relatively new area of investigation in sport psychology. Duda (1989) was the first person to break through in this area of sport psychology. There has been limited research done on this topic prior to 1989. Researchers have found various results concerning which orientation

works best for coaches and athletes. It has been noted in high level sport, that ego orientation is most beneficial for athletes, and in lower level sport, a task orientation relationship is most effective (Bird 1977).

Problem Statement

The purpose of this study is to determine the multi-faceted interrelationships among perceived leadership factors, task orientation/ego orientation of athletes, and team cohesion components of Division II women's softball players. This study is divided into the following sub-problems:

1. What are the relationships among perceived leader behavior factors and team cohesion components?
2. What are the relationships among perceived leader behavior factors and task/ego orientation of athletes?
3. What are the relationships among task/ego orientation of athletes and team cohesion components?

Definition of Terms

Authoritarianism--Pertaining to a coaching style that represents obedience to authority.

Democratic style--A coach who believes in political or social equality.

Leadership--The behavioral process of influencing subordinates toward organizational goals (Webster 1993).

Leader behavior style--The basis a coach uses to interact with his/her team. In this study leader behavior is represented by

scores on the Leadership Scale for Sports, perceived version which is a forty-item questionnaire that assesses the athlete's perception of their coach's behavior on five factors:

(a) Training and Instruction--is the "extent to which the coach emphasizes and facilitates hard and strenuous training. It includes the efforts of the coach to structure and coordinate the activities of the members" (Chelladurai, 1979, p. 69). Training and instruction is measured by the LSS, items 1, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38 (Appendix A).

(b) Positive Feedback--is "the degree to which the coach provides reinforcement for an athlete by recognizing and rewarding good performance" (Chelladurai, 1979, p. 73). Positive feedback is measured by the LSS, items 4, 10, 16, 28, 37 (Appendix A).

(c) Social Support--is the "coach's concern for individual athletes, their welfare, positive group atmosphere, and for warm interpersonal relations with members" (Chelladurai, 1979, p. 72). Social support is measured by the LSS, items 3, 7, 13, 19, 22, 25, 31, 36 (Appendix A).

(d) Democratic Behavior--is "the degree to which the coach allows participation by the athletes in deciding on group tactics and strategies" (Chelladurai, 1979, p. 71). democratic behavior is measured by the LSS, items 2, 9, 15, 18, 21, 24, 30, 33, 39 (Appendix A).

(e) Autocratic Behavior--is "the tendency of the coach to set himself/herself apart from the athletes, and to make all decisions by himself/herself" (Chelladurai, 1979, p. 72). Autocratic

behavior is measured by the LSS, items 6, 12, 27, 34, 40

(Appendix A).

Task and Ego Orientation in Sport--An athletes perception of their sporting environment, it is measured by the Task and Ego Orientation in Sport Questionnaire (Appendix B), this is an 18-item questionnaire that determines if an athletes' behavior is task oriented or ego oriented.

(a) Task orientation--A relationship that an athlete has with their sport that is related to the performing of tasks and improvement in their sport (Duda, 1989).

(b) Ego orientation--A relationship that an athlete has with their sport that is related to striving for superiority over others (Duda, 1989).

Team cohesion--a multi-dimensional force including task, socialization, common goals, and cooperation among members of a team, as measured by the Group Environment Questionnaire (Appendix C) which is an eighteen-item, four-scale questionnaire that assesses a group's perception of cohesion revolving around two orientations of cohesion and provides information on 4 components:

(a) Group Integration-Task--is "the individual team member's feelings about the similarity, closeness, and bonding within the team as a whole around the group's task" (Widmeyer, Brawley, and Carron, 1985, p. 17). Group integration-task is measured by the GEQ, items 10, 12, 14, 16, 14, and 18 (Appendix C).

(b) Group Integration-Social--is "the individual team member's feelings about the similarity, closeness, and bonding

within the team as a whole around the group as a social unit" (Widmeyer et al., 1985, p. 17). Group integration social is measured by the GEQ, items 11, 13, 15, and 17 (Appendix C).

(c) Attractions to the Group-Task--is "the individual team member's feelings about his/her personal involvement with the group task, productivity, and goals and objectives" (Widmeyer et al., 1985, p. 17). Attractions to the group-task is measured by the GEQ, items 2, 4, 6, and 8 (Appendix C).

(d) Attractions to the Group-Social--is "the individual team member's feelings about his/her personal involvement, acceptance, and social interaction with the group" (Widmeyer et al., 1985, p. 17). Attractions to the group-social is measured by the GEQ, items 1, 3, 5, 7, and 9 (Appendix C).

Assumptions

1. The subjects were able to comprehend the requirements.
2. The subjects answered all the questions honestly.
3. The subjects did not discuss the questionnaire with each other or with their coaches.
4. The GEQ, LSS, and TEOSQ are valid and reliable questionnaires.

Delimitations

1. Only female collegiate softball players from the NCAA Division II schools in the Gulf South Conference were subjects.
2. Subjects ranged in age from 18-23 years.

Significance of the Study

With the findings of this study, information was gathered to determine if a relationship exists between leadership styles, task and ego orientation and team cohesion. This study took the measures needed to see if there are relationships among these concepts. This study was designed to further explain multi-faceted nature of group dynamics in team sports. This study was completed in order to provide coaches with insight about their players perception of their sport environment.

CHAPTER 2

REVIEW OF LITERATURE

There are various styles a coach may use when leading a team. What works for one coach may not work for another. Athletes vary in how they prefer to learn and be treated and coaches vary in how they prefer to teach and relate to their athletes. What motivates one athlete may not motivate another. The purpose of this review is to present a synthesis of the current literature and the classic studies organized in four sections concerning: (a) leadership styles, (b) team cohesion, (c) leadership and cohesion, and (d) task/ego orientation of athletes.

Leadership Styles

Numerous studies have been completed on the topic of leadership and many contradictions have been formulated about the subject. Various authors (Duda, Carron, Chelladurai, Widmeyer, and Schliesman) have addressed the issues of authoritarian leadership, democratic leadership, supportive leadership, training leadership, consultative leadership, laissez-fair leadership, high task leadership, low task leadership, high relations leadership, and low relations leadership styles.

Chelladurai's (1979, 1993) multidimensional model (Figure 1) addressed the complex areas of leader behavior. The model first began as the conceptual model in 1979, then it later became the multidimensional model. The first area that was addressed was the required leader behavior which states that a leader has certain

