T.R.N.C

NEAR EAST UNIVERSITY

INSTITUTE OF HEALTH SCIENCES

SOCIAL RESPONSIBILITY AND ITS RELATIONSHIP WITH THE INTERNAL REGULATING ASPECTS OF THE SPORTS TEAM PLAYERS OF CERTAIN SPORTS CLUBS IN THE KURDISTAN REGION OF IRAQ

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MASTER THESIS

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SUPERVISOR
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The Directorate of the institute of health sciences

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DEDICATION

TO MY PARENTS, BROTHERS AND SISTERS FOR GIVING THEIR CONSTANT LOVE, SUPPORT, AND ENCOURAGEMENT

MAHMOOD

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"Our Lord, accept [this] from us. Indeed You are the Hearing, the Knowing."

Al-Baqarah (The Cow) - Ayaa 127

ABSTRACT

MAHMOD YOUNIS SALEEM. Social responsibility and its relationship with the internal regulating aspects of the team sport players of certain sports clubs in the Kurdistan region of Iraq, Near East University, Institute of Health Sciences, School of Physical Education and Sports, Master Thesis, Nicosia, 2017.

The aim of this research is to find social responsibility and internal regulating aspect levels of players of the team sports in football, team handball, basketball, and volleyball. Moreover, to find if there is any difference among the team sports in relation to the social responsibility and internal regulating aspect according to the essence of the sport. Finally this study aims to find the relationship between the social responsibility and the internal regulation aspects among the team sports. The null hypothesis was adopted for all variables.

The total number of two hundred and twenty seven (n=227) subjects from three sports club (Erbil, Duhok and Sulemanyah) participated this study voluntarily. Twenty nine (n=29) of the subjects were used for the pilot experiment and one hundred and eight (n=198) subjects were used for the main experiment. For to collect the data of social responsibility the scale of social responsibility (SR), designed by Al-Harthy (1995), for to collect the data of internal regulating aspects the scale of social cohesion (Fawzi & Badruldin, 2002), the scale of task cohesion (Fawzi & Badruldin, 2002) and the scale of stability of team structure (Allawi, 1998) were used. The alpha coefficient of the social responsibility validity of AL-Harithy questionnaire was found 0.87 and the reliability was found 0.93, 0.83, 0.86, 0.81, 0.92 respectively. The alpha coefficient of the internal regulating aspects validity of (Fawzi & Badruldin, 2002) was found 0.93 and the reliability was found 0.92, 0.89, 0.92, 0.82, and 0.79 respectively. The results demonstrated that all sports games have social Responsibility with arithmetic means of 169.87±16.63, 172.41±13.91, 176.88±12.75, and 161.89±19.72 respectively and have Internal Regulating Aspects (IRAs) with arithmetic means of 259.92±23.94, 272.26±19.41, 265.03±21.09, and 253.95±25.09 respectively.

Keywords: Social responsibility, Internal regulating aspect, Team sport.

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ABBREVIATIONS AND SYMBOLS

Abbreviation/ symbol	Meaning
EDR	Environmental and disciplinary responsibility
ER	Ethical Responsibility
IRAs	Internal Regulating Aspects
LSD	Least Significant Difference
M	Mean
NS	Number of Statement
PR	Personal Responsibility
PTR	Patriot Responsibility
R	coefficient of correlation
RA	Role Acceptance
RC	Role Clarity
RP	Role Performance
SC	Social Cohesion
SD	Standard Deviation
SIR	Social-issued Responsibility
SKC	Coefficient of Skewness
SR	Social Responsibility
SSIST	Structure Stability and Interaction of Sports Team
TC	Task Cohesion

CHAPTER 1

INTRODUCTION

The scientific evolution has been the significant characteristic nowadays as it marked by fast rhythm and its new directions and new ideas occurred that effect on the behavior's individuals of the society. This evolution opens new prospects in most life fields and the humoring of sports fields to this scientific evolution is considered so important to gain physical, psychological and social integration for the athlete.

Therefore the social responsibility is one of the important issues that worthy to be researched and interested as it is a developer for a side of social existence which the player needs to save, protect and cure himself from some symptoms of carelessness, non-identity, irresponsibility and so many negative signs that hinder training process.

The social specialist also should realize that the individuals are socially responsible for themselves, the sport community, the public and the country. According to this concept, the specialist should help individuals to practice various activities (Gelles & Levine, 1999).

The social responsibility of an individual is specified by his behavior results towards his group who belong to it. The social responsibility has no meaning if the individual does not realize the results and consequences of his actions (Grossnickle & Stephens, 1992).

The study of responsibility is a question of primary interest since it has a serious importance in the player's life and in sport teams generally.

The social relations between the players with each other may be broken apart if there were no social participating among them.

Just the same of the importance of social responsibility, the sports team has an important role in making this player continue with his membership and in guaranteeing that this team will meet a need of him. The sport team is a fertile field of meeting psychological aspects and any team fails in meeting its individuals' needs often breaks apart and failures. From this motive view, the definition that seems to be

more objective is that the sport team is a group of athletes who react movingly for the reward and reaching the perfect level of the performance. This expresses the relation quality and exchanged effects between social responsibility and internal regulation aspects of the sport team and the importance of study the relation between them (Fawzi & Badruldin, 2002)

After a period of establishing a sports team and stabilizing of the exchanged relations among its members inside and outside the stadium, some of the sport administrators believe that the team has been as one motion, and social texture. However, the student of the sport team psychology often finds the opposite because the exchanged task and social relations among team members inside and outside the stadium should relate to a group of negative and positive events. This type of associated peer of task and social relations has an effect distinctively on stabilizing the internal regulation of the team so that it excels other teams who practice the same activity (Eys, Burke, Carron, & Dennis., 2010).

There are a lot of studies in literature that have examined social responsibility, and internal regulating factor or aspects such as cohesion stability and roles which be viewed all in this research study. However, most of these studies have focused on elite male participants in North American sports. While these have provided useful background to current research, little is known about team cohesion in sports at Iraqi Kurdistan Region.

Findings of Research related to variables in question have been equivocal. One of the reasons for differences in the findings is the nature of the samples and the measurement employed. For example, Martens and Peterson (1971) and Lenk (1969) both employed the social cohesion questionnaire on elite male athletes but found contradicting results (Lenk, 1969; Martens & Peterson, 1971). In fact, the nature of the sample for each study was different.

Different measures of variables in question have also led to inconsistent findings in previous research. Much of the research before 1985 used some measure of social cohesion but often had no measure of task cohesion. For example, both the social cohesion questionnaire employed by Martens and Peterson (1971) and the task cohesion questionnaire employed by Gruber and Gray (1981) failed to tap into the task dimension of cohesion (Gruber & Gray, 1981; Martens & Peterson, 1971).

Having monitored the comments and analyzing of coaches, players and critics, the researcher noticed that the bad results and losses of the sports teams are a result of lacking of the persistence, enthusiasm for winning, and good behavior in addition to the irresponsibility and carelessness. The lack of cohesion and cooperative play in the team as a unit is another reason of the team falls as perceived by experts. That is to say there are no interaction and cohesion among the team members and everyone interests to show his skills individually, without taking into their consideration the team interest as a whole. On the contrary, if a sports team wins, coaches, players and analyzers will attribute that to play with the spirit of one team and to work as an integrated unit which indicate to the internal regulation aspects of this team.

As previously mentioned and while viewing the related literature, we found no study dealing with the relationship between the social responsibility and the internal regulation aspects.

So, the problem of this research has been raised to answer the following questions scientifically:

- Do the players in the clubs of the Iraqi Kurdistan region have a social responsibility?
- Do the players in clubs of the Iraqi Kurdistan region have internal regulatory aspects?
- Is there a relationship between the social responsibility and the internal regulation aspects of players in the Iraqi Kurdistan region?

1.1 Hypothesis

H_0: team sports do not increase their Social responsibility.

H_0: team sports do not increase their internal regulation aspects.

H_0: the level of social responsibility and internal regulating aspects do not differ between team sports.

H_0: There are no linear relationships between all dimensions of the social responsibility and dimensions of the internal regulation of the research sample.

All hypothesis adopted above are two tailed null hypothesis. The alpha level was of ≤ 0.05

1.2 Objective of the Research

This research aims at being acquainted with the:

- Social responsibility of players of the team sports, football, team handball, basketball, and volleyball;
- Differences in social responsibility among the team sports according to the essence of the sport,
- Internal regulation aspects of players of the team sports, football, team handball, basketball, and volleyball;
- Differences in internal regulation aspects among the team sports according to the essence of the sport; and
- Relationship between the social responsibility and the internal regulation aspects among the team sports, football, team handball, basketball, and volleyball.

