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INFLUENCE OF GAMES & SPORTS ON GROUP COHESION DEVELOPMENT AMONG MALE INDIAN ATHLETES

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Abstract:
Objective: The objective of the study is to find out the influence of games & sports on group cohesion development among male Indian athletes. **Methodology**: For the purpose of the study, 100 sportsmen and 100 non-sportsmen boys were randomly selected. The age of all the subjects ranges from 18 yrs. to 22 yrs. The Group Environment Questionnaire (GEQ) developed by Albert V. Carron, was used to assess the group cohesion skills of the subjects. Descriptive statistics was used to examine the significance difference among four domains of Group Cohesion (A- Individual Attractions to the Group-Social (ATGS), B- Individual Attractions to the Group-Task (ATGT), C- Group Integration-Social (GIS), D- Group Integration-Task (GIT)). One-way ANOVA was used, and the hypothesis was tested at a .05 level of significance. **Results:** The mean and standard deviation of non-playing boys are A- Individual Attractions to the Group-Social (ATGS) (31.02 +4.16), B- Individual Attractions to the Group-Task (ATGT) (29.20+6.17), C- Group Integration-Social (GIS) (27.22+5.64), D- Group Integration-Task (GIT) (34.16+8.26) and Total Group Environment Questionnaire (GEQ) Scale is (121.70 +17.26). Mean and standard deviation of players in different games and sports are A- Individual Attractions to the Group-Social (ATGS) (41.82 +2.54), B- Individual Attractions to the Group-Task (ATGT) (31.20+4.32), C- Group Integration-Social (GIS) (29.38+4.99), D- Group Integration-Task (GIT) (40.32+5.26) and Total Group Environment Questionnaire (GEQ) Scale is (142.72 +12.32). The ANOVA result shows that the "p-values" of the domains of the Group Environment Questionnaire (GEQ) Scale is less than 0.05 and hence

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the F-value is significant at 5% level. **Conclusion:** Results clearly indicates that there is a significant difference existing between the group cohesion and sports achievements of college boys. Students who are high on the GEQ Scale are having high sports achievement hence group cohesion plays major role in sports achievements among male students. Development of group cohesion among player's leads to better sports performance.

Keywords: group cohesion, sports achievement, individual attractions, group integration, group environment

1. Introduction

Today, a new context of expectations concerning the operation of educational leaders has formed; it requires not just a high level of individual development and organizational skills, but also the ability to generate new ideas and approaches; to create new technologies; to update the internal potential of the followers, to initiate, self-development of their personalities. Performance of games and sports is not totally dependent on the physiological aspects of the athletes, but also depends upon numerous other sociological and psychological factors. These psychological factors are leadership qualities, personality, intelligence, attitude, motivation, anxiety, confidence, decision making, team cohesion, etc. From last many years to improve sports performance sports psychology researchers have become vocal in their suggestions that team cohesion may be an important construct in the games and sports domain.

The origin of the term '*cohesion'* is the Latin word '*cohaesus'*, which means to cleave or stick together. Apart from the personal psychological pre-requisites of the player, certain group factors are also important determinants for good performance, especially in team games. Team cohesion is one such important psychological determinant that influences performance to a larger extent.

Gill (1986) suggests that groups are those social aggregates that involve mutual awareness and potential interaction. Cohesion is essential for a group's existence. Most sports and exercise activities involve groups or teams. In a group, several individuals with varying relationships to each other interact through various processes over time and in different changing environmental conditions. A collection of individuals does not necessarily make a group. Group members must be aware of each other in some way and be able to understand each other through the group process.

McDonald (1993) conducted a study to find out the relationship between pre-competitive anxiety and team cohesion. 113 male and female varsity athletes act as subjects. Each completed the CSAI-2 and the GEQ. During analysis of the CSAI-2 subscales, a negative relationship ($P<05$) was found to exist between cognitive anxiety and state self-confidence. The relationships among anxiety and cohesion scores were also analyzed. Cognitive anxiety was negatively related to both group integration social and group integration task, while self–confidence and group integration social were positively related. Differences between highly cohesive and low cohesive teams in

regards to the members' levels of cognitive anxiety, somatic anxiety and self-confidence were analyzed utilizing an independent group's t-ratio. The mean cognitive anxiety and mean self-confidence score of individuals on a highly cohesive team were significantly lower than and greater than, respectively, those on the low cohesive team. The researcher concluded that the environment with small groups. The aggressive acts he/she enumerated were personal (not ethical) fouls and included verbal as well as physical aggression. More aggression in sports results from frustration, and this frustration is the result of various motives being blocked. Aggression is generated when those motives which are prominent in sports are blocked. These motives revolve around achievement dominance, power, recognition, prestige and excellence in sports.