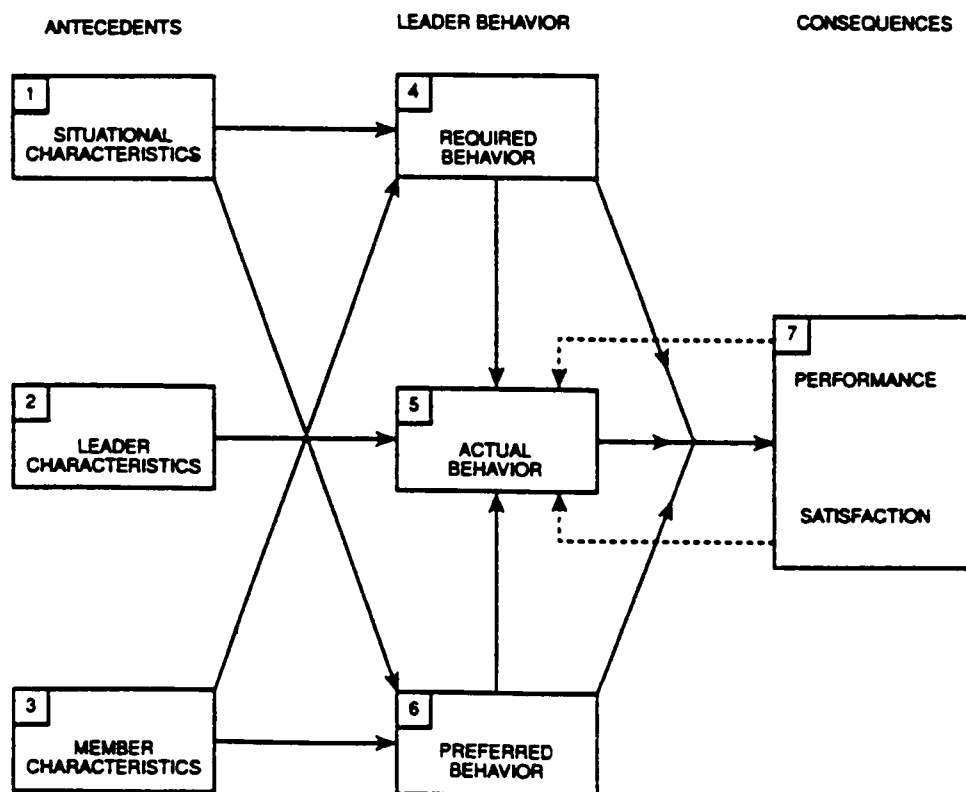


FIGURE 1, CHELLADURAI'S MULTIDIMENSIONAL MODEL

(Chelladurai, 1993 p. 648)

rules that they must obey which include: (a) social norms, (b) government regulations, (c) cultural values, (d) goals, and (e) group task and technology. The second area examined was the leader behavior preferred by members. This area is based on the athletes' or coworkers' personality, need for achievement, social support, cognitive structure, need for affiliation, competence for the task, and expectations for the leader. The third area that was addressed was the actual leader behavior in which the leader may use his or her own personality for their actual leader behavior. Antecedent factors, i.e., athlete characteristics, leader characteristics, and different types of situations may affect the behavior of the leader. The last area that was addressed was performance and satisfaction of athletes. The multidimensional model suggests that if a leader meets the preferences, and the athletes are oriented toward the goal, satisfaction and performance are increased. All aspects of leadership are very important for maintaining performance and satisfaction (Chelladurai, 1979, 1993).

Chelladurai, Haggerty, and Baxter's (1989) study examined university basketball players' and coaches' choices of decisions. The subjects that participated in this study were 53 female and 46 male basketball players and 22 coaches from the Ontario Universities Athletic Association and the Ontario Women's Intercollegiate Athletic Association. Both male and female athletes were combined into the same group. The subjects for this study were asked questions that referred to Vroom and Yetton's 1973

five decision styles. The first style was autocratic I (AI) in which the coach solved the problem using information available at the time. The second style was autocratic II (AII) where the coach obtained the necessary information from relevant players, and then made the decision. The third style was consultative I (CI) involved the coach consulting the players individually and then making the decision. The fourth style was consultative II (CII) which involved the coach consulting with the players as a group and then making a decision. The fifth style involved the whole group and the decision was made by the players (Chelladurai et al., 1989).

There were 32 cases which were either high or low relating to five problem attributes: (a) group integration, (b) group acceptance, (c) quality requirement, (d) problem complexity, and (e) coach's relative information. After the participants read each case, a chart was used to rate these attributes. The results (Chelladurai et al., 1989) of the study showed significant findings for the grouping variable ($p < .05$), the situation ($p < .001$), and interaction ($p < .001$). The study indicated that males and females differed in only one case. The case indicated that females athletes preferred to have more participation in decisions than males. The coaches differed from the athletes in 8 cases, that involved autocratic styles. Chelladurai et al. (1989) reported that coaches preferred autocratic decision making, and athletes preferred an autocratic decision making atmosphere rather than a participative decision making atmosphere ($p = .001$).

Horne and Carron (1985) addressed the issues of: (a) the relationship between compatibility and athlete satisfaction, (b) the variables discriminating between compatible and incompatible coach-athlete dyads, and (c) the relationship between coach-athlete compatibility and athlete performance. The subjects that were used for this study were chosen from four universities in Ontario, Canada. The coaches and players were chosen from the sports of volleyball, basketball, track and field, and swimming. The subjects were composed of nine coaches and 74 athletes. The instruments that were used for the study were the FIRO-B questionnaire, that measures the three interpersonal behavior dimensions; the Leadership Scale for Sports, which measure five dimensions of leader behavior; and a questionnaire, that was previously developed by Carron and Gravie, that measured the athlete's satisfaction and performance with the coach's leadership. The questionnaires were mailed to the schools involved in the study and a team manager administered the testing. The significant findings indicated that the coaches perceived themselves as providing all four leadership behaviors and the athletes did not respond in the same way ($p < .05$). The coaches perceived themselves as providing more training, reward, and social support, than the athletes perceived (Horne & Carron, 1985).

Chelladurai and Carron (1983) completed a study that examined preferred leadership behavior and athletic maturity. The subjects that participated in the study were 262 basketball players from

high schools in the province of Ontario and universities from the Ontario Universities Athletic Association. Four levels were tested for the study which included: (a) high school midget division ($n = 67$), (b) high school junior division ($n = 63$), (c) high school senior division ($n = 63$), and (d) university intercollegiate ($n = 69$). Preferred leadership behaviors were determined by the Leadership Scale for Sports. The results indicated that: (a) the need for social support increased as the athletes matured ($p < .05$); and (b) training and instruction decreased as the athletes reached senior high ($p < .05$), but increased at the college level (Chelladurai & Carron, 1983).

Dwyer and Fischer (1990) conducted a study that addressed the issues of perceptions of coaches leadership and satisfaction with leadership. The subjects that were included in the study were 152 Canadian wrestlers whose average age was 16.9 years. Leadership was measured by the Leadership Scale for Sports. Satisfaction with leadership was measured by a single item that was developed by Chelladurai which asked the athletes how satisfied they were with the leadership that the coach used. The questionnaires were mailed to 553 athletes and a 41% return rate was reported.

The results indicated that the wrestlers perceived their coaches as low on autocratic behavior, high on training and instruction and positive feedback ($p < .001$). Dwyer and Fisher (1990) concluded that wrestlers that felt that their coach was high on positive feedback and training and instruction, and low in the

use of autocratic behavior, experienced satisfaction with the coaches' leadership.

Schliesman (1990) focused on preferred and perceived leadership factors and satisfaction. The subjects for the study included men's and women's NCAA Division I basketball, volleyball, swimming, tennis, track and field, as well as men's baseball. The instruments that were used for the study included: (a) the perceived version of the Leadership Scale for Sport, (b) general and specific satisfaction scales, and (c) demographic information questionnaire. There were several results from Schliesman's study that were relative to the present study. The results for the baseball participants indicated that perceived actual social support was significantly ($p = .0255$) related to general satisfaction. The results indicated that there were positive relationships ($p < .05$) between general satisfaction and perceived actual training and instruction, social support, and democratic behavior for tennis, track and field, and swimming. The data also indicated that for basketball and volleyball there was a positive relationship between general satisfaction and training and instruction, positive feedback, social support, and democratic behavior ($p < .05$). Female athletes who had female coaches produced a significant relationship ($p < .05$) between general satisfaction and perceived actual training and instruction, social support, and democratic behavior, as well as a negative relationship with autocratic behavior (Schliesman, 1990).

Cohesion

Many authors have given numerous definitions for cohesion.

Carron defined cohesion 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.123).

Cohesion is composed of many variables which include social and task components.

Carron (1983) stated that there are many factors that affect cohesion. His conceptual model (Figure 2) was composed of environmental factors, personal factors, leadership factors, team factors, cohesion, group outcomes, and individual outcomes. Environmental factors, personal factors, leadership factors, and team factors lead to cohesion. Carron's model suggested that cohesion produces group outcomes and individual outcomes.