1.3 Dependent and independent variables

The dependent variables are all those measured by questionnaire:

personal responsibility (PR), ethical responsibility (ER), patriot responsibility (PTR), Social-issued responsibility (SIR), Environmental and disciplinary responsibility (EDR) responsibilities; Social cohesion (SC), task cohesion (TC), Structure Stability and Interaction of Sports Team (SSIST), role clarity (RC), role acceptance (RA), and perceived role performance (PRP).

The independent variables are interactive team sports: Soccer, team-handball, basketball, and volleyball.

1.4 Assumptions

This research assumes the following assumptions:

1- The most club players of sport team in question undertake the social responsibility for the family, community, and country.

2- There are significant differences in undertaking the social responsibility among sport teams in question according to variation in the essence of each activity.

3- Sport Teams are distinguished in the internal regulation aspects among them.

4- There are significant differences in commitment of the internal regulation among sport teams in question according to variation in the essence of each activity.

5- There are positive relationships between the dimensions of the social responsibility and dimensions of the internal regulation of the research sample.

1.5 Importance of the Research

Findings from the present study may partly remove ambiguity of the social responsibility-internal regulating aspects relationship in the interactive sports of soccer, basketball, team handball, and volleyball at level of sports club in Iraqi Kurdistan Region.

1.6 Limitations

1. All participants were asked to complete the questionnaire honestly and independently where they were free to respond without interference or distraction. However, the use of questionnaires in some instances may not evoke totally honest responses.

2. This study concentrates upon the variable of social responsibility in relation to certain internal regulating aspects. Whilst the research acknowledges that many other variables contribute to the variables of this research. This study

has been limited to investigating only social responsibility and internal regulating aspects.

3. The participants were drawn from players of sports clubs in sports of football, team handball, basketball, and volleyball in the Iraqi Kurdistan Region. Results from this study may not be applicable or transferable to recreational or social levels of these sports.

4. While investigating correlation and differences, results of this study cannot imply causality, nor can it conclude a circular relationship. This study is concerned only with examining the links between the variable of social responsibility and certain internal regulating aspects.

1.7 Definitions and Abbreviations

1- Social Responsibility (SR) is a perception, attention, conscience's watchful and behavior of an individual towards social and personal duties (Berkowitz, 1972).

Procedural definition: the Social responsibility (SR) is the feeling of the player towards himself and sport community who lives in and which reflexes on his behavior either in the training or in the competition.

2- Internal Regulation Aspects (IRAs) are an assumptive assumption could not be observed directly but could be inferred by certain aspects that appear in the team (Fawzi & Badruldin, 2002).
Procedural definition: the internal regulation aspects are is the degree of the social and task of cohesion in addition to the interaction among players in a team.

CHAPTER 2

BODY OF LITERATURE

2.1 Theoretical Framework

2.2.1 Social responsibility

At the beginning of life on the earth, the human hope for the future and has been found that no way to that just the coexistence and cooperation with others as a base guaranteeing continuity and surviving. From here the first beginnings of the social responsibility concept have been appeared.

This concept had created by creating and developing the societies and with developing the civilizations. The social responsibility concept had firmly established after appearing the divine religions which all emphasized on the importance of caring and helping each other. Educating a human to take his responsibility towards his speech and actions is a very important to regulate the life in the human society. If individuals take their responsibilities and bear there action consequences, their live settle and the safety, justification, and feeling of psychological and social safe dominate among them in their private and public lives.

In addition, they create a transparence sense towards the social responsibility within the social structure. This helps them to select the typical behavior since the transparence sense spreads the compliance, accuracy, realization, interest, cooperation in the individuals' self towards actions and works they do throughout their social roles.

The modern education doesn't aim at forming an ideology or structuring an individual merely, but it aims also at building all personality aspects of an individual since he is the basic component of the society and he is the core for forming a group. A self-responsible group consists of members responsible for their action personally and for groups which the latter completes the social and personal existence of the members.

The social responsibilities of an individual, his responsibility towards the group is achieved if he has a proper ability of self-responsibility, that is, his responsibility for himself and his actions. The same is applied to the group, that is a

group takes responsibility for its members, activity, and abilities (Colville & Clarken, 1992).

There are more than one approach the experts have taken up to form the definition of social responsibility. Some of experts defined the social responsibility. Others defined it according to the specifications of the responsible individual socially. Whereas others defined the social responsibility in the light of analyzing its aspects and in the community determiners imposed upon the individual behavior. The demonstration of these definitions is the following:

From the theoretical view of Saied Othman, the social responsibility is considered to be the individual responsibility for his group and for the members of the group himself and it is a self-private formation towards the group to which the individual belongs and in which to be self-responsible for the group or responsible for the group in front of the group figure (Othman, 1973).

In terms of specifications of the responsible individual socially, Harris 1957 and Gough 1952 agreed to define the social responsibility so that the socially responsible individual should accept the consequence of his private behavior and he should be reliable in executing promises, confessing his faults, achieving target goals; neither to cheat, distinguish, or cheat other; and he should be trustworthy and friendly (Gough, McClosky, & Meehl, 1952; Harris, 1957).

In the light of analyzing its aspects, the social responsibility could be defined as a personality aspect the individual gains throughout his interaction with the society and this aspect guide his responsibilities for the group in which he belong. The social responsibility also is the feeling, ability to bear, and perform the social duty. The individual is responsible socially if he has the responsibilities prerequisites inserted inside himself by his group members in coordination with the values, habits, and traditions prevailing the society (Baldwin, 1957).

Demonstrating personally and socially responsible behavior is a "lifestyle." It is more than just knowledge or mimicking a series of traits and characteristics. Ideally, being a responsible person is an attribute and goal that is continuously developed, nurtured and practiced from early childhood. Practicing responsibility skills at home and school is important to each child's development. Responsibility can exist as a temporary "state" when a person chooses to act in one way over

another at a particular moment. It can also be a more or less permanent "trait" when a person develops an enduring disposition to be responsible. The state vs. trait concept was developed in1986 by Jere Brophy in describing a motivational theory (Brophy, 1986). Ideally, the child learns to monitor their own personal goals for responsible behavior. The sample self-check and personal code of conduct that follows can be used to monitor one's progress toward becoming a responsible citizen in the community. These traits are derived from a comprehensive review of related literature and represent frequently mentioned, positive responsibility-oriented characteristics.

The morally mature person could have six outlined characteristics of respects human dignity; cares about the welfare of others; integrates individual interests and social responsibilities; demonstrates integrity; reflects on moral choices; and seeks peaceful resolution of conflict (ASCD, 1988).

The requisite skills associated with moral living include disagreeing respectfully, moral problem solving, choosing wisely, empathy development and saying "no" (ASCD, 1988).

We considered the social responsibility as a self-individual responsibility for the society in which he lives under the rules and laws governing this society in addition to his realization to the problems experienced by the society and his trying to make proper and immediate decisions for the benefit of society at large and far away from subjectivity. The social responsibility in this definition is considered an aspect of the personality the individual gains throughout his interaction with the society in which he lives.

2.2.2 Components of the social responsibility

In his theoretical study of the social responsibility, Saied Othman 1973 determines three elements or components which are the concern, understanding and involvement.

1. Concern

Concern is an emotional relation to the group in which an individual belongs to. This relation is accompanied with a desire of continuity, developing, and cohesion

of the group in order to reach its goals and fear from any factor or situation could affect this group so that could be weakened or broken down as a result.

Concern distinguished by four levels. They are as follows:

The first level is the simplest manifestation of interesting in the group and it is the level of passion with the group and unconscious association the emotional situations experienced by the group. The situation at this level is a member's relation to its group in which affects each other with no choice, intention or self-perception so that the individual at this level associate his group emotionally and mechanically.

The Second level is more graded than the preceding level, it is the emotion towards the group which means the sympathy with the group. The difference between this level and the first one is that the individual here recognizes himself while he reacts to the group so that the matter does not still a semi-reflexive mechanical membership one as it is in the first level.

The third level is the level of unifying with the group so that the member feels that he and his group are a whole entity and as long as the group is good or he is good or bad. He has a sense of the entity and destiny with a group in which he belongs.

All three levels mentioned previously are still emotionally connected the individual and his concerns with his group, whereas the transition to the fourth level the mental and intellectual aspect will manifest obviously.