Apart from the personal psychological pre-requisites of players, certain group factors are also important determinants for good performance, especially in team games. Team cohesion is one of the important psychological determinants that influence performance to a large extent.

Numerous definitions of '*group cohesiveness'* have been given by researchers and academicians in the past (Greer, 2012). It refers to the extent to which the members are motivated and attracted to stay in the group (Daft & Marcic, 2001; Schermerhorn *et al.*, 2002; Man & Lam, 2003).

It is the degree of closeness among members within the group (Management Study Guide, 2017). It is basically the desire of the members to be part of the group with a high degree of commitment, benefiting the individual as well as the organization. It is the tendency of the group members to unite and perform to achieve the goals by meeting emotional needs among members; this feeling exists when members have the same sense of understanding.

Past literature has advocated that management plays a significant role in ensuring group cohesion in the organizations (Beal *et al.*, 2003), which determines the group's effectiveness (Kong *et al.*, 2020)

It has been observed that employees working in cohesive groups attempts to maintain positive relationships with others (Schermerhorn *et al.*, 2002; Bryan *et al.*, 2019). At individual and team levels, group cohesiveness is strongly related with organizational citizenship, improved performance, reduced conflicts (Nibler & Harris, 2003; Paine & Organ, 2000; Podsakoff *et al.*, 2000; Jehn & Mannix, 2001; Langfred, 1998; Chang & Bordia, 2001). Group cohesion is influenced by many factors as established by past studies (Dion, 2000; Mullen & Copper, 1994; Shield *et al.*, 1997), namely, work environment, maturity, organizational and group development and membership (Mullins, 2005).

A few more factors which influence group cohesiveness are the size of the group, permanence and compatibility of the members, which influence the level of interaction among the group members (Xuemei *et al.*, 2016).

It has been established that a large group confines the interaction and communication among members, leading to agitation, creation of groupism and fights, which bring a reduction in cohesion (Rodriguez-Sanchez, *et al.*, 2017; Mutonyi *et al.*, 2020).

Homogeneous groups in terms of backgrounds, values and attitudes of members, interests promote group cohesiveness. It has also been perceived that where the members take a long time in the group, they are more likely to be friendly and closer to other members than the temporary members. Other factors which enhance group cohesiveness are shared goals and values, communication, and the nature of the task, which helps in binding group members together (Daft & Marcic, 2001).

Group members having similar interests lead to shared goals, building more trust among members, similarly nature of the task also brings members closer as they face similar problems and challenges (Mullins, 2005).

Based on the literature, the present study is carried out to find the influence of games & sports on group cohesion development among male Indian athletes.

2. Aim

The aim of the present study was to find out the influence of games & sports on group cohesion development among male Indian athletes.

2.1 Objective

Group cohesion plays a major role in the life of an individual to achieve any goal. To perform well in games and sports you must have to develop your group cohesion skills like A- Individual Attractions to the Group-Social (ATGS), B- Individual Attractions to the Group-Task (ATGT), C- Group Integration-Social (GIS), D- Group Integration-Task (GIT). Once you start sports activities at an early age, all these domains of group cohesion will improve. This will help the students to work efficiently in every field and at all defined workplaces.

3. Methodology

For the purpose of the study, 100 players in different games & sports and 100 non-playing boys were randomly selected. The age of all the subjects ranges from 18 years to 22 years. The Group Environment Questionnaire (GEQ), developed by Albert V. Carron, was used to assess the group cohesion skills of the subjects. This questionnaire is designed to assess the perceptions of the team. There are no wrong or right answers, so an immediate reaction is required. Some of the questions may seem repetitive, but answer all questions. Personal responses will be kept in the strictest confidence. This test will be completed independently, without distraction, and not immediately before or after the game.

