

**TEAM BUILDING AND GROUP COHESION IN THE CONTEXT OF
PERFORMANCE FOR FEMALE TEAM SPORTS**

Pooja Rawat

Research Scholar, Department of Sports Psychology

LNIPE, Gwalior, M.P, India

E mail: poojarawat5791@gmail.com

ABSTRACT

Many social and sport psychologists consider that group/ team cohesion as well as athletes' satisfaction has a major impact on team performance. The purpose of the study was to determine the team building and group cohesion in the context of performance for female team sports. One sixty female athletes were purposively selected from each team games i.e., Basketball-40, Football-40, Volleyball-40 & Hockey-40, age ranged 17-25 years with mean and standard deviation (19.45 + 3.02) from four different regions (Gwalior, Bhopal, Indore, and Jabalpur) of Madhya Pradesh, India, who at least all India inter university participated. Group cohesion questionnaire was developed by Albert V. Carron et al., (1985) and their 4 sub factor: Individual Attraction to Group Task (ATG-T); Individual Attraction to Group Social (ATG-S); Group Integration Task (GI-T); and Group Integration Social (GI-S). One-way analysis of variance (ANOVA) was used at 0.05 level of significance. In individual attraction to group social (ATG-S); group integration social (GI-S); group integration task (GI-T) were found significant as the calculated F value (3.8;5.2; 7.6) were greater than tabulated value 2.70 with (3,156) df at 0.05 level of significance (p value < 0.05). Further Individual Attraction to Group Task (ATG-T) was found insignificant as the calculated F value 0.5 which is less than tabulated value 2.70 with (3,156) df at 0.05 level of significance (p value > 0.05).

Keywords: Group cohesion, Individual Attraction to Group Social, Individual Attraction to Group Task, Group Integration Social, Group Integration Task

INTRODUCTION

The idea of group cohesion in the field of sports has attracted the attention of researchers, mainly those who deal with sports teams. Group cohesion is a concept which refers to the team level and is interpreted as the bond which the members of a team have created among them (Molleman, 2005). Researchers ascertain that group cohesion is influenced by coaching as well as social conditions (Rico, Martin-Diana, Frias, Barat, Henahan, & Barry-Ryan, 2007; Shapcott, Carron, Burke, Bradshaw, & Estabrooks, 2006). Many scholars have tried to give a conceptualization of the term "group cohesion". However, the definition which is accepted by most of the researchers

and is widely used by contemporary studies comes from Carron, Brawley, and Widmeyer (1998, p. 213), who defined the cohesion of a group as “a dynamic process reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs”. Group cohesion is multidimensional concept, and this means that many factors can influence the coherence of a team, and the impact of the same factors can vary from team to team (Carron, Hausenblas, & Eys, 2005). Following the model of Carron and Hausenblas (1998), these factors/ characteristics are personal, environmental, related to the group and to the leadership. Throughout the history of organizational research, an important goal has been to identify the factors and processes that give rise to increased group performance. In the pursuit of this goal, researchers often have focused on the social and motivational forces that exist between group members. The theoretical and intuitive hypothesis has been that these forces create a bond, or cohesion, among the members of the group, and that the stronger the bond, the greater the productivity of the group. Presumably, when cohesion is strong, the group is motivated to perform well and is better able to coordinate activities for successful performance (Cartwright, 1968; Davis, 1969). Although most researchers have acknowledged the plausibility of the relation between group cohesion and group performance, empirical observations of the relation have varied greatly, causing some authors to doubt the generalizability of the effect (Stogdill, 1972; Tziner, 1982) or to dismiss it altogether (Steiner, 1972).

MATERIALS AND METHODS:

SELECTION OF THE SUBJECTS

The purpose of the study was to analyze a status study on psychological factors among female athletes in sports games. 160 female athletes were purposively selected from each team games i.e., Basketball-40, Football-40, Volleyball-40 & Hockey-40, age ranged 17-25 years with mean and standard deviation (19.45 ± 3.02) from four different regions (Gwalior, Bhopal, Indore, and Jabalpur) of Madhya Pradesh, India, who at least all India inter university participated.