The Fourth level is the rationality of the group which means:

The deduction of the group, so that the group would be intellectually inside the individuals at various degrees of clarity. The group with its strength, weakness, cohesion, coordination, or discordance is printed in the thinking and mental image of the individual which trying to realize, notice, and mediate it.

The intellectual concern in the group so that the individual interest rationally in problems, destiny of the group in addition to proportionality of its activities, goals, institution career, and systems. This intellectual concern is established on an objective and planed method of thinking and it is the highest level of concern in the group.

It could be noticed that the concern starts with transforming the group from an external to internal existence of the individual which integrates with its group and

raise his concern to the level of thinking in the group so that he take it out of the subjectivism to an external Symbolic existence if the concern which begins with the integration and finished with a cognitive meditation of the group (Othman, 1973).

1. Understanding

It involves the understanding of an individual to the psychological affects in his group to behavior's motives that serve the aims of the group. In addition, this understanding correlates to the awareness and realization and could be subdivided into parts:

The First part is the individual's understanding to his group in its current situation, institutions, systems, habits, values, ideology, and cultural position in addition to understand factors, circumstances, and forces affecting on the present of this group. This part also includes understanding the history of the group which without it is impossible neither to understand its present nor to consider its future. Every member in the group has not to understand to these aspects accurately and completely but he has to understand them properly.

The Second part is individual's understanding to the social meaning of the behavior actions. This part is derived from two sources: significance about behavior and works which come from two sources:

The First source is the realization of an individual the fact that every action he does has reflections on the group structure whatever this action is insignificant.

The Second source is to judge an individual himself before judge others in all various government authorities.

2. Involvement

Involvement is take an individual part with others in a work, then to interest and understand works that help the group to fill its needs ,solve its problems , reach its aims, gain its well-being and keeping continuity. Participating has two sides represent as follows:

The First side is accepting an individual to social role or roles or social roles which he does and behavior, consequences and anticipations. This accepting is necessary for an individual to take part in his group activity without being conflict as a result of unaccepting his a specific role or feeling that this role is improper for him.

That is to accept suitable community roles make an individual participate unified in the group not dividable and not to experience internal conflict or discordance.

The Second side is the performed involvement which is manifested by the joined work with the group and to perform and achieve what was agreed about.

The third side is the evaluated involvement of an individual with his group. This involvement is a directed critical one whereas the performed involvement is accepted agreeably one.

The correctness of the group and soundness of its duties needs both types of involvement, performing and evaluated. That is, the group needs criticism as its need to perform, it needs freedom as it needs surviving and continuity. The growth of social responsibility among the members of the group even does not completed without existence of free involvement of the members with two sides, the performance and strengthening (Othman, 1973).

2.2.3 Fields of Social responsibilities

Ahmed (1989) determines three fields of the social responsibility:

1. **Responsibility in the field of community** is the individual's commitments and accountability for the members of the community, ownerships, public utilities and social issues in the light of social responsibility components, concern, understanding, and involvement.
2. **Responsibility in the field of school** means commitments and accountability of the teacher towards school individuals and their school affairs and problems in the light of responsibility components, concern, understanding, involvement.
3. **Responsibility in the field of family** means individual's commitments and accountability towards his family members, relatives, neighbors, and house in the light of social responsibility components, concern, understanding, involvement (Ahmed, 1989).

Al-Harthy (1995) determined the social responsibility in five fields as follows:

1. **Personal responsibility (PR)** means feeling and awareness of the individual just direct towards himself and family.

2. **Ethical responsibility (ER)** means a waking up of conscious and feeling of an individual towards his values, and behavior in addition to his commitments towards ethics generally.
3. **Patriot responsibility (PR)** means individual's enthusiasm, feeling and moral and behavioral commitment towards his country and its status.
4. **Social-issued Responsibility (SIR)** means a feeling of accountability towards community's individuals and their social and educational issues in addition to the social reaction and relationships among them.
5. **Environmental and disciplinary responsibility (EDR)** means individuals feeling, awareness, and practice his responsibility for public and private environments and cleanness (Al-Harthy, 1995).

2.2.4 Teaching Responsibility

There are various and major topics, often from different viewpoints could be the best approaches to produce successful and responsible young adults. It may be necessary for parents, teachers, and coaches to review and analyze these approaches and what they offer to encourage responsible behavior in children.

These topics include citizenship education, moral responsibility, character education, pro-social values and law-related education (Grossnickle & Stephens, 1992).

2.2.5 Development Moral responsibility

Lickona described three basic steps that are involved in the development of moral responsible behavior: situational awareness, moral reasoning and interpersonal problem solving leading to morally responsible behavior. Lickona also outlined the following nine major premises that are essential in providing moral education: The core of morality is respect for self and others, A morality of respect develops slowly and through stages, Teach and require mutual respect, Set a good example, Teach by telling, Help students learn to think for themselves, Help students take on real responsibilities, Balance the need to exercise control and the child's desire to be independent, and Love children (Lickona, 1983).

2.2.6 Group Cohesion

Group cohesion is one of the main and the most complex topics of group dynamics and it is considered the output of the team-building process. Both group processes (communication) and leadership behavior are (positively) related to group cohesion. In sports science, cohesion is one of the most frequently examined group constructs. Cratty (1989) states that; "perhaps the most researched group phenomenon is group cohesion; how closely the team seems to be working and 'feeling' together". (Cratty, 1989)

The classical definition of cohesion is “the total field of forces which act on members to remain in a group” (Festinger, Schachter, & Back, 1950). In sports Carron, Widmeyer, and Brawley 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 instrumental objectives and/or for the satisfaction of members affective needs” (Carron, Brawley, & Widmeyer, 1998). Cohesion is a hard concept because it is multidimensional, dynamic, instrumental, affective, and complex (Carron & Dennis, 2001; Gill, 2000). Cohesion is multidimensional since it results of many factors which may be different in each group. These factors involve specific environmental factors, personal factors, leadership factors, and team factors (Carron, 1982, 1984). The fact that Cohesion can change over time, and the dynamic group process can change its sources and consequences, make cohesion dynamic. Cohesion is affective because social cohesion develops generally through members´ instrumental and social interactions and communications. Finally, cohesion is complex, because each group and each member perceives it differently. They perceive cohesion differently, because the goals of all groups are complex and varied (Carron & Dennis, 2001; Gill, 2000).

Sports team as highly task-orientated group could experience all aspects of cohesion above.

2.2.7 Contribution of cohesion to sport team

In a national survey by Silva (1982) athletic coaches indicated that cohesion in sports teams was the most frequently cited factor believed to contribute to team success (Silva, 1982). The prospect that group cohesion improves performance has continued to invite mixed debate with equivocal findings on the cohesion-

performance relationship (Gully, Devine, & Whitney, 1995). Literature to date has acknowledged the link between perceptions of group cohesion and indices of performance. Literature has viewed this relationship to be moderated by other factors, such as: (a) group goals, (b) conformity, (c) group size, (d) team stability, and (c) group cliques. Each of these factors, plus many more, contribute to cohesion in teams.

2.2.8 Dimensions of group cohesion

There are various models, consisting of different dimensions, to measure cohesion. Since the definition of cohesion is multidimensional, cohesion is usually divided into an interpersonal attraction and an attraction-to-group dimension (Alten, 2007). Nowadays the best model and the most used sport related measure of cohesion, and represents the soundest integration of cohesion theory and research till now is that developed by Widmeyer, Brawley, & Carron (1985) in their Group Environment Questionnaire (GEQ). They distinguished between two different aspects of team cohesion. Each member of a team has a view of the team as a unit (this is known as the members' *group integration*) and of every individual within it (this is called the *individual attractions*). The members may also have different perceptions of the team and its members as regards their sporting performance and their social interactions (Widmeyer, Brawley, & Carron, 1985). In other words, you can think of your team-mates quite differently as individuals and as a team, and as people and co-competitors. We might, for example, see them as socially unpleasant both individually and as a team but as effective co-competitors.

2.2.9 Types of group cohesion

The distinction between types of cohesion is imperative in determining how each might influence performance outcome. The distinction is also conceptually important and could explain how teams can overcome conflict to succeed.

Cohesion consisted of two basic dimensions, task cohesion and social cohesion.

- **Task cohesion.** Widmeyer et al. (1985) define task cohesion as the degree of unity, consensus, or agreement towards achieving group

goals and objectives (Widmeyer et al., 1985). For example, a common goal would be winning a championship, which in part depends upon the team's coordinated effort or teamwork.