The statements are designed to assess the feelings about the personal environment with his team. In this, a player has to circle a number from 1 (strongly disagree) to 9 (strongly agree) to indicate their level of agreement with each of these statements. The GEQ is a general, rather than situation-specific, measure of cohesiveness in sports teams. Each factor is summed, and then an average is taken for individuals and the team. The higher your score on each sub-scale, the greater you reflect those dimensions (e.g. a score

of 31 on the Individual Attraction-Social scale means you are more socially attracted to the group than a score of 15 would indicate). Note that the individual attraction scales range from a low of 4 to a high of 36, whereas the group integration scales range from a low of 5 to a high of 45.

Descriptive statistics was used to examine the significance difference among four domains of Group Cohesiveness (A - Individual Attractions to the Group-Social (ATGS), B - Individual Attractions to the Group-Task (ATGT), C- Group Integration-Social (GIS) D-Group Integration-Task (GIT)). College students were asked to record their responses on separate questionnaires. One-way ANOVA was used, and the hypothesis was tested at .05 level of significance.

4. Results and Discussions

To compare all the domains of the Group Environment Questionnaire (GEQ) Assessment Scale and total scores of group cohesion of the selected sportsmen and non-sportsmen (boys), the one-way analysis of variance was applied, and data pertaining to these have been presented in Tables 1 to 4 and Figures 1 to 2.

Table 1: Descriptive Statistics of Selected Sportsmen and Non-Sportsmen (Boys) on Individual Attractions to the Group-Social (ATGS) Domain of Group Environment Questionnaire (GEQ)

A. Individual Attractions to the Group- Social (ATGS)					
Summary					
Groups	**Count**	**Sum**	**Average**	**Variance**	**SD**
Non-Sports Person (Male)	100	3102	31.02	17.1396	±4.16086
Sports Person (Male)	100	4182	41.82	6.3876	±2.54010
ANOVA					
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**
Between Groups	5832.000	1	5832.000	490.809	.0001
Within Groups	2352.720	198	11.882		
Total	**8184.720**	**199**			

The mean and standard deviation of non-playing boys in Individual Attractions to the Group-Social (ATGS) is (31.02±4.16), and Boys of different games and sports are (41.82±2.54). The ANOVA result shows a significant difference in Individual Attractions to the Group-Social (ATGS) of the Group Environment Questionnaire (GEQ). The ANOVA result shows that the "p-values" of this domain of Group Cohesion is less than 0.05, and hence the F-value is significant at the 5% level.

Table 2: Descriptive Statistics of Selected Sportsmen and Non-Sportsmen (Boys) on Individual Attractions to the Group-Task (ATGT) Domain of Group Environment Questionnaire (GEQ)

B. Individual Attractions to the Group- Task (ATGT)					
Summary					
Groups	**Count**	**Sum**	**Average**	**Variance**	**SD**
Non-Sports Person (Male)	100	2930	29.2000	37.8	±6.17914
Sports Person (Male)	100	3120	31.2000	18.48	±4.32049
ANOVA					
Source of Variation	**SS**	**Df**	**MS**	**F**	**P-value**
Between Groups	200.000	1	200.000	7.036	.009
Within Groups	5628.000	198	28.424		
Total	**5828.000**	**199**			

The mean and standard deviation of non-playing boys in individual attractions to the Group-Task (ATGT) is (29.20±6.17), and boys of different games and sports are (31.20±4.32). The ANOVA result shows a significant difference in Individual Attractions to the Group-Task (ATGT) of the Group Environment Questionnaire (GEQ). The ANOVA result shows that the "p-values" of this domain of Group Cohesion is less than 0.05, and hence the F-value is significant at the 5% level.

Table 3: Descriptive Statistics of Selected Sportsmen and Non-Sportsmen (Boys) on Group Integration – Social (GIS) Domain of Group Environment Questionnaire (GEQ)

C. Group Integration – Social (GIS)					
Summary					
Groups	**Count**	**Sum**	**Average**	**Variance**	**SD**
Non-Sports Person (Male)	100	2722	27.2200	31.5316	±5.64359
Sports Person (Male)	100	2938	29.3800	24.7156	±4.99652
ANOVA					
Source of Variation	**SS**	**Df**	**MS**	**F**	**P-value**
Between Groups	233.280	1	233.280	8.212	.005
Within Groups	5624.720	198	28.408		
Total	**5858.000**	**199**			