The environmental factors were composed of contractual responsibility and organizational orientation. Contractual responsibility includes restrictions and rules that apply to the sport that is being played (Carron, 1983). The organization orientation refers to the goals of the group, strategies, age of members, and maturity of members. The personal factors of the model refer to satisfaction, individual orientation, and individual differences. The leadership factors that were used for the model include leadership behavior, coach-team relationship, coach-athlete relationship, and leadership style. The team factors include:

(a) team ability, (b) team stability, (c) group orientation, (d) group

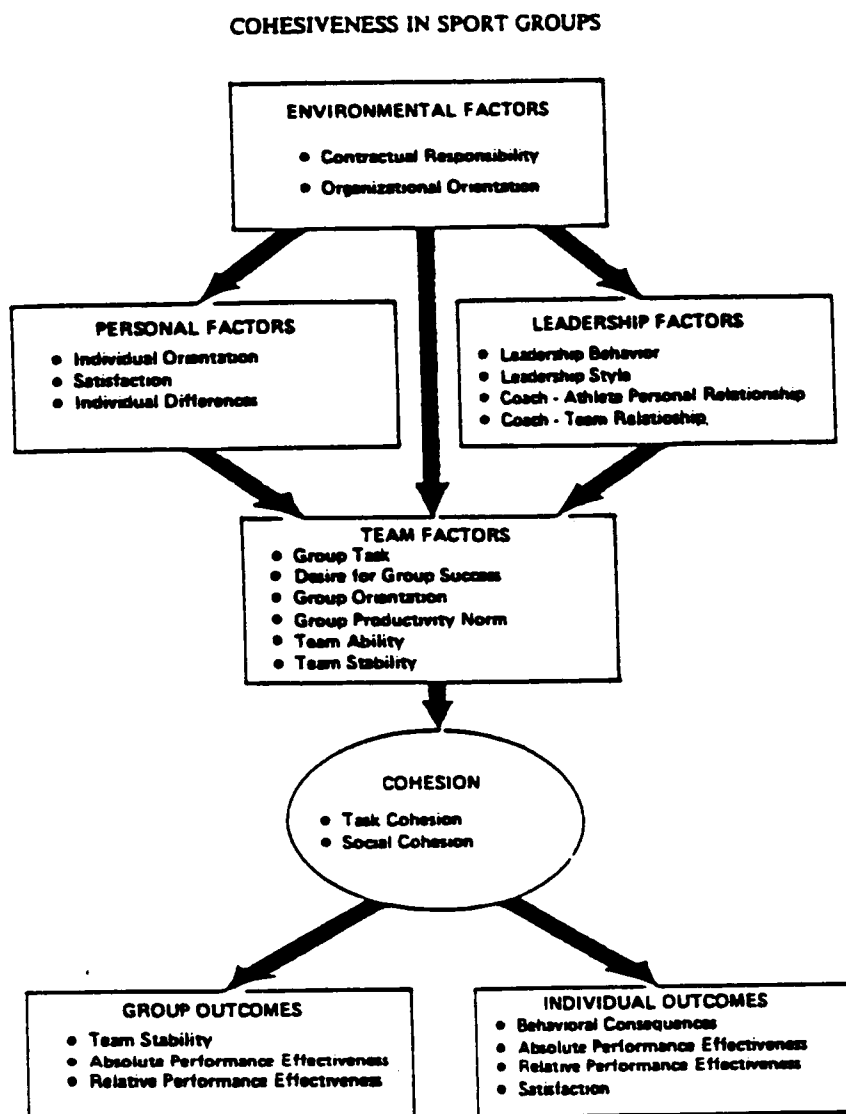


FIGURE 2, CARRON'S CONCEPTUAL MODEL

(Carron, 1982, p. 131)

task, (e) desire for group success, and (f) group productivity norm (Carron, 1993).

The cohesion part of the model (Carron, 1982) is composed of two components which are task and social cohesion. Group outcomes are made up of team stability, absolute performance effectiveness, and relative performance effectiveness. Individual outcomes were composed of behavioral consequences, absolute performance effectiveness, relative performance effectiveness, and satisfaction. Carron's cohesion model has been and continues to be the basis of many of the studies that have been conducted about cohesion in sport.

McClure and Foster's (1991) study examined the affects of team membership with group's personal growth and cohesiveness. The subjects for the study were 15 members of a women's gymnastics team at a small midwestern university. The subjects' ages ranged from 18 to 21 years. Eight members of the team were assigned randomly to a weekly group that met for an hour each week for 15 weeks, and the remaining team received additional instruction from their coach. The Group Environment Questionnaire, the Multidimensional Sport Cohesive Instrument, and the Team Climate Questionnaire were the three instruments administered at the beginning of the season and at the conclusion of the season. The results were computed using analysis of covariance. The authors indicated that there was one significant variable which was attraction to the group-task and social ($p < .005$). The results also indicated that the weekly

group showed a significant increase in cohesiveness in both task and social cohesion ($p < .03$).

Spink and Carron (1992) examined the effects of group cohesion to adherence in women who take part in exercise classes. Two different types of adherence were measured; lateness and absenteeism. The subjects who participated in the study were 171 women who took part in noncredit aerobic exercise classes at a university. The participants were selected from 11 different classes that were newly formed. All of the exercise classes lasted 14 weeks and met 3 times per week. Group cohesion was measured by the Group Environment Questionnaire (GEQ). This study was conducted over a 4-week period. The instructors of the exercise classes recorded the attendance and lateness of the subjects.

The results of the study by Spink and Carron (1992) indicated that there were two absenteeism groups based on their individual attractions to the group-social. The subjects that were absent less often reported greater ATG-S and ATG-T. Spink and Carron (1992) reported that there was a significant difference between the two absenteeism groups with the ATG-T factor ($p < .02$). The authors concluded that group cohesion plays an important role in the adherence patterns of females who participate in exercise.

Spink and Carron (1993) conducted another study about cohesion and adherence. The study examined female exercise participants and the effects of team-building on their adherence patterns. The subjects were 145 female participants from 13 aerobic classes. The participants were taking part in a noncredit university class that

met three times per week, for 13 weeks. The subjects were selected from newly formed aerobic classes. Six classes (71 participants) participated in an experimental intervention condition. Seven classes (74 participants) participated in a non treatment control condition. Instructors of the team-building group explained and used team-building in their group. Adherence was measured over a 4-week period, using measures of attendance, lateness, early departure, and withdrawal. Cohesion was measured during the eighth week of class using the Group Environment Questionnaire. The authors concluded that the team building group had higher perceptions of ATG-Task than the control group ($p < .02$). The team building group reported fewer drop-outs and late arrivals.

Widmeyer, Brawley, and Carron's (1990) study focused on the group size in sport and its affects on cohesion and performance. The subjects that participated in this study were, 84 male and 60 female members of 3-on-3 basketball teams. The subjects competed in a 10 week volunteer recreational basketball league. Cohesion was measured for the study by the Group Environment Questionnaire (GEQ). The participants responded to the questionnaire during the second and third weeks of the program and at the end of the 10 week period. Performance and attendance were recorded by a research assistant. The results indicated that pre-season cohesion had a significant positive relationship with attraction to the group-task ($p < .001$). It was reported that attraction to the group-task was lowest with the teams that had nine players and greatest with the teams who had

three players ($p < .001$). The authors also stated that the teams who had three players and the teams who had nine players experienced the lowest amount of attraction to the group-social and group integration-social. Widmeyer et al., (1990) concluded that performance was greatest with teams of 6 players and lowest with teams of 9.