- **Social cohesion** reflects the degree to which the members of a team like each other and enjoy each other's company. Members of a team that affiliate regularly with each other outside training sessions and games are likely to experience greater social cohesion. Papanikolaou, Voutselas, Mantis, & Laparidis (2012) considered the Social cohesion is a part of the group cohesion which includes processes associated with the development and maintenance of harmonious interpersonal relationships (social related processes). They also outlined that a warm supportive climate on sport teams, of which group cohesion is a relevant component, is highly desirable for group member satisfaction, performance and team success (Papanikolaou, Voutselas, Mantis, & Laparidis, 2012).

In spite of that both task and social components were important in fostering success in a team, it was the task dimension that emerged as more significant in this process.

A positive relationship between cohesion and performance has been found for task measures of cohesion but not for social measures (Widmeyer & Martens, 1978). Social cohesion was shown to be somewhat less critical to team success.

2.2.10 Conceptual Framework

A conceptual model is an "organized, systematic representation of a phenomenon or construct which cannot be observed" (Widmeyer et al., 1985). This model of cohesion is based on the premise that cohesion is dynamic. Carron (1982) developed a conceptual system as a framework for systematically studying cohesion in sport and exercise (Carron, 1982). The model outlines four major factors affecting the development of cohesion in sport and exercise settings.

Development of the conceptual model was influenced primarily by two cohesion issues: the need to distinguish between the individual and the group, and

the need to distinguish between the task and the social concerns of the group and its members. These issues continually resurface in the literature. Carron's conceptual model helps to clarify the role of cohesiveness in sport teams and provides a framework for research.

2.2.11 Factors impacting upon Group Cohesion

Due to the *multidimensional* nature of team cohesion many factors impact upon its development. A frame of reference proposed by Carron (1982) is used to organize these factors. A number of researchers have been sensitive to a need to examine the impact of various factors upon cohesiveness within the sport group. Their approach is an acknowledgement that the effect of cohesiveness upon performance is mediated by four main factors, environmental, individual, leadership, and team factors.

In turn, these categories represent a continuum of moderators, which proceed from the more general, more remote, less important; to the more specific, more direct, and more important. A brief discussion on each category will follow with an illustration depicting their interrelationship to each other and to cohesiveness.

Environmental or situational factors refer to the social setting, the physical environment, and various structural aspects of the group that contribute to cohesion. Socialization, family expectations, and peer pressure are examples of social environmental factors. Social pressure against dropping out, due to group norms, has also been demonstrated to influence cohesion (Carron, 1982). According to Morris,Tony & Summers (1995) environmental factors include the "*availability of team sports, eligibility, geographic restrictions, and sporting body organizational structures*" (Morris & Summers, 1995). Carron (1988) views the proximity of team members as an important environmental factor in that there is a greater tendency to bond together. He goes on to suggest that scheduling games, which require the team to travel together, is beneficial to cohesion (Carron, 1988).

Another environmental factor has been demonstrated to influence team cohesion is the group size. Carron (1990) found that team size affected levels of cohesion in small to moderate sized groups; that is, in teams with less than nine members (Carron, 1990). Widmeyer et al. (1985) and Cratty (1984) supports this

view indicating that smaller groups have greater opportunity for member interaction and subsequently greater cohesion. They reported that in larger teams there was a tendency for members to form smaller coalitions (Cratty, 1984). Carron and Spink (1996) found that members of small groups reported higher levels of task and social cohesion than members of large groups. Therefore, cohesion develops more readily in smaller groups than in larger groups because there is greater opportunity for member interaction

Individual factors refer to personal characteristics of the members in the team which can influence the amount of cohesion developed in a team. One personal factor often cited as a contributor to cohesion is *similarity***.** Similarity in terms of attitudes, beliefs, motives (Terborg, Castore, & DeNinno, 1976), aspirations, commitment, and ability has also been shown to increase cohesion. Cohesion is facilitated when team members are from similar social backgrounds. Moreover, Hall (1985) views the similarity of social background and personal aspiration as significant personal factors (Hall, 1985). Widmeyer et al. (1985) found that gender can influence team cohesion. They found that in team sports, male athletes scored higher in social cohesiveness than female athletes (Widmeyer et al., 1985).

It viewed as the most important personal factor associated with the development of both task and social cohesion is individual satisfaction. Sources of satisfaction are broad ranging from the quality of competition to social interactions with teammates. Grand and Carron (1982) found that individual satisfaction with the task influenced the development of cohesion with university and junior hockey teams (Grand & Carron, 1982). Williams and Hacker (1982) examined the proposed circular relationship of cohesion, performance, and satisfaction with women's intercollegiate field hockey teams (Williams & Hacker, 1982). Their results supported the idea that satisfaction may be an intervening variable in the circular relationship between performance and cohesion.

Granito and Rainey (1988) and Gruber and Gray (1982) examined whether being a starter or non-starter influences team cohesion with football and basketball players. Both studies found that playing status does influence team cohesion. The results from the two studies suggest that starters tend to be more task conscious, and are more committed to team goals (Granito & Rainey, 1988; Gruber & Gray, 1982).

Both studies also examined the relationship between playing status and social cohesion. Granito and Rainey (1988) examined high school and college football players and they did not find starters and non-starters to differ in this regard (Granito & Rainey, 1988). However, Gruber and Gray (1982) examined elementary, junior high, high school, and college basketball players, and the results suggested that starters have greater affiliation desire, and value their membership on the team to a greater degree (Gruber & Gray, 1982).

Brawley (1990) reports that social background, gender, attitudes, ability, and commitment are all factors that have differential influences on cohesion. Significant similarity on any or all of these factors creates the opportunity for consensus on the goals and objectives of the teams (Lawrence R Brawley, 1990). Then Morris,Tony & Summers, (1995) stated that "*Cohesion rests on agreement on these issues among team members*". (Morris & Summers, 1995)

Leadership factors refer to the complex interrelationship between the coach, athlete, cohesion, and performance. The literature supports the role of leaders as imperative and vital in developing team cohesion. A democratic style of leadership has been found to be positively associated with team cohesion. Carron and Chelladurai (1981) examined high school basketball players and the results suggested that a democratic decision style, in which members participate in the decision making process to some degree, increases team cohesion more so than an autocratic, consultative, or delegated approach. The players who were most involved with the leadership of the group held the highest perception of team cohesion (Carron & Chelladurai, 1981). Robinson and Carron (1982) who studied team sports report that coaching style and behavior hold particular importance for understanding team cohesion. They found perceptions of autocratic style in coaches contributed to athletes feeling negative about involvement, sense of belonging, and feelings of team closeness (Robinson & Carron, 1982). Westre and Weiss (1991) examined high school football teams and they found that a democratic leadership style was positively associated with increased task cohesion as a result of increasing each player's feeling of ownership and investment (Westre & Weiss, 1991). The relationship between a democratic leadership style and social cohesion could not be tested due to the unreliability of the social cohesion sub-scales used to measure social

cohesion. Carron (1988) explains the findings from these two studies by stating that: "*Collective input into a decision provides group members with greater ownership of the decision and the group. A feeling develops that it was our decision for our group*" (Carron, 1988). More recently the study by Gardner, Shields, Bredmeier, and Bostro (1996) which found that in college baseball and softball teams, coaching behaviors positively related to task cohesion (Gardner, Shields, Brcdcmeier, & Bostro, 1966).

Clearly, the literature highlights the importance of examining cohesion as a multidimensional construct and provides reason for coaches of elite sport teams to focus particularly on task-related issues. In general, the literature reports that clear and consistent communication between the coach and captain plays an influential role in cohesiveness. It also has been demonstrated that leaders who involve team members in team decisions (e.g., goal setting, selection of tactics) help to develop cohesion.

Role clarity, *role acceptance*, and *role performance* are considered to be very influential factors to cohesion. Ensuring that every member on the team understands their role has been shown to be integral to the development of team cohesion (Anderson, 1975; Schriesheim, 1980). It is extremely important to note that players must not only understand their individual roles, but they must accept and carry them out (Carron, 1984).

Feedback and the implementation of a reward system have been shown to influence cohesion in several studies (Smith, Smoll, & Curtis, 1979; Westre & Weiss, 1991). As important as feedback is, it is only a specific type of communication, and good communication in general is a necessary antecedent of cohesion. Open communication between players and the leader greatly impacts team cohesion in a positive manner (Yukelson, 1984). Eys et al. (2010) proposes that in order to build a team atmosphere, an open climate must be created in which discussing problems and areas of concern is encouraged. He states that increases in communication are related in a circular manner with group cohesiveness (Eys et al., 2010).