SELECTION OF THE VARIABLES

According to the discussion with experts, feasibility, criteria, availability of instruments, equipment and relevance of the present study group cohesion was used.

INSTRUMENTATION

Albert V. Carron, Lawrence R. Brawley, and W. Neil Widmeyer (1985), the widely acclaimed Group Environment Questionnaire is a test that assesses group cohesion in sport measures the task and social aspects of an athlete's perceptions of and attraction to the group. The GEQ contains 18 items and has four scales:-

- Individual Attraction to Group Task (ATG-T)-4items;
- Individual Attraction to Group Social (ATG-S)-5items;
- Group Integration Task (GI-T)-5 items; and
- Group Integration Social (GI-S)-4items

ADMINISTRATION OF QUESTIONNAIRE AND COLLECTION OF DATA

The questionnaires were administered to the participants whose level was All India Inter-University participated. Before administering the questionnaire, all the necessary information regarding the questionnaire was given to the participants and doubts has cleared by the research scholar. The questionnaire has filled up by the subjects once only. After the successful completing the test, all the data collected was analyzed to draw a conclusion with regard to the hypothesis.

STATISTICAL PROCEDURE

In order to examine the hypothesis of the study, descriptive statistics such as mean, standard deviation and comparative statistics such as One-way analysis of variance (ANOVA) was used at 0.05 level of significance. SPSS 20 was used.

RESULTS

Table 1 Descriptive statistics of different team games among female players in team building and group cohesion

Variables	Team Games	N	Mean	S.D	Std. Error
ATG-S	Basketball	40	31.18	6.17	0.98
	Hockey	40	27.9	7.04	1.11
	Football	40	31.58	7.88	1.25
	Volleyball	40	33.15	7.26	1.15
	Total	160	30.95	7.3	0.58
ATG-T	Basketball	40	26.85	7.86	1.24
	Hockey	40	25.6	6.9	1.09
	Football	40	24.9	6.52	1.03
	Volleyball	40	25.65	7.16	1.13
	Total	160	25.75	7.09	0.56
GI-S	Basketball	40	18.48	5.62	0.89
	Hockey	40	23.6	7.61	1.2
	Football	40	20.88	4.78	0.76
	Volleyball	40	19.73	5.88	0.93
	Total	160	20.67	6.3	0.5
GI-T	Basketball	40	28.45	7.28	1.15
	Hockey	40	21.58	7.19	1.14
	Football	40	28.85	6.48	1.02
	Volleyball	40	27.9	10.08	1.59
	Total	160	26.69	8.36	0.66

Table 1 show that the mean and standard deviation of team building and group cohesion with sub-scales of Individual Attraction to Group Social(ATG-S); Individual Attraction to Group Task(ATG-T); Group Integration Social(GI-S); Group Integration Task (GI-T)of different team games i.e., basketball, hockey, football, volleyball among female athletes from different team games. In group cohesion with sub-scales of Individual Attraction to Group Social (ATG-S) the mean and standard deviation in different team games i.e., basketball, hockey, football, volleyball were 31.18 ± 6.17 ; 27.9 ± 7.04 ; 31.58 ± 7.88 ; 33.15 ± 7.26 respectively.

In group cohesion with sub-scales of Individual Attraction to Group Task (ATG-T) the mean and standard deviation in different team games i.e., basketball, hockey, football, volleyball were 26.85 ± 7.86 ; 25.6 ± 6.9 ; 24.9 ± 6.52 ; 25.65 ± 7.16 respectively.

In group cohesion with sub-scales of Group Integration Social (GI-S) the mean and standard deviation in different team games i.e., basketball, hockey, football, volleyball were 18.48 ± 5.62 ; 23.6 ± 7.16 ; 20.88 ± 4.78 ; 19.73 ± 5.88 respectively.