Spink's (1990) study addressed the relationship between collective efficacy and group cohesion of Canadian volleyball players. The participants for this study were 92 athletes competing in Canada's Annual Supervolley Tournament. The subjects were chosen from men's and women's volleyball teams. Elite and recreational volleyball teams were both used for this study. All competitors of this tournament were given the Group Environment Questionnaire. The return rate for the study was 35.8%. The results indicated that teams, who were elite and had higher collective efficacy, experienced greater team cohesion with the factors of attraction to the group-task, ATG-T, and group integration-social, GIS ($p < .01$). There were no significant findings for recreational teams that were included in the study.

Widmeyer, Brawley, and Carron (1993) completed a study that determined group cohesion and its affects on group goal-related variables. The subjects for the study included 145 athletes from 13 adult college and community volleyball, basketball, ice hockey, and swimming teams. Cohesion was measured by the Group Environment Questionnaire. Group related variables were measured by using a 1 to 9 point Likert-type scale. The group related variables that

were measured were goal clarity, goal influence, team commitment, team satisfaction, and participative group goal setting. The athletes were provided with a definition of the goals and they were asked if they agreed with the definitions. The questionnaires were completed at mid-season and at the end of the season. The results indicated that all factors of group cohesion and all factors of group goal influence were significant predictors of group goal satisfaction ($p < .05$).

Leadership and Cohesion

A limited amount of research has been completed on the components of leadership and cohesion. Some people believe that leadership does affect cohesion and yet other people believe that leadership does not affect cohesion.

In 1977, Bird completed a study that examined the relationship of cohesion and leadership of successful or unsuccessful teams. The participants in the study were volleyball players and coaches from 16 Division I and Division II schools. The Group Atmosphere Scale was used to determine cohesion. The players' mean scores and the coaches' raw scores were used in the data analysis. Fielder's Least Preferred Coworker Scale was used to measure leadership styles. This scale was designed to determine a coaches' style of leadership, both the coach and players answered the scale and the two scores were compared. A low score indicated that a coach was perceived as a task-oriented coach, while a high score indicated that a coach was perceived as a therapeutic, socio-emotional leader.

Bird (1977) reported that coaches perceived themselves as being more task oriented and the players perceived their coach as being more socio-emotional ($p < .05$), regardless of division or success. It was also determined that coaches and players of winning teams perceived greater within-team cohesion than those on losing teams ($p < .05$). The results also revealed that, in a high skilled division, the athletes viewed themselves and the winning coaches as more socio-emotional, while the athletes of losing teams considered their coaches as more task-oriented ($p < .005$).

Fox (1986) conducted a study to determine if a team's pre-season cohesion, ability, and the effectiveness of a coach's leadership, affected success in women's intercollegiate softball teams. The participants in this study were 94 women's intercollegiate softball teams and their coaches from the season of 1984. The athletes were tested by Fringer's Softball Fielders Grounders Test to determine ability, and they answered the Sports Cohesiveness Questionnaire Test developed by Martens and Peterson. Success was determined by the win-loss record of the season and tournament play. Fox (1986) reported two significant findings: (a) task-oriented coaches were more successful than relations-oriented coaches, and (b) there was a significant relationship between pre-season and post-season cohesion in which no differences occurred between the two testing periods (Fox, 1986).

Task and Ego Orientation

There has been a limited amount of research completed on goal orientation related to task and ego orientation of athletes. Joan Duda was the first person to research task and ego orientation and in 1989 she developed the Task and Ego Orientation in Sport Questionnaire. Since Duda began her research in 1989, only four published studies about task and ego orientation were located. The two studies were not included in the review because one was based on the design of the Task and Ego Orientation in Sport Questionnaire and the other article did not pertain to the subject at hand.

A study by Duda and White (1992) determined the causes of stress for elite athletes and their goal orientation, and also examined the psychometric characteristics of the Task and Ego Orientation Questionnaire. The subjects for this study were 81 male and 62 female intercollegiate skier from the United States. All participants in the study had competed in the NCAA National Ski Championship at some point in their collegiate career. The average age of the skiers was 21.4 years. Goal orientation was measured using the Task and Ego Orientation in Sport Questionnaire (TEOSQ). A questionnaire that was developed by Nicholls was used to determine the athletes' beliefs concerning success. The results indicated that skiers that ranked high for ego orientation believed that some type of illegal activity or ability, and external factors play an important part to successful skiing. The athletes that

ranked high for task orientation believed that hard work and effort contributed to success ($p > .05$).

Lochbaum and Roberts (1993) completed a study that examined the relationships among task/ego orientation and: (a) competition and practice strategies, (b) beliefs concerning determinants of success, (c) enjoyment, and (d) practice benefits. The subjects that were included in this study were 182 male and 114 female high school athletic participants. The students were from Midwest communities and their ages ranged from 13 to 18 years. A questionnaire was developed from reviewing sport-competition literature and by using items that would be beneficial to the study. The questionnaire was used to measure competition strategies, perceived causes of success, practice strategies, practice benefits, and competition satisfaction. The Task and Ego Orientation in Sport Questionnaire was used to measure task and ego goal perspectives of the high school athletes. Lochbaum and Roberts (1993) determined that task orientation was positively related to effort, approval of the coach, practice, skill, learning and personal satisfaction ($p < .001$). Ego orientation was also positively related ($p < .001$) to chance contributions to success, practice avoidance, and normative ability satisfaction (Lochbaum & Roberts, 1993).

CHAPTER 3

PROCEDURES

The purpose of this study was to determine if leadership styles, task orientation, and ego orientation are related to team cohesion. The procedures for the study included: (a) selection of subjects, (b) instrumentation, and (c) data collection, and (d) analysis of data.

Selection of Subjects

The subjects for this study were chosen from the NCAA Division II softball teams in the Gulf South Conference. The subjects included in this study were 50 female softball players from four Gulf South Conference teams. The coaches from the teams were contacted, and written permission to test the subjects was obtained (Appendix D). The subjects were given a consent form (Appendix E) explaining the purpose of the study and were requested to sign the form prior to participating in the study. No subjects were paid for their participation. Complete confidentiality was maintained by the assignment of a number for each subject, in order to match the responses on the various scales.

Rationale for Instrumentation and Design

For this study, the Group Environment Questionnaire (GEQ), Leadership Scale for Sports (LSS), and the Task and Ego Orientation for Sport Questionnaire (TEOSQ) were used. The GEQ was devised by Widmeyer, Brawley, and Carron (1985); it is an eighteen-item, four

scale, pencil and paper questionnaire and it was used to assess the groups' perception of cohesion, revolving around two orientations of cohesion, task and social. The LSS was developed by Chelladurai and Saleh (1980); it is a forty-item, pencil and paper questionnaire used to determine an athlete's preference and perception of leadership styles. The TEOSQ was designed by Duda and Nicholls (1989); it is an eighteen-item, pencil and paper questionnaire used to assess an athlete's orientation style, respectively.

It has been reported in the respective development of the articles described above, that the GEQ, LSS, and TEOSQ are reliable questionnaires. Validation has been noted as an ongoing process and more research in this area needs to be done. However, the GEQ, LSS, and TEOSQ are all accepted by researchers in assessing important aspects of cohesion, leadership styles, and task/ego orientation, respectively.

Data Collection Schedule

The questionnaires were administered to the subjects before practice, in the absence of the coach, assistant coaches, and managers. The questionnaires were administered by the team manager to all teams at all times. The questionnaires were completed individually and anonymously, and the coaches did not have access to the individual information received.

The GEQ, LSS, and TEOSQ were given at mid-season, and scheduled for administration before a weekday practice. The initial instructions state that the questionnaire will not take more than thirty minutes of the athletes' time. The subjects were informed that they were participating in a research project. The athletes were informed that all information gathered from the study was strictly confidential. They were asked to answer the questionnaire honestly, with no fear of retribution for doing so.