Team factors are important ones of team cohesion particularly that of shared experiences. Brawley (1990) outlines the role that shared team experiences play in developing or maintaining cohesion (Brawley, 1990). For example, a series of

previous performance successes or failures creates a shared experience, serving to unify a team, which in tum, can create a climate for increased cohesion (Carron & Ball, 1977; Morris & Summers, 1995). Other team factors such as structure, identity, status, roles, norms, stability, and communication all have been found significantly affect group cohesion (Widmeyer et al., 1985). However, the most influential may be those the least controllable.

In fact, there has been great debate as to whether cohesion influences performance success or if performance success influences cohesion. Through cross-lagged studies, Landers, Wilkinson, Hatfield, and Barber (1982), Williams and Hacker (1982), and Shangi and Carron (1987) have shown that cohesion and performance success are related in a circular fashion. In this proposed circular relationship, performance success leads to increased cohesion, and the increase in cohesion leads to further performance success (Landers, Wilkinson, Hatfield, & Barber, 1982; Shangi & Carron, 1987; Williams & Hacker, 1982). Several sport psychologists, including Carron (1984), have gone as far as to suggest that coaches try to avoid difficult schedules early in the season (Carron, 1984). Team sports goal setting offers great team building potential. Team cohesion has been found to be related to the team satisfaction with group goals and with group goal setting for competition (Brawley, Carron, & Widmeyer, 1993; Alvin Zander, 1971).

Stability is another factor that may impact group cohesion. It refers to the turnover rate for group membership as well as the length of relative time that members have remained together in the group. Carron (1984) suggests that team cohesion and stability are related in a circular fashion (Carron, 1984). The longer team members have been together, the more cohesive they become, and then it becomes less likely that they will choose to leave (Weinberg & Gouldm D, 1995). Brawley, Carron, and Widmeyer (1988) found that college recreational basketball teams higher in cohesion exhibited a higher perceived resistance to disruption (Brawley, Carron, & Widmeyer, 1988).

Teams that have been together for an extensive period of time are more likely to be cohesive. However, there is a greater chance for cliques to form. Coalitions and cliques form in sporting teams just as they do in other social and work groups. Cratty, (1984) states that "collections of people with similar behaviors and opinions

often form around a strong team leader, and may reflect temporary norms for action and for social behaviors" (Cratty, 1984). However, group cohesion can be enhanced by the degree to which the goals of these coalitions conform to the goals of the team.

The orientation of the group task is central to team cohesion (Carron, 1984). In coacting sports, sports that do not require coordinated interaction in order to attain group goals, individual team members are primarily concerned with their individual performance. Swimming, track, golf, bowling, wrestling, and archery are good examples of coacting sports. In interacting sports, individual team members need to be primarily concerned with the overall team performance if they are to interact in a coordinated effort. When sport task is taken into consideration, performance has been found to be an outcome of cohesion for interacting sports such as basketball (Gruber & Gray, 1982) and hockey (Ball & Carron, 1976).

Group structure has been hypothesized to influence team cohesion. Plutchik (1981) found that teams having a large degree of role differentiation more readily develop cohesion. Plutchik suggests that teams comprised of many specialized members will exhibit greater cohesion. As the percentage of team members who feel that they are critical to the team's success increases, it stands to reason that cohesion will increase accordingly (Plutchik, 1981).

2.2.12 Measurement of Group Cohesion

Carron's (1982) view of team cohesion as a multidimensional construct marked the turning point towards a more valid and rigorous approach to team cohesion (Carron, 1982). Carron and his co-workers developed a scale that addressed the multidimensional nature of team cohesion and named it the Group Environment Questionnaire. Group Environment Questionnaire (GEQ) consists of eighteen questions and has a multidimensional construct which examines both task and social cohesion in terms of individual's perception of the group as a totality, and the individual' attraction to the group as they relate to the development and maintenance of group cohesion (Carron, Widmeyer, & Brawley, 1989).

2.2.13 Consequences of Group Cohesion

Literature has been viewed an apparent link between team cohesion and performance outcome but also has regarded the relationship to be moderated by other factors. These factors are consequences of group outcomes or individual outcomes.

1.3 Group Outcomes

To many coaches, team performance is perceived as the most important group outcome. Despite the strong effect performance success has on cohesion, higher levels of cohesion often lead to increased performance (Landers et al., 1982; Shangi & Carron, 1987; Williams & Hacker, 1982). Teams are high in cohesion work hard in a coordinated effort towards the attainment of group goals.

The circular relationship of team stability is an outcome of cohesion as well as a factor influencing cohesion. It is evident that with increased cohesion there is a more stable group organization and structure (Grand & Carron, 1982). Carron (1988) points out that team stability can be manifested in three ways (Carron, 1988). The first measure of team stability is the drop-out rate. Cohesive teams tend to retain members better than less cohesive teams, and so drop-out rates are lower. Carron, Widmeyer, and Brawley (1988) found that even in coed adult exercise classes, where the group concept is not generally promoted, higher group cohesion leads to lower drop-out rates (Carron, Widmeyer, & Brawley, 1988). A second measure of team stability is absenteeism and tardiness. Spink and Carron (1992) explored this measure of stability with female exercise participants and they found that higher cohesion was related to lower absenteeism and tardiness (Spink & Carron, 1992). The third measure of team stability is the group's ability to resist disruptive events. Brawley et al. (1988) explored this measure and found that group members who were high in task and social cohesiveness believed that their group could overcome specific disruptive events proposed to them by the researchers (Brawley et al., 1988).

Other variables that are thought to have effect on the processes of the group include; role clarity (Grand & Carron, 1982), status (Jacob & Carron, 1998), and work output (Prapavessis & Carron, 1997).

The Structure Stability and Interaction of Sports Team (SSIST), which adopted in this study could be defined as a variable express the stability of a team

and moderated the relationship between perceptions of group cohesion and indices of performance.

1.4 Individual Outcomes

Individual satisfaction has been found to be a correlate of team cohesion (Carron & Spink, 1993; Williams & Hacker, 1982). The satisfaction experienced by team members depends upon the compatibility of individual's goals with those of the team. In addition to this, individual satisfaction is dependent on how close the team's efforts have been to achieving their goals and objectives. The literature supports the view that the degree of cohesion in a sports team is often related to member satisfaction.

Player satisfaction is concerned with how content and/or pleased a member is within a team (Martens & Peterson, 1971). Eys et al. (2010) regards individual satisfaction as the most important personal factor associated with the development of both task and social cohesiveness in sport teams (Eys et al., 2010).

Satisfaction is derived from many sources in sport. Williams & Widmeyer (1991) view the quality of competition as one element; having opportunity for social interaction with teammates and a perception that one is improving in skill is another (Williams & Widmeyer, 1991). In a study by Hacker (1982) on female hockey players, their satisfaction emerged from a variety of factors: **(a)** affiliation, **(b)** task completion, **(c)** coach-athlete relationship, and **(d)** group cohesion. It was also reported that athletes needed to feel they were improving in skill and developing as an athlete in order to be satisfied. Satisfaction is not just personal justification, but recognition from others, such as **(a)** parents, **(b)** coaches, **(c)** teammates and, **(d)** the public. When these elements arc satisfying, cohesiveness is enhanced (Williams & Hacker, 1982).

Williams and Hacker (1982) found that members of cohesive female intercollegiate field hockey teams find the experience more satisfying than members on less cohesive sport teams (Williams & Hacker, 1982). Carron and Spink examined this relationship in the exercise setting and found that individual satisfaction was increased for participants exercising in team-building groups. Their intervention program emphasizing team building concepts effectively increased group cohesion and individual satisfaction (Carron & Spink, 1996). As mentioned

earlier, a circular relationship between cohesion and satisfaction appears to exist with increases in satisfaction leading to greater cohesion and increased cohesion leading to greater individual satisfaction (Martens & Peterson, 1971; Williams & Hacker, 1982). The important point to remember is that individual satisfaction is a strong correlate of cohesion.

Grand and Carron (1982) found that group structure not only is a factor of team cohesion, but it is also an outcome. They found that as a group's cohesion increases, individual role clarity, role acceptance, and role performance are improved. Increases in role clarity, role acceptance, and role performance will subsequently increase team cohesion (Grand & Carron, 1982).