In group cohesion with sub-scales of Group Integration Social (GI-T) the mean and standard deviation in different team games i.e., basketball, hockey, football, volleyball were 28.45 ± 7.28 ; 21.58 ± 7.19 ; 28.85 ± 6.48 ; 27.9 ± 10.08 ; respectively.

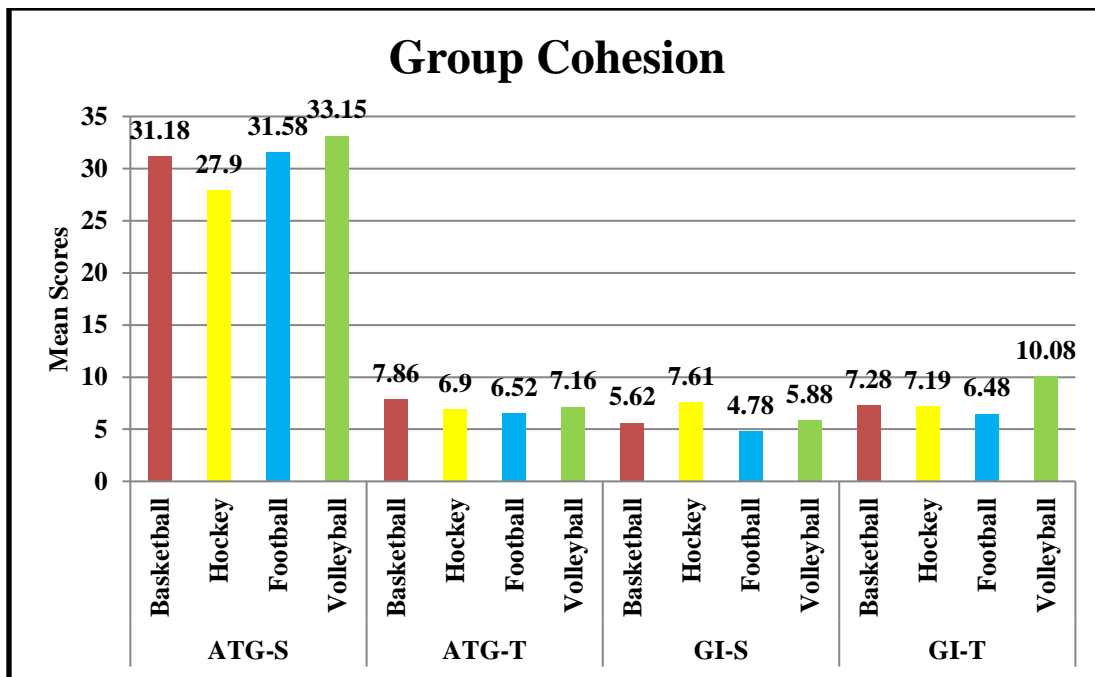


Figure 1 Descriptive statistics of different team games among female athletes in group cohesion

Table 2 One Way (ANOVA) for the data on all sub-scales of team building and group cohesion

Factors	Variances	Sum of Squares	df	Mean Square	F	Sig.
ATG-S	Between Groups	583.35	3	194.45	3.8	.011*
	Within Groups	7892.25	156	50.59		
	Total	8475.6	159			
ATG-T	Between Groups	78.6	3	26.2	0.5	0.672
	Within Groups	7923.4	156	50.79		
	Total	8002	159			
GI-S	Between Groups	573.52	3	191.17	5.2	.002*
	Within Groups	5735.93	156	36.77		
	Total	6309.44	159			
GI-T	Between Groups	1415.62	3	471.87	7.6	.000*
	Within Groups	9686.38	156	62.09		
	Total	11101.99	159			

Table 2 shows that One way ANOVA of team building and group cohesion with sub-scales of individual attraction to group social (ATG-S); group integration social (GI-S); group integration task (GI-T) of different team games i.e., basketball, hockey, football, volleyball among female athletes from different team games were found significant as the calculated F value (3.8;5.2; 7.6) were greater than tabulated value 2.70 with (3,156) df at 0.05 level of significance (p value < 0.05). Further Individual Attraction to Group Task (ATG-T) was found insignificant as the

calculated F value 0.5 which is less than tabulated value 2.70 with (3,156) df at 0.05 level of significance (p value > 0.05)