CHAPTER 4

RESULTS

The purpose of this study was to determine the multi-faceted interrelationships among perceived actual leadership factors, task/ego orientation of athletes, and team cohesion. The athletes answered questionnaires for the three problem study pertaining to leadership, team cohesion, and task/ego orientation. Perceived actual leadership behaviors based upon the LSS, included:

(a) training and instruction, TI; (b) positive feedback, PF; (c) social support, SS; (d) democratic behavior, DB; and (e) autocratic behavior, AB. Team cohesion was measured by the Group Environment Questionnaire, GEQ, which examined: (a) group integration-task; GIT (b) group integration-social, GIS; (c) attractions to the group-social, ATGS; and (d) attractions to the group-task, ATGT. The goal orientation of the athletes was measured by the Task and Ego Orientation in Sport Questionnaire, TEOSQ. The study involved 50 female athletes from four softball teams from the NCAA Division II. This chapter is divided by the three subproblems (chapter 1, p. 2). The results of each subproblem are addressed individually, followed by the discussion.

Subproblem One: Relationship Between Perceived Leader Behavior

Factors and Team cohesion Components

The LSS and GEQ were used to determine the relationships among perceived leader behavior factors and team cohesion components. An analysis of data included descriptive statistics and pairwise

correlations between each leader behavior factor and each team cohesion component. Stepwise regression analyses were used for analysis of each cohesion component as they related to the five leader behavior factors to determine the multidimensional interrelationships. Maximum R^2 was used in the stepwise regression, which determined models with forward and backward checks that accounted for the greatest amount of common variance between each cohesion component and the leader behavior factors. The models that were used in this study were the most significant and the other models were excluded due to the fact that there p value was greater than .05.

The Leadership Scale for Sports, LSS, and the Group Environment Questionnaire, GEQ, are both pencil and paper questionnaires. The LSS is an 40 item questionnaire with five answers that were scored: (4) always, (3) often, (2) occasionally, (1) seldom, and (0) never. The GEQ is an 18 item questionnaire that is measured on a scale from (strongly disagree) 1 to (strongly agree) 9.

The descriptive statistics (Table 1) for this subproblem indicated that for team cohesion the mean statistics were all above the middle number (5) for the scale (Table 1). Attraction to the group-social, ATGS, had the highest mean for the correlation ($\bar{M} = 7.1000$). The cohesion component with the second highest mean was attraction to the group, ATGT ($\bar{M} = 6.8750$). The results indicated that group integration-task, GIT, was reported to have a mean score of $\bar{M} = 6.7720$. The lowest mean that was reported for

TABLE 1
PAIRWISE CORRELATION OF ACTUAL PERCEIVED LEADER BEHAVIORS
WITH TEAM COHESION

	MATGT	MATGS	MGIT	MGIS	MEAN S.D.
MTI	.1349 .3503	.3579 .0107	.3886 .0053	.2068 .1496	3.1785 .5949
MSS	.0184 .8991	.0763 .5983	-.0234 .8720	.0214 .8827	2.0375 .6596
MPF	.3590 .0105	.2847 .0451	.1810 .2085	.0026 .9853	2.6960 .8910
MDB	.1137 .4318	.1632 .2575	.0763 .5985	-.1761 .2214	1.8200 .6353
MAB	-.3176 .0246	.2356 .0996	.0977 .4999	.0173 .9050	1.9320 .7325
MEAN	6.8750	7.1000	6.7720	5.9300	
S.D.	1.5504	1.3934	1.4194	1.5900	

MTI = Mean perceived training and instruction

MSS = Mean perceived social support

MPF = Mean perceived positive feedback

MDB = Mean perceived democratic behavior

MAB = Mean perceived autocratic behavior

MATGT = Mean attraction to the group-task

MATGS = Mean attraction to the group-social

MGIT = Mean group integration-task

MGIS = Mean group integration-social

the correlation was group integration-social, GIS ($\bar{M} = 5.9300$).

The descriptive statistics (Table 1) for the five leader behavior factors that were used in subproblem one indicated that the mean statistics were all above the middle score (2) for the scale. The results indicated that training and instruction, TI has the highest mean ($\bar{M} = 3.1785$). Positive feedback, PF, had the second highest mean ($\bar{M} = 2.6960$) and social support, SS, had a mean of $\bar{M} = 2.0375$. Democratic behavior, DB ($\bar{M} = 1.8200$), and autocratic behavior, AB ($\bar{M} = 1.9320$), produced the lowest means.

Pairwise Correlations. The data that were analyzed for this question indicated that there was a positive correlation between positive feedback and attraction to group-task, ATGT ($p = .0105$, Table 1). This correlation indicated that as the athletes received more positive feedback they tended to have higher attraction to the group-task, ATGT, and vice versa. The significant findings also included autocratic behavior, AB and attraction to group task, ATGT, but they were negatively correlated ($p = .0246$, Table 1). This correlation indicated that as the athletes received less autocratic behavior, AB, they had higher attraction to the group-task, ATGT. Attraction to the group-social, ATGS, and training and instruction, TI, were found to have a positive correlation ($p = .0107$, Table 1). This correlation indicated that training and instruction, TI, contributed to an increase in attraction to the group-social, ATGS. Analyses also indicated a positive correlation between positive feedback, PF, and attraction to the group-social, ATGS ($p = .0451$, Table 1). The correlation

indicated that as the athletes received more positive feedback, they had greater attraction to the group-social, ATGS.

The last finding that was significant indicated that there was a positive correlation between training and instruction, TI, and group integration-task, GIT ($p = .0053$, Table 1). This correlation indicated that as the athletes received training and instruction, TI, this lead to an increase in group integration-task, GIT.

Stepwise Regression Analyses. There were four regression analyses calculated, one for each of the four cohesion components of ATGT, ATGS, GIT, and GIS, to determine the degree of relationship and order of importance with the five leader behavior factors. Only three of the cohesion components produced significant ($p < .05$) regression equations with one or two leadership factors i.e., ATGT, ATGS, and GIT. The analysis of group integration-social, GIS with the leader behavior factors did not produce any significant findings.

The analysis of attraction to group-task, ATGT with the leader behavior factors produced a significant ($R^2 = .199$, $p = .0055$) two-variable model (Table 2). Positive feedback, PF ($p = .0013$) was found to have a strong relationship with attraction to the group-task, ATGT (Table 2), while social support, SS, ($p = .0486$) was entered as a negative value. The regression analysis for attraction to the group-task, ATGT, indicated that positive feedback, PF, was added into the equation, and social support, SS, was subtracted from the equation to account for approximately 20% of the variance of attraction to the group-task, ATGT.

TABLE 2

STEPWISE REGRESSION OF ACTUAL PERCEIVED LEADER BEHAVIORS
WITH ATTRACTION TO THE GROUP-TASK

STP	INTERC	MTI	MSS	MPF	MDB	MAB	R ²	p
1	5.191 .0001			1 .625 .0105			.129	.0105
2	5.819 .0001		2 -.797 .0486	1 .994 .0013			.199	.0055

MTI = Mean perceived training and instruction

MSS = Mean perceived social support

MPF = Mean perceived positive feedback

MDB = Mean perceived democratic behavior

MAB = Mean perceived autocratic behavior

The analysis of group integration-task, GIT with the leader behavior factors produced a significant ($R^2 = .233$, $p = .0019$) two variable model (Table 3). Training and instruction, TI ($p = .0004$), was found to have the most significant relationship with group integration-task, GIT ($p = .0004$). Social support, SS ($p = .0295$) was subtracted from the equation to account for approximately 23% of the variance of group integration-social, GIS.

The analysis of attraction to the group-social, ATGS, with the leader behavior factors produced a significant ($R^2 = .128$, $p = .0107$) one variable model (Table 4). Training and instruction, TI was the one variable that was found to have a low, but significant relationship with attraction to the group-social, ATG-S.