Individual commitment to group goals is an important correlate of cohesion. Brawley, Carron, and Widmeyer (1987) and Zander (I971) report that increased cohesiveness leads to heightened commitment by individuals to team goals. This in turn enhances performance. These researchers all found that teams who engaged in goal setting had higher levels of cohesion. As with group goals, conformity within a group appears to be influenced and controlled by each member. Research also has found that the more cohesive the group, the more influence the group has upon its individual members (Brawley, Carron, & Widmeyer, 1987). Weinberg & Gouldm (1995) reported that group members might feel pressure about clothing style, hairstyle, practice habits or game behavior (Weinberg & Gouldm D, 1995).

Spink (1990) examined cohesion and team efficacy in elite male volleyball players. Spink found that individual perception of team cohesiveness (both task and social) was positively related to team efficacy (Spink, 1990). Other mediating variables such as exercise adherence (Spink & Carron, 1992), leadership (Eichas & Krane, 1993; Shields, Gardner, Bredemeier, & Bostro, 1997), team building (Carron, Spink, & Prapavessis, 1997), participation (Spink, 1995), and competitive state anxiety (Prapavessis & Carron, 1996) are gradually gaining more recognition by researchers.

All of the factors outlined above have the potential to influence cohesion within a group. It is important that these factors and their influence on team cohesion are recognized when examining the relationship to performance success and player satisfaction.

2.2.14 Team Cohesion and Performance Outcome

The effectiveness of sport teams in competition is dependent upon many factors, including the ability of individual members to work together and form a cohesive unit. Supporters, coaches, athletes, and psychologists of sports teams over many years have been concerned with the relationship between team cohesion and performance success. Reports in the literature have been contradictory. Cohesion and performance have been positively related in some types of sports, but in others researchers have reported negative or no relationship between these two variables. It appears however, that cohesion has emerged as the most important factor in team success in team in interactive teams rather than coactive teams.

2.2.15 Cohesion- Performance Findings

The importance of examining cohesion as a multidimensional construct allows investigation of both the task and social dimensions and components. According to McGowan & Henschen (1987) and Widmeyer et al. (1985) both task and social cohesion are necessary before optimal performance are achieved (McGowan & Henschen, 1987; Widmeyer et al., 1985).

There is a generally held view that team cohesion and quality of performance are closely linked; cohesive teams appear to win more games whereas teams lacking in cohesion fail to experience success.

Numerous studies have shown that there is a relationship between team cohesion and success; that is, more successful teams tend to have greater cohesion. Gould, Guinan, Greenleaf, & Medbery (1999) interviewed athletes and coaches of US Olympic teams in a range of sports, assessing a number of factors including team cohesion. It was found that teams with low cohesion were more likely to underperform (Gould, Guinan, Greenleaf, & Medbery, 1999). There is a logical problem of studies like this, however; they do not tell us whether the teams became more successful *because* they were already more cohesive, or whether, instead, they *became* highly cohesive because of their shared success. Actually, it is quite possible that both of these relationships hold true. Slater & Sewell (1994) measured team cohesion in 60 university hockey players, representing three male and three female teams, early in, midway in and at the end of the season. The researchers were able to

see how early cohesion related to later success and how early success related to later cohesion. It was found that, whilst early success was related to later cohesion, the stronger relationship was between early cohesiveness and later success (Slater & Sewell, 1994).

Interestingly, in his study on relationship between early cohesiveness and later performance of three-person basketball teams, Grieve, Whelan, & Meyers (2000) suggested that cohesiveness does not influence performance but that performance *does* influence cohesiveness (Grieve, Whelan, & Meyers, 2000).

Two different models are used to explain the relationship between cohesion, performance, and satisfaction. The first model hypothesizes a circular relation in that team cohesion brings about team success, which satisfies the members and hence increases the cohesiveness of the teams.

The second model hypothesizes that performance success leads to higher cohesion, which in tum creates satisfaction for members.

For example, Carron and Chelladurai (1981) suggested a positive relationship between team cohesion and player satisfaction among interactive teams (Carron & Chelladurai, 1981). Member's satisfaction as a result of winning or meeting performance expectations has been shown to enhance cohesion. In a study on intercollegiate male of a basketball team, Cratty (1984) found player's satisfaction low after a series of losses (Cratty, 1984). In contrast, it is found that success over a season brought team members together. The literature indicates a positive relationship between cohesion and satisfaction (Martens & Peterson, 1971; Widmeyer et al., 1985).

Williams and Hacker (1982) suggest that satisfaction may be a mediating variable between team cohesion and performance outcome. Both cohesion and satisfaction can be either a cause or effect of performance (Williams & Hacker, 1982). Finally, the literature concluded that successful teams exhibit greater satisfaction and as a consequence, there is an increase in cohesion. It is likely therefore, that playing on a cohesive team is more satisfying than playing on a non-cohesive team.

2.2.16 Potential disadvantages of high cohesion

Hoigaard, Säfvenbom, and Tonnessen (2006) showed that high (social) cohesion combined with low performance norms, would have a negative effect on team performance. High group cohesion can increase team performance, but only when a team does not have low performance norms (Hoigaard, Säfvenbom, & Tonnessen, 2006). Carron and Dennis (2001) also state that high group cohesion should be combined with high group norms for performance (productivity) (Carron & Dennis, 2001).

2.2.17 Educating and developing cohesion

Papanikolaou et al. (2012) mentioned that team cohesion does not necessarily evolve naturally, but requires careful planning and leadership from the coach (Papanikolaou et al., 2012). Many researchers consider cohesiveness as an ongoing process that requires the coach's attention during the off-season, pre-season, and in-season phases, and suggest an intervention program including several strategies for enhancing cohesiveness among our team members.

Strategies to develop team cohesion are known as *team building* (Jarvis, 2006). A traditional team-building model for team sports tries to include all variables and relationships related to group dynamics in sport. Carron et al. (1997) offer a four-point model for team building, which aims to increase team distinctiveness, for example, by training attire; to increase social cohesiveness, for example, by social events; to clarify team goals, for example, by having collaborative ‘goal of the day’ sessions; and to improve team communication, for example, by holding regular meetings. Their principles are summarized below (Carron et al., 1997). Team building has been tested in a number of experimental studies, but the results have been equivocal. Moran (2004) suggests that one reason for this is that team building can improve cohesiveness only if the team lacks it in the first place (Moran, 2004). Thus, studies on already cohesive teams encounter a ceiling effect and have little impact.

Principles of team building as suggested by Carron et al. (1997) are Each player should be acquainted with the responsibilities of other team members; The coach should learn something personal about each team member, and use it to gain

cooperation; Develop pride in the sub-teams within larger teams, such as the defense in a football team; Involve players in decision making to make them feel that the team belongs to them; Set the team goals and celebrate when they are attained; Teach team members their responsibilities and convince them of their individual importance; Allow team members to have disagreements; Prevent the formation of cliques within the team, by giving every member opportunities to perform and avoiding scapegoating; Use routines in practice designed to teach team members how dependent they are on each other; and Highlight the positive aspects of play, even when the team is on a losing streak (Carron et al., 1997).

2.2.18 Intervention Strategies developing team cohesion

McClure & Foster (1991) tested a cohesion building method. They examined the effects of membership in a personal growth program on group cohesiveness with a women's collegiate gymnastics team. The personal growth program consisted of group sessions during which the members present discussed various topics of interest to the team. They divided the team in half and used 8 members for the control group, and 8 members for the treatment group. They found that the personal growth program increased cohesiveness within the treatment group (McClure & Foster, 1991). Because of the design of the study, however, it could not be ascertained if the personal growth program is effective at increasing total team cohesion, although it was found to be effective at increasing cohesion for a small group of 8 individuals.

Carron and Spink (1993) conducted the only study to date that has tested if cohesion can be developed according to the strategies proposed in the literature. They devised an intervention program focusing on team-building concepts for fitness classes. Eight university aerobics classes served in the treatment group, while nine classes served in the control group. Each class met three times a week for 13 weeks. The intervention consisted of cohesion building strategies that focused on: fostering the perception of group distinctiveness, increasing positional stability, facilitating group norms, promoting individual sacrifice, and increasing member interaction and communication. Carron and Spink found that the intervention was successful in that members in the treatment group held higher perceptions of class cohesion than members in the control group. Class cohesion was measured with a version of the

GEQ modified for an exercise setting (Carron & Spink, 1993). This is a very important study as it is the only empirical test of cohesion development strategies, although it only examined these strategies in the exercise setting. It is still not known whether these strategies help develop cohesion in the sport domain.

CHAPTER 3

METHOD

The nature of the problem determines the methodology of the research in order to reach the truth and reveal it by overall and precise investigation into phenomena and evidence related to the research's problem. The correlation descriptive by survey method was used since it is appropriate to this research study.