Table 3 Pairwise comparison of mean in different team games the sub factors of team building and group cohesion

Dependent Variable	(I)Team games	(J) Team Games	Mean Difference (I-J)	Std. Error	p-value
ATG-S	Basketball	Hockey	3.28*	1.59	.041*
	Hockey	Football	-3.68*	1.59	.022*
		Volleyball	-5.25*	1.59	.001*
GI-S	Basketball	Hockey	-5.13*	1.36	.000*
	Hockey	Volleyball	3.88*	1.36	.005*
GI-T	Basketball	Hockey	6.88*	1.76	.000*
	Hockey	Football	-7.28*	1.76	.000*
		Volleyball	-6.32*	1.76	.000*

*significant at 0.05 level

Table 3 shows that the team building and group cohesion with sub-scales of individual attraction to group social (ATG-S); group integration social (GI-S); group integration task (GI-T) of different team games was found significant.

Now in case of attraction to group social (ATG-S) it can be seen that basketball and hockey; hockey and football, volleyball is significant as their p values .041; .022 and .001 which is less than 0.05; also difference between found significant in integration social (GI-S) that basketball and hockey; hockey and volleyball as their p value .00; .005 which is less than 0.05; further also found significant in group integration task (GI-T) that basketball and hockey; hockey and football, volleyball as their p value .000; .000 and .000 which is less than 0.05 among female athletes from different team games

DISCUSSION AND FINDING

Many social and sport psychologists consider that group/ team cohesion as well as athletes' satisfaction has a major impact on team performance. The purpose of the study was to determine the team building and group cohesion in the context of performance for female team sports. Team building and group cohesion with sub-scales of individual attraction to group social (ATG-S); group integration social (GI-S); group integration task (GI-T) of different team games i.e., basketball, hockey, football, volleyball among female athletes from different team games were found significant. Volleyball players had higher scores in ATG-S, ATG-T than other team sports and in GI-S had higher scores hockey. This finding suggests that Hoseini (2010) and Ramazaninezhad (2009) concluded that in professional leagues volleyball and football teams use training and instruction mostly and they employ democratic style less. Autocratic style is task based leadership method.. Coach responsibility based style in professional and championship sports has been reported in researches. The results of Hoseini (2010) and Ramazaninezhad (2009), Moradi (2009), Rimmer and Chelladurai (1995) and Bennet & Maneual(2000) confirm these findings. According to the dynamic nature of sport, training and instruction are common and the coaches concentrate on teaching of tactics and techniques. of course, related to less usage of autocratic style by university coaches, the results are in agreement with Moradi (2009), Rimmer and Chelladurai (1995) and Bennet & Maneual (2000). Hoseini (2010) and Ramazaninezhad (2009) do not agree with these results. They reported that the coaches of volleyball and football leagues use less democratic style .It seems that type of sport and also level of teams cause this difference in using autocratic and democratic leadership styles.

Group cohesion is multidimensional concept, and this means that many factors can influence the coherence of a team, and the impact of the same factors can vary from team to team (Carron, Hausenblas, & Eys, 2005). Following the model of Carron and Hausenblas (1998), these factors/ characteristics are personal, environmental, related to the group and to the leadership.

Many social and sport psychologists consider team performance an important subject of study. The emphasis given by professional coaches and players on the relationship between the cohesion of the team and its performance is significant and the conjecture is that the greater the cohesion, the higher the performance is (Hardy, Eys, & Carron, 2005; Loughhead & Hardy,

2006). In accordance with the above, Carron and his colleagues (2002) conducted a meta-analysis to examine the relationship of cohesion with performance in sport. Athletes' satisfaction is a multidimensional concept and it is influenced by many factors such as leadership, personal performance, team participation, facilities, team performance, and performance of other teams.

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