Discussion

There has only been limited research completed on the relationships among perceived actual leader behavior factors and team cohesion. The findings for this study supported Chelladurai's (1979, 1973) multidimensional model and Carron's (1982) conceptual model. A large percentage of the significant findings in the present study included training and instruction, TI. This finding is consistent with Chelladurai and Carron's (1983) and Schliesman's (1990) findings that training and instruction are valuable to collegiate athletics. This finding could also suggest that athletes at the collegiate level may prefer training and instruction, TI, as opposed to the other leadership behaviors.

TABLE 3

STEPWISE REGRESSION OF ACTUAL PERCEIVED LEADER BEHAVIORS WITH
GROUP INTEGRATION-TASK

STP	INTERC	MTI	MSS	MPF	MDB	MAB	R ²	p
1		1					.151	.0053
	3.825	.927						
	.0005	.0053						
2		1	2				.233	.0019
	3.887	1.382	-.741					
	.0003	.0004	.0295					

MTI = Mean perceived training and instruction

MSS = Mean perceived social support

MPF = Mean perceived positive feedback

MDB = Mean perceived democratic behavior

MAB = Mean perceived autocratic behavior

TABLE 4

STEPWISE REGRESSION OF ACTUAL PERCEIVED LEADER BEHAVIORS WITH
ATTRACTION TO THE GROUP-SOCIAL

STP	INTERC	MTI	MSS	MPF	MDB	MAB	R ²	p
		1						
1	4.435	.838					.128	.0107
	.0001	.0107						

MTI = Mean perceived training and instruction

MSS = Mean perceived social support

MPF = Mean perceived positive feedback

MDB = Mean perceived democratic behavior

MAB = Mean perceived autocratic behavior

In this study, it was found that autocratic behavior, AB, had a negative relationship with attraction to the group-task, ATGT. This data produced support for Chelladurai's (1979, 1993) multidimensional model that suggests that situational characteristics are related to the perceived actual behaviors of the coach.

The results of the study also produced a positive relationship between positive feedback, PF, and attraction to the group-task, ATGT. These findings also supported the interrelationships of situational characteristics and perceived actual leader behavior of Chelladurai's (1979, 1993) multidimensional model. The positive relationship between positive feedback, PF, and attraction to the group-task, ATGT, also supported Carron's (1982) conceptual model which suggests that leadership factors are related to cohesion, which would account for the attraction to the group task, ATGT, within team cohesion.

The results indicated that there was a positive relationship between training and instruction, TI, and group integration-task, GIT. These findings supported the relationship between situational characteristics and perceived actual coaching behaviors of Chelladurai's (1979, 1993) multidimensional model. When the athletes received training and instruction, TI, they also tended to have high levels of group integration-task. The group integration-task and training and instruction relationship also supports Carron's (1982) conceptual model for leadership which suggests that leadership factors (training and instruction, TI) lead to team

factors (task) and this results in team cohesion which would be group integration-task, GIT.

The results also indicated a positive relationship between attraction to the group-social and training and instruction. This data like the previous data supported the relationship of situational characteristics and perceived actual coaching behaviors of Chelladurai's (1979, 1993) multidimensional model. The data also supported Carron's (1982) conceptual model in which the leadership factor (training and instruction, TI) lead to team cohesion (attraction to the group-social, ATGS).

The last significant finding indicated a positive relationship with attraction to the group-social, ATGS, and positive feedback, PF. This data also supported the interrelationships of situational characteristics and perceived actual coaching behaviors of Chelladurai's (1979, 1993) multidimensional model. Carron's (1982) conceptual model was also supported by the data. Positive feedback, PF, was seen as a leadership factor and his model suggests that leadership factors lead to cohesion which would account for the positive relationship between positive feedback, PF, and attraction to the group-social, ATGS.

Subproblem Two: Relationships Among Perceived Leader Behavior

Factors and Task/Ego Orientation of Athletes

The Leadership Scale for Sports (LSS) and the Task/Ego Orientation for Sports Questionnaire (TEOSQ) were used to determine the relationships among perceived leader behavior factors and

task/ego orientation of athletes. An analysis of data included descriptive statistics and pairwise correlations between each leader behavior factor and task/ego orientation. Stepwise regression analysis was used for analysis of each of the five leader behavior factors as they related to task/ego orientation to determine the multidimensional interrelationships. Maximum R^2 was used in the stepwise regression, which determined models with forward and backward checks that accounted for the greatest amount of common variance between each leadership factor and task/ego orientation. The models that were used in this study were the most significant and the other models were excluded.

The Leadership Scale for Sports (LSS) and the Task/Ego Orientation for Sport Questionnaire (TEOSQ) are both pencil and paper questionnaires. The LSS is an 40 item questionnaire with five answers that were scored: (4) always, (3) often, (2) occasionally, (1) seldom, and (0) never. The TEOSQ is an 13 item questionnaire with answers on a one (strongly disagree) to five (strongly agree) point scale.

The descriptive statistics for this subproblem indicated that the mean scores for the leadership factors were above or at the middle score (2) for the scale. Democratic behavior, DB, received the lowest mean ($\bar{M}$ = 1.8200) for the table (Table 5). Training and instruction, TI received the highest mean ($\bar{M}$ = 3.1785) for the table. Social support had the second highest mean ($\bar{M}$ = 2.0375). It was indicated that positive feedback had a mean score of

TABLE 5

PAIRWISE CORRELATIONS OF ACTUAL PERCEIVED LEADER BEHAVIORS AND
TASK/EGO ORIENTATION

	MTI	MSS	MPF	MDB	MAB	MEAN S.D.
MTASK	.0906 .5315	.1712 .2345	.0986 .4957	.0977 .4998	-.3115 .0277	4.4543 .4624
MEGO	.2755 .0529	.2683 .0595	-.0718 .6204	.0598 .6795	.2349 .1006	2.5933 .1006
MEAN	3.1785	2.0375	2.6960	1.8200	1.9320	
S.D.	.5949	.6596	.8909	.6353	.7325	

MTASK = Mean task orientation

MEGO = Mean ego orientation

MTI = Mean perceived training and instruction

MSS = Mean perceived social support

MPF = Mean perceived positive feedback

MDB = Mean perceived democratic behavior

MAB = Mean perceived autocratic behavior

$\bar{M}$ = 2.6960. The correlation indicated that autocratic behavior had a mean score of $\bar{M}$ = 1.9320.

The descriptive statistics for task and ego orientation indicated that the mean scores for both of the orientations were one above and one just below the middle score (3) for the scale. Task orientation, TASK was reported to have a mean score of $\bar{M}$ = 4.4543 which was one above the mid point. Ego orientation, EGO, had the lower of the two means ($\bar{M}$ = 2.5933) with an average of just below the mid point of the scale (Table 5).

Pairwise Correlations. The data that were analyzed for this question indicated that there was a positive correlation (Table 5) between training and instruction, TI and ego orientation, EGO (p = .0529). This correlation indicated that athletes that were higher ego oriented perceived their coach providing higher levels of training and instruction, TI. The other significant finding indicated that there was a negative correlation between autocratic behavior, AB, and task orientation, TASK (p = .0277). This correlation indicated that athletes who were high on task orientation perceived that their coach exhibited low amounts of autocratic behavior.

Stepwise Regression Analyses. There were two regression analyses calculated, one for each of the two goal orientations of task and ego, to determine the degree of relationship and order of importance with the five leader behavior factors. The analysis of task orientation, TASK with the leader behavior factors produced a significant (R^2 = .097, p = .0277) one-variable model (Table 6).