3.1 Population and sampling

The sample was 227 male participants chosen intentionally from 300 players of three sports clubs[1] in the Iraqi Kurdistan Region. The participants were divided into 198 for the main experiment and 29 for the pilot experiment. Seventy three players were excluded since they could not complete their responds of the scale statements in this research. The sports were football, team handball, basketball, and volleyball, which the sample participated in during the season 2015-2016. The subjects of the sample experienced at least 6 years of training in addition to their participation in local, regional, and international competitions. Table 1 details the frequency distribution of main experiment sample.

Table 1. Details the frequency distribution of main experiment sample.

Sport	Pilot Sample	Excluded participants	Main Sample	Total
Football	8	24	65	97
Team handball	7	19	46	72
Basketball	7	18	43	68
Volleyball	7	12	44	63
Total	29	73	198	300

In table 1 demonstrates the numerical distribution of the sample. The total number of the players was 300 derived from games of football, Team handball, basketball, volleyball which representing clubs of the main center in the Iraqi Kurdistan region. The sample include the following:

- The sample of football was 97 players divided into 8 for the pilot study, 65 for the main study, and 24 players who excluded from the study because they could not complete their response to the scales.
- The sample of team handball was 72 players divided into 7 for the pilot study, 46 for the main study, and 19 players who excluded from the study because they could not complete their response to the scales.
- The sample of basketball was 68 players divided into 7 for the pilot study, 43 for the main study, and 18 players who excluded from the study because they could not complete their response to the scales.
- The sample of volleyball was 63 players divided into 7 for the pilot study, 44 for the main study, and 12 players who excluded from the study because they could not complete their response to the scales.

3.2 Materials or Measures (Data Collecting Tools)

3.2.1 Content analysis. Content analysis is a distinguished research technique providing quantitative and objective indicators about intellectual orientations, values, and norms that a specific party tries to fix in a group or society, depending upon various media in order to have precise information and data related to the topic and variables of this research. The content of references and related literature were analyzed as specific as to this research.

3.2.2 Personal Interview. Interview is a guided conversation by the researcher with individual(s) and which aims at getting a consultation with various information that could be utilized in scientific research.

The direct and indirect personal interview was conducted via the Email with certain experts in the field of measurement and Evaluation and sports psychology. The interview aimed at providing specific information related to the research and how this information could be applied practically to the field of group team sport.

3.2.3 Solve environmental differences. In this study, to solve the problem of the difference between English and Arabic society environments and because the Iraqi Kurdistan region is a part of Arabic environment, **Arabic and modifies scales**

and questionnaires to Arabic were utilized. Certain Scales utilized in this study research had been designed originally to be suitable with the environment of the Study population, social responsibility questionnaire by Al-Harthy (1995); Scales of the social and task cohesion by Fawzi & Badruldin (2002) as the first and second parts of the internal regulating aspects (Al-Harthy, 1995) (Fawzi & Badruldin, 2002). Another was modified and translated from western environment to be utilized within current study population, scale of Stability of Team Structure by Allawi (1998) as the third part of internal regulating aspects. (Allawi, 1998)

3.2.4 Scales of social responsibility.

In this study, a lot of scientific references and related literature were surveyed to choose and specify the scale appropriate to the modern approach to the sports psychology and to the nature of the aims and the sample of the current study. The Scale of social responsibility SR, designed by Al-Harthy (1995) had been utilized as tools to collect data (Al-Harthy, 1995). (See Appendix D).

As cited by (AL-Harithy 1995), the alpha coefficient of the social responsibility validity of AL-Harithy questionnaire was 0.87.

The final decision to determine the most variables of IRAs was made by expert at sports psychology and measurement evaluation. A literature review of the most IRAs was offered on them in order to determine the most IRAs of a sports team. (See appendix A for details). After that, scales utilized in this study were chosen since they had received 100% agreement compared to other IRAs. Table 8 shows the data of the literature survey and expert opinions and their percentage of the most IRAs.

Table 2. The internal regulating Aspects, the agreement frequency, and the percentage of the agreement as perceived by expert.

	Aspect	Agreement frequency (*f*)	Agreement percentage (%)
1	Social cohesion	10	100%
2	Task cohesion	10	100%
3	Communication	5	50%
4	Structure stability and Interaction of sports team	10	100%
5	Harmony	6	60%
6	Disharmony	3	30%
7	Conformity to task behavior norms	5	50%
8	Conformity to Social behavior norms	5	50%
9	Social and task familiarity	6	60%
10	Cooperation	4	40%
11	Competition	6	60%
12	Coalitions and cliques	2	20%
13	Insurrection	1	10%

(n=10)

In table 2 explains the views of the experts in determining the most important aspects of IRAs. The researcher had selected the aspects that were agreed upon by all the experts, and that got 100% of the aspects of the internal organization obtained by a researcher through Reference comprehensive references and studies and previous research survey.

3.2.4.1 Hypothesis-testing construct validity of SR scale. Hypothesis-testing construct validity of SR scale was achieved by using the validity of "internal consistency" via pointing out the simple correlation, r between each statement and the total score of its category on the scale for the sample of pilot Experiment. Table 3 shows this process.

Table 3. Hypothesis-testing construct validity of SR.

Hypothesis-testing construct validity of SR scale was achieved by using the validity of "internal consistency" via pointing out the simple correlation, r between each statement and the total score of its category on the scale for the sample of pilot Experiment. Table 3 details this process.

PR				ER				PTR				SIR				EDR			
NS	$\bar{x}$	SD	r	NS	$\bar{x}$	SD	r	NS	$\bar{x}$	SD	R	NS	$\bar{x}$	SD	r	NS	$\bar{x}$	SD	r
18	2.40	0.81	0.65*	5	1.50	0.15	0.59*	17	1.40	0.67	0.81*	2	1.43	0.88	0.49*	7	2.00	1.02	0.78*
11	1.77	0.12	0.61*	9	1.38	0.20	0.47*	21	1.96	0.28	0.46*	3	1.43	0.65	0.84*	12	1.98	0.65	0.84*
14	1.85	0.10	0.40*	10	1.46	0.22	0.65*	22	1.78	0.66	0.44*	4	1.90	0.17	0.60*	13	1.87	0.24	0.92*
16	1.96	1.02	0.52*	15	1.71	0.16	0.70*	24	1.89	0.35	0.56*	6	1.85	1.04	0.55*	18	1.87	0.34	0.62*
25	1.87	1.09	0.50*	19	1.56	0.12	0.50*	33	1.90	0.78	0.60*	20	1.49	0.58	0.66*	23	1.76	0.31	0.72*
52	1.90	0.19	0.60*	26	1.30	0.30	0.39*	36	1.30	1.02	0.56*	28	1.05	0.96	0.78*	37	1.75	0.38	0.51*
55	1.77	0.26	0.55*	27	1.13	0.14	0.57*	41	1.76	0.88	0.48*	29	1.49	0.52	0.59*	40	1.82	0.38	0.47*
56	1.90	0.25	0.43*	31	1.09	0.24	0.46*	47	1.90	0.18	0.70*	32	1.69	0.69	0.75*	43	1.90	0.69	0.69*
57	1.86	1.08	0.47*	34	1.32	0.13	0.59*	50	1.78	0.45	0.39*	42	1.16	0.88	0.71*	44	1.39	0.82	0.56*
60	1.86	1.06	0.81*	35	1.58	0.30	0.47*	58	1.84	0.26	0.46*	49	1.19	0.94	0.53*	45	2.03.	0.38	0.73*
65	2.14	1.06	0.81*	38	1.87	0.22	0.65*	61	1.65	0.76	0.58*	54	1.27	0.98	0.77*	48	1.69	0.76	0.84*
66	1.87	1.09	0.50*	39	1.96	0.25	0.52*	62	1.08	0.47	0.60*	63	1.98	0.42	0.81*	53	1.59	0.48	0.91*
67	1.90	0.32	0.43*	46	2.42	0.56	0.80*	64	1.43	1.07	0.52*								
				51	1.87	0.23	0.66*	68	1.09	0.32	0.48*								
				69	1.90	0.09	0.77*	70	1.44	0.43	0.78*								

(n=29), * the critical (r) at probability of (0.05*) = 0.37, and at probability of (0.01**) = 0.47, PR= Personal Responsibility; ER= Ethical Responsibility; PTR= Patriot Responsibility; SIR= Social-issued Responsibility; EDR= Environmental and disciplinary responsibility; NS= number of statement; $\bar{x}$= mean; SD = standard deviation; r = coefficient of correlation.