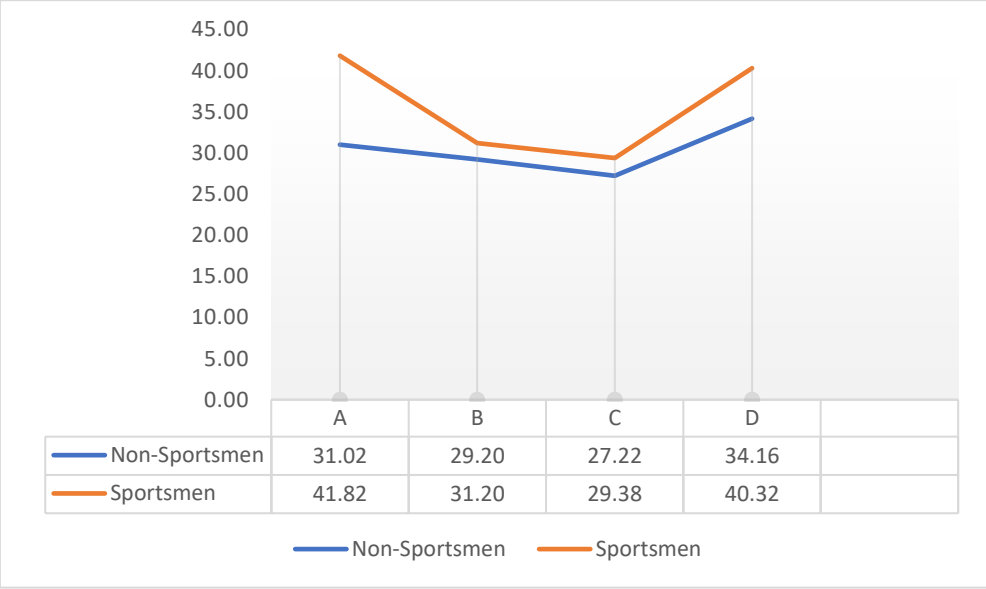
The mean and standard deviation of non-playing boys in Group Integration-Social (GIS) is (27.22±5.64), and boys of different games and sports are (29.38±4.99). The ANOVA result shows a significant difference in Group Integration-Social (GIS) of the Group Environment Questionnaire (GEQ). The ANOVA result shows that the "p-values" of this domain of Group Cohesion is less than 0.05, and hence the F-value is significant at the 5% level.

Table 4: Descriptive Statistics of Selected Sportsmen and Non-Sportsmen (Boys) on Group Integration – Task (GIT) Domain of Group Environment Questionnaire (GEQ)

D. Group Integration – Task (GIT)					
Summary					
Groups	**Count**	**Sum**	**Average**	**Variance**	**SD**
Non-Sports Person (Male)	100	3416	34.1600	67.6544	±8.26667
Sports Person (Male)	100	4032	40.3200	27.4176	±5.26256
ANOVA					
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**
Between Groups	1897.280	1	1897.280	39.513	.0003
Within Groups	9507.200	198	48.016		
Total	**11404.480**	**199**			

The mean and standard deviation of non-playing boys in the Group Integration-Task (GIT) is (34.16±8.26), and boys of different games and sports are (40.32±5.26). The ANOVA result shows a significant difference in Group Integration-Task (GIT) of the Group Environment Questionnaire (GEQ). The ANOVA result shows that the "p-values" of this domain of Group Cohesion is less than 0.05, and hence the F-value is significant at the 5% level.

Figure 1: Mean Score Comparison of Selected Sports and Non-Sports Person (Boys) of all Four Domains of Group Environment Questionnaire (GEQ)



Note: A- Individual Attractions to the Group- Social (ATGS), B- Individual Attractions to the Group- Task (ATGT), C- Group Integration – Social (GIS), D- Group Integration – Task (GIT)