TABLE 6

STEPWISE REGRESSION OF TASK ORIENTATION WITH ACTUAL
PERCEIVED LEADER BEHAVIORS

STP	INTERC	MTI	MSS	MPF	MDB	MAB	R ²	p
1	4.834 .0001					1 -.197 .0277	.097	.0277

MTI = Mean perceived training and instruction

MSS = Mean perceived social support

MPF = Mean perceived positive feedback

MDB = Mean perceived democratic behavior

MAB = Mean perceived autocratic behavior

Autocratic behavior, AB ($p = -.0277$), was found to have a significant negative relationship with task orientation, TASK. Athletes who were high on task orientation, TASK, perceived low levels of autocratic behavior, AB, from their coach.

The analysis of ego orientation, EGO, with the leader behavior factors produced a significant ($R^2 = .233$, $p = .0063$) three-variable model (Table 7) which included (from most significant to least significant): (a) positive feedback, PF ($p = .0061$); (b) social support, SS ($p = .0268$); and (c) training and instruction, TI ($p = .0515$). This regression analysis for ego orientation, EGO, indicated that social support, SS, and training and instruction, TI, were strong predictors of ego orientation, EGO. Positive feedback, PF was subtracted from the equation which accounted for approximately 23% of the variance of ego orientation, EGO.

Discussion

There has been limited research completed on task/ego orientation of athletes and no research could be located that dealt with task/ego orientation and cohesion components. The results of the study indicated that ego orientation and training and instruction, TI, had a positive relationship. It could be possible that ego oriented athletes have a great desire to be better than anyone else and they may want to have more time on training and instruction, TI.

TABLE 7

STEPWISE REGRESSION OF EGO ORIENTATION WITH ACTUAL
PERCEIVED LEADER BEHAVIORS

STP	INTERC	MTI	MSS	MPF	MDB	MAB	R ²	p
1	1.287 .0605	1 .411 .0529					.076	.0529
2	2.240 .0001		2 .693 .0041	2 -.392 .0255			.166	.0139
3	1.293 .0436	1 .486 .0515	2 .539 .0268	3 -.498 .0061			.233	.0063

MTI = Mean perceived training and instruction

MSS = Mean perceived social support

MPF = Mean perceived positive feedback

MDB = Mean perceived democratic behavior

MAB = Mean perceived autocratic behavior

The results of the study also indicated that there was a negative relationship between task orientation, TASK and autocratic behavior, AB. Chelladurai's (1979, 1993) model could be supported by the findings. The model suggests that there is a relationship between situational characteristics and perceived actual coaching behaviors. Task oriented athletes have a high need to develop their skills and this could be improved through training and instruction. Chelladurai's (1979, 1993) model suggests that if a preferred behavior is exhibited then this leads to satisfaction and performance and it could be possible that this concept was reversed.

Subproblem Three: Relationships Among Task/Ego Orientation of Athletes and team Cohesion Components

The Group Environment Questionnaire (GEQ) and the Task/Ego Orientation for Sport Questionnaire were used to determine the relationships among team cohesion and task/ego orientation of athletes. An analysis of data included descriptive statistics and pairwise correlations between each cohesion component factor and task/ego orientation. Stepwise regression analysis was used for analysis of each cohesion component as they related to task/ego orientation to determine the multidimensional interrelationships. Maximum R^2 was used in the stepwise regression, which determined models with forward and backward checks that accounted for the greatest amount of common variance between each cohesion component and task/ego orientation. The models that were used in

this study were the most significant and the other models were excluded.

There were no significant correlations (Table 8) or regression equations. Chelladurai's (1993, 1979) multidimensional model could explain why there was no significance between these two factors. The model indicates that cohesion and task/ego orientation are both antecedent factors.

TABLE 8

PAIRWISE CORRELATION AMONG TASK/EGO ORIENTATION WITH TEAM
COHESION COMPONENTS

	MATGT	MATGS	MGIT	MGIS	MEAN S.D.
MEGO	-.2101 .1432	-.0577 .6904	-.0816 .5734	.0276 .8490	2.5933 .8878
MTASK	.2587 .0696	.0312 .8296	.2223 .1207	.1284 .3742	4.4542 .4624
MEAN	6.8750	7.1000	6.7720	5.9300	
S.D.	1.5503	1.3934	1.4194	1.5900	

MATGT = Mean attraction to the group-task

MATGS = Mean attraction to the group-social

MGIT = Mean group integration-social

MGIS = Mean group integration-social

MTASK = Mean task orientation

MEGO = Mean ego orientation

CHAPTER 5

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The purpose of this study was to determine the multi-faceted interrelationships among perceived leadership factors, task/ego orientation of athletes, and team cohesion. The subproblems consisted of: (a) the relationships among perceived leader behavior factors and team cohesion components, (b) the relationships among perceived leader behavior factors and task/ego orientation of athletes, and (c) the relationships among task/ego orientation of athletes and team cohesion components.

The subjects for this study were 50 female softball players from the National Collegiate Athletic Association (NCAA) Division II. The subjects for the study were members of four softball teams in the southeastern United States.

Perceived leadership was measured by the Leadership Scale for Sports, LSS, composed of five leadership dimensions: (a) training and instruction, TI, (b) positive feedback, PF, (c) social support, SS, (d) democratic behavior, DB, and (e) autocratic behavior, AB. Team cohesion was measured by the Group Environment Questionnaire, GEQ, which contains four aspects of cohesion: (a) attraction to the group-social, ATGS, (b) attraction to the group-task, ATGT, (c) group integration-social, GIS, and (d) group integration-task, GIT. The instrument that evaluated task/ego orientation was the Task and Ego Orientation in Sport Questionnaire, TEOSQ.

Pairwise correlations and stepwise regression procedures were used to determine the interrelationships of the components that were involved in the study. Maximum R^2 was applied in the stepwise regression analyses.

This study produced significant findings between the relationships of cohesion and perceived leadership factors. Attraction to the group-social, ATGS, and training and instruction, TI, indicated a positive relationship. The data indicated that there was a significant positive relationship between training and instruction, TI, and group integration-task, GIT. Positive feedback, PF, produced a positive relationship with attraction to the group-task, ATGT, and attraction to the group-social, ATGS. A negative relationship was formed with autocratic behavior, AB, and attraction to the group-task, ATGT.

There were also significant findings between task/ego orientation and leadership behavior factors. The data indicated that there was a negative relationship between task orientation and autocratic behavior. The findings also produced a significant positive relationship between ego, EGO, orientation and training and instruction, TI. However, there were no significant findings between cohesion factors and task/ego orientation.

The study supported Chelladurai's (1979) multidimensional model. The model suggests that situational characteristics and member characteristics are related to actual behavior (actual perceived coaching behavior). The relationship between cohesion and leadership indicated the support for this model. Carron's

(1982) conceptual model of cohesion was supported by the findings in the study. The conceptual model indicates that leadership factors lead to cohesion.

The results from the study also indicated that there was a significant relationship between task/ego orientation and leadership factors. There has been limited research completed about task/ego orientation and there was no previous published research located on task/ego orientation and leadership. There were no significant findings between cohesion and task/ego orientation.

Conclusions

The purpose of this study was to determine the multi-faceted interrelationships among perceived leadership factors, task/ego orientation of athletes, and team cohesion components. The results of the data indicated:

1. There were positive relationships between training and instruction and the following factors: (a) attraction to the group-social, (b) group integration-task, and (c) ego orientation.
2. There were positive relationships between positive feedback and: (a) attraction to the group-task, and (b) attraction to the group-social.
3. There were negative relationships between autocratic behavior and: (a) task orientation and (b) attraction to the group-task.

Implications for Further Research

The results of this study indicated that there are relationships between leadership factors and cohesion. The results also produced significant relationships between task/ego orientation and leadership factors. The following suggestions are offered as recommendations for research to be completed in the future.

1. Research needs to be conducted with male and female athletes to determine if there are any gender differences.
2. Research needs to be conducted with various sports to determine any differences.
3. Research needs to be conducted with younger athletes to determine the differences that maturity may account for.