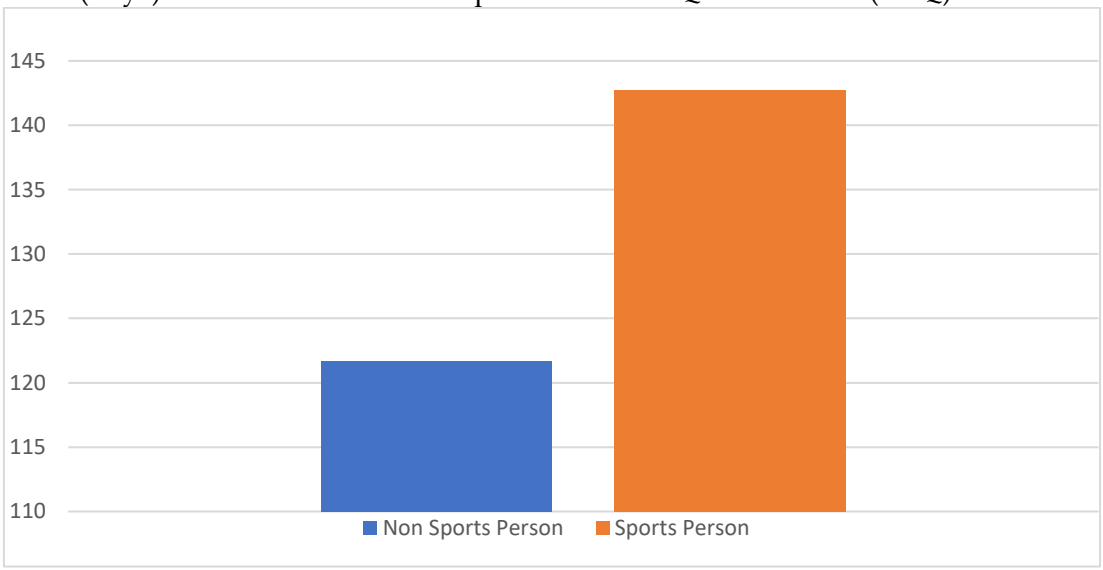
The figure clearly indicates that there is significance difference in all the domains A- Individual Attractions to the Group-Social (ATGS), B- Individual Attractions to the Group-Task (ATGT), C- Group Integration-Social (GIS), D- Group Integration-Task (GIT) of Group Cohesion levels of non-playing boys and boys of different games and sports.

Table 4: Descriptive Statistics of Selected Sportsmen and Non-Sportsmen (Boys) on Total Scores of Group Environment Questionnaire (GEQ)

Total Group Environment Questionnaire (GEQ) Assessment Scale of Sports Person and Non-Sports Persons (Males)					
Summary					
Groups	**Count**	**Sum**	**Average**	**Variance**	**SD**
Non-Sports Person (Male)	100	12170	121.70	18.4525	±17.26911
Sports Person (Male)	100	14272	142.72	9.4051	±12.32889
ANOVA					
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**
Between Groups	22302.720	1	22302.720	99.074	.001
Within Groups	44572.160	198	225.112		
Total	**66874.880**	**199**			

The mean and standard deviation of non-playing boys in the Total Group Environment Questionnaire (GEQ) Assessment Scale is (121.70±17.26) and boys of different games and sports is (142.72±12.32). The ANOVA result shows that the "p-values" of this domain of Group Cohesion is less than 0.05, and hence the F-value is significant at the 5% level.

Figure 2: Mean Score Comparison of Selected Sportsmen and Non-Sportsmen (Boys) on Total Scores of Group Environment Questionnaire (GEQ) Scale



5. Findings and Conclusion

On the basis of the results, it has been found that group cohesion was positively associated with sports achievements in the case of males. The present study also shows that there is not much difference in the B- Individual Attractions to the Group-Task (ATGT), C- Group Integration-Social (GIS) domain of the sports and non-sports person boys.

However, on the other side, A- Individual Attractions to the Group-Social (ATGS), and D- Group Integration-Task (GIT) have a strong positive correlation with sports

achievements. It was also noticed that A- Individual Attractions to the Group-Social (ATGS) domain shows the highest difference in sports and non-sports person boys.

Hence, the present study indicates that group cohesion will be developed through games and sports in college-going males. By this, we also understand that sports persons have high group cohesion traits to perform well and to achieve their goals. With the help of games and sports, we develop deep concentration, positive attitude, administrative skills, interpersonal skills and conceptual skills towards our activities. It is also concluded that through games and sports, not only are team qualities improved, but students can also achieve in other fields of life. group cohesion predicts the success in sports achievements of college students. Further research is also required to find out the effects of sports training and environmental factors for improvement in the group cohesion levels so that other causes and effects can be determined.

Conflict of Interest Statement

The authors whose names are listed immediately below certify that they have no affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

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