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REFERENCE LIST

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APPENDICES

APPENDIX A

Leadership Scale for Sports (Athlete's Perception of Coach's Behavior)

Each of the following statements describe a specific behavior that a coach may exhibit. For each statement there are five alternatives:

1. ALWAYS; 2. OFTEN (about 75% of the time); 3. OCCASIONALLY (50% of the time); 4. SELDOM (about 25% of the time); 5. NEVER

Please indicate your coach's actual behavior by placing an "X" in the appropriate space. Answer all items even if you are unsure of any. Please note that you are rating your present coach.

ALWAYS
OFTEN
OCCASIONALLY
SELDOM
NEVER

My coach:

1. Sees to it that athletes work to capacity. 1
2. Acts for the opinion of the athletes on strategies for specific competitions. 2
3. Helps athletes with their personal problems. 3
4. Compliments an athlete for good performance in front of others. 4
5. Explains to each athlete the techniques and tactics of the sport. 5
6. Plans relatively independent of the athletes. 6
7. Helps members of the group settle their conflicts. 7
8. Pays special attention to correcting athletes' mistakes. 8
9. Gets group approval on important matters before going ahead. 9
10. Tells an athlete when the athlete does a particularly good job. 10
11. Makes sure that the coach's function in the team is understood by all athletes. 11
12. Does not capitulate to other actions. 12
13. Looks out for the personal welfare of the athletes. 13
14. Instructs every athlete individually in the skills of the sport. 14
15. Lets the athletes share in decision making. 15
16. Sees that an athlete is rewarded for a good performance. 16
17. Figures ahead on what should be done. 17

My coach:

18. Encourages athletes to make suggestions for ways to conduct practices. 18
19. Does personal favors for the athletes. 19
20. Explains to every athlete what should be done and what should not be done. 20
21. Lets the athletes set their own goals. 21
22. Expresses any affection for the athletes. 22
23. Expects every athlete to carry out one's assignment to the best of his ability. 23
24. Lets the athletes try their own way even if they make mistakes. 24
25. Encourages the athlete to confide in the coach. 25
26. Points out each athlete's strengths and weaknesses. 26
27. Refuses to compromise on a point. 27
28. Expresses appreciation when an athlete performs well. 28
29. Gives specific instructions to each athlete on what should be done in every situation. 29
30. Acts for the opinion of the athletes on important coaching matters. 30
31. Encourages close and informal relations with athletes. 31
32. Sees to it that the athletes' efforts are coordinated. 32
33. Lets the athletes work at their own speed. 33
34. Keeps strict from the athletes. 34
35. Explains how each athlete's contribution fits into the total picture. 35
36. Invites the athletes home. 36
37. Gives credit when it is due. 37
38. Specifies in detail what is expected of athletes. 38
39. Lets the athletes decide on plays to be used in a game. 39
40. Speaks in a manner which discourages questions. 40

APPENDIX B

ATTITUDES ABOUT SPORT QUESTIONNAIRE

I.D. NUMBER _____

DIRECTIONS: I am interested in learning about when you feel most successful in the sport of softball. In other words, when do you feel baseball has gone really well for you? Please read each of the statements listed below and indicate how much you personally agree with each statement by circling the appropriate response.

I feel most successful in softball when . . .

I'm the only one who can do the play or skill.

1	2	3	4	5
STRONGLY				STRONGLY
DISAGREE				AGREE

I learn a new skill and it makes me want to practice more.

1	2	3	4	5
STRONGLY				STRONGLY
DISAGREE				AGREE

I can do better than my teammates.

1	2	3	4	5
STRONGLY				STRONGLY
DISAGREE				AGREE

The other players on my team can't do as well as me.

1	2	3	4	5
STRONGLY				STRONGLY
DISAGREE				AGREE

I learn something that is fun to do.

1	2	3	4	5
STRONGLY				STRONGLY
DISAGREE				AGREE

I feel most successful in softball when . . .

Others commit errors and I don't.

1	2	3	4	5
STRONGLY				STRONGLY
DISAGREE				AGREE

I learn a new skill by trying hard.

1	2	3	4	5
STRONGLY				STRONGLY
DISAGREE				AGREE

I work really hard.

1	2	3	4	5
STRONGLY				STRONGLY
DISAGREE				AGREE

I have the least amount of errors/score most R.B.I.'s/ have lowest E.R.A./etc. (depending on your position).

1	2	3	4	5
STRONGLY				STRONGLY
DISAGREE				AGREE

Something I learn makes me want to go and practice more.

1	2	3	4	5
STRONGLY				STRONGLY
DISAGREE				AGREE

I'm the best.

1	2	3	4	5
STRONGLY				STRONGLY
DISAGREE				AGREE

A skill I learn really feels right.

1	2	3	4	5
STRONGLY				STRONGLY
DISAGREE				AGREE

I do my very best.

1	2	3	4	5
STRONGLY				STRONGLY
DISAGREE				AGREE

Please read each of the statements listed below and indicate how much you personally agree with each statement by circling the appropriate response. There is no right or wrong answer, so please answer honestly. All answers should be specific to your collegiate baseball team.

On my softball team . . .

I am one of the best players.

1	2	3	4	5
STRONGLY				STRONGLY
DISAGREE				AGREE

I am not much of a softball player.

1	2	3	4	5
STRONGLY				STRONGLY
DISAGREE				AGREE

I am one of the worst players.

1	2	3	4	5
STRONGLY				STRONGLY
DISAGREE				AGREE

I am very good at softball.

1	2	3	4	5
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.

[illegible]

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

[illegible]

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 out team.

[illegible]

13. Our team members rarely party together.

[illegible]

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

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

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

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

COACHES INFORMED CONSENT

I understand that the purpose of this study is to determine the interrelationships among coaching behaviors, task/ego orientation of athletes, and team cohesion.

I understand that my team will complete three survey forms which will take approximately 30 minutes.

I confirm that my team's participation as subjects in this study is entirely voluntary, and that whether they choose to participate or not will have no effect on their team standing or on their participation in softball.

I understand that I, or any of my team members, may choose to withdraw consent and terminate participation at any time without penalty.

I understand that all information received from this study will be confidential and this includes: athlete's names, team names, school names, and the responses of the athletes.

Coach's Name

Coach's Signature

Date

If you have any questions, please contact:

Melanie Thompson
M.S. Candidate

or

Patricia A. Beitel, Ed. D.
Advisor

1914 Andy Holt Ave.
The University of Tennessee
Knoxville, TN 37996-2700
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APPENDIX E

ATHLETES INFORMED CONSENT

I understand that the purpose of this study is to determine the interrelationships among coaching behaviors, orientation of athletes, and team cohesion.

I understand that I will complete three questionnaires which will take approximately 30 minutes. I confirm that my participation in this study is voluntary.

I understand that neither my softball participation nor team membership is dependent upon participating in this study.

I understand that I may choose to withdraw my consent and terminate my participation at any time without penalty.

I understand that all information used in this study will be confidential and this includes: athlete's names, team names, school names, and my responses to the questionnaires.

I understand that no names will ever be attached to the data, that numbers are used on each questionnaire to interrelate my answers, and that completion of the questionnaires serves as informed consent.

VITA

Melanie J. Thompson was born in Amory, Mississippi, on August 22, 1970, to Ray and Carol Thompson. She attended Sulligent High School in her home town and graduated in May of 1988. In June of 1988 Melanie entered Bevill State Community College, where she graduated in July 1990 with an Associate degree in Physical Education. In September of 1990 Melanie entered Livingston University and graduated in May of 1993 with a Bachelor of Science degree in Physical Education. In the Fall of 1993 she accepted a position as a Graduate Teaching Associate at The University of Tennessee, Knoxville for the Department of Human Performance and Sport Studies. She expects to receive a Master of Science degree with a major emphasis in Sport Psychology in August 1994.