In table 3 proves that there were significant correlations at the level of the pilot experiment between all statements and the total scores of the scale or the dimension of Social Responsibility scale in which statements belong to. This proves the validity of the internal consistency of the scale.

3.2.4.2 Reliability of the Scale. Reliability of the scale was checked by using three techniques, Cronbach's alpha, split-half correlations, and Test-Retest correlation.

Reliability with Cronbach's alpha and split techniques. The two techniques had applied to 29 players of pilot Experiment representing the four sports, Football, team handball, basketball, and volleyball. Table 4 demonstrates that.

Table 4. The Reliability values of the social responsibility of a sports team by using the Techniques of Cronbach's alpha and split-half.

Dimension	Items No.	Cronbach's alpha	split-half	
		Reliability Coefficient	*r* of halves of items	total reliability Coefficient (Spearman-Brown)
PR	13	0.80	0.82	0.86
ER	15	0.68	0.71	0.74
PTR	15	0.69	0.80	0.77
SIR	12	0.78	0.79	0.82
EDR	12	0.82	0.90	0.85

(n=29), r = coefficient of correlation; PR= Personal Responsibility; ER= Ethical Responsibility; PTR= Patriot Responsibility; SIR= Social-issued Responsibility; EDR= Environmental and disciplinary responsibility

In table 4 demonstrates the Reliability of the social responsibility by using the Techniques of Cronbach's alpha and split-half. The values of Reliability coefficient of scale dimensions ranged from 0.68 to 0.82 for Cronbach's alpha technique and from 0.71 to 0.90 for split-half technique.

Reliability with Test-Retest Technique Having Re-applied the scale 14 days later on the pilot Experiment, the Reliability coefficient of the scale was calculated. Table 5 demonstrates that.

Table 5. The correlation coefficients between the first and second measurement of the social Responsibility to point out the reliability by technique of split-half.

Dimension	1st measurement		2st measurement		r
	$\bar{x}$	± SD	$\bar{x}$	± SD	
PR	31.47	4.77	31.03	4.37	0.93*
ER	36.12	5.30	34.00	5.00	0.83*
PTR	38.03	5.10	36.44	4.67	0.86*
SIR	29.05	4.66	30.57	5.34	0.81*
EDR	30.12	4.17	29.88	4.12	0.92*

(n=29), * the critical (*r*) at probability of (≤0.05*) is 0.37, and at probability of (≤0.01**) is 0.47, r = coefficient of correlation; PR= Personal Responsibility; ER= Ethical Responsibility; PTR= Patriot Responsibility; SIR= Social-issued Responsibility; EDR= Environmental and disciplinary responsibility

In table 5 demonstrates that the correlation coefficients, r between the first and second measurement of the social Responsibility dimensions were (0.93, 0.83, 0.86, 0.81, 0.92) respectively. This illustrates the high correlation coefficient and as a result, the scale is Reliable.

3.2.4.3 Instructions of Social Responsibility Scale.

Description. Al-Harthy (1995) had designed a scale of social Responsibility of the individual in his society (Al-Harthy, 1995). The scale consists of 67 statements from four dimensions as follows:

Personal Responsibility, PR: PR is the direct feeling and awareness of an individual towards his actions and his family. This dimension has 13 statements.

Ethical Responsibility, ER: ER is a conscience revival and feeling of an individual towards his value, behavior, and his general responsibility towards religious principles and humanity. This dimension has 15 statements.

Patriot Responsibility, PTR: PTR is the ardor, feeling, Moral and behavioral commitment of an individual towards his country and states. This dimension has 15 statements.

Social-issued Responsibility, SIR: SIR is the Responsibility of an individual towards the issues and members of his society. This dimension has 12 statements.

Environmental and disciplinary responsibility, EDR: EDR is a sensation, awareness, and responsibility practice of an individual towards his environment and the discipline. This dimension has 12 statements.

Editing of the Scale. The statements numbers of the five dimensions, each is as follows:

1. Personal responsibility, PR statements. The 13-62 statements are positive in the sequence of the dimension, whereas the 7-10-15-24-50-53-54-55-57-63-64 are negative statements in the reversed sequence of the dimension.
2. The Ethical Responsibility, ER statements. The 8-9-14-18-29-36-49 statements are positive in the sequence of the dimension, whereas the 4-25-26-32-33-37-44-66 are negative statements in the reversed sequence of the dimension.
3. The Patriot Responsibility, PTR statements. The 20-21-23-39-45-48-56-59-61-65- statements are positive in the sequence of the dimension, whereas the 31-34-58-67 are negative statements in the reversed sequence of the dimension.
4. The Social-issued Responsibility, SIR statements. The 1-2-3-19-30-40-47-52-60 statements are positive in the sequence of the dimension, whereas the 5-27-28 are negative statements in the reversed sequence of the dimension
5. The Environmental and disciplinary responsibility, EDR statements. The 11-12-17-22-35-38-41-42-43-46-51-statements are positive in the sequence of the dimension.

When coding or make a transformation of positive scale items, it should be considered to give 3 scores for “Always occurs”, 2 scores for “Sometimes occurs”, and 1 score for “Seldom occurs”. For positive scale items, it should be considered to reverse coding and to give 1 score for “Always occurs”, 2 scores for “Sometimes occurs”, and 3 scores for “Seldom occurs”.

Having summed the scores of each dimension apart, the score of every participant was obtained. For scores of the whole group it was by summing scores of all group members at one dimension then divided into the number of group members.

3.2.5 Scales of the internal regulating aspects. Having surveyed the related literature, the scales designed by Fawzi and Badruldin (2002) was adopted to measure the scales.

3.2.5.1 Scale of Social Cohesion. The first aspects of the internal regulating aspects (Fawzi & Badruldin, 2002) (See Appendixes E-1)

3.2.5.2 Scale of Task Cohesion. The second aspects of the internal regulating aspects (Fawzi & Badruldin, 2002) (See Appendixes E-2).

3.2.5.3 Scale of Stability of Team Structure. The third aspects of the internal regulating aspects (Allawi, 1998). (See Appendix E-3 for details).

The scale of SSIST was an instrument designed originally by Carron and Grand (1982) under the name of "Team Climate Questionnaire". It consists of 30 items, scored on a 7-point Likert scale, and measures three areas of role involvement within a team: role clarity, the cognitive component, which measures the extent to which team members understand their individual team responsibility and assignments; role acceptance, the affective component, which measures the acceptance and satisfaction with the assigned role; and perceived role performance, the behavioral component, which measures the extent to which the team as a whole feels the assignments are being carried out.

Allawi (1998) translated this questionnaire to Arabic to be utilized within the Arabic environment from which the Iraqi Kurdistan region is a part.

As cited by Allawi (1998), the alpha coefficient of the *internal consistency validity* of Caron & Grant questionnaire was 0.79-0.91.

In advance, a literature review of the most IRAs variables was made (See appendix A for details) to be offered on expert at sports psychology and measurement evaluation

(see Appendix B) in order to determine the most IRAs of a sports team. The experts had pointed out the most IRAs variables. In chapter 4, more details will be present.

After that, the scales mentioned above were chosen since they had received 100% agreement compared to other IRAs presented in Table 2.

3.2.5.4 Hypothesis-testing construct validity of IRAs scale

Hypothesis-testing construct validity of IRAs scale was achieved by using the validity of “internal consistency” via pointing out the simple correlation, r between each statement and the total score of its category on the scale for the sample of pilot Experiment. Table 6 shows this process.

Table 6. Internal consistency validity of IRAs.

Hypothesis-testing construct validity of IRAs scale was achieved by using the validity of "internal consistency" via pointing out the simple correlation, r between each statement and the total score of its category on the scale for the sample of pilot Experiment. Table 6 shows this process.

SC				TC				SSIST											
								RC				RA				RP			
NS	$\bar{x}$	SD	r	NS	$\bar{x}$	SD	R	NS	$\bar{x}$	SD	R	NS	$\bar{x}$	SD	R	NS	$\bar{x}$	SD	r
1	3.90	0.87	0.60*	1	4.12	0.82	0.45*	1	6.11	1.40	0.61*	1	5.70	2.00	0.56*	1	4.42	1.88	0.66*
2	3.86	1.10	0.61*	2	3.45	1.52	0.56*	2	5.05	1.82	0.53*	2	5.41	1.36	0.48*	2	5.31	1.45	0.59*
3	3.72	1.11	0.42*	3	3.53	1.32	0.71*	3	5.80	0.45	0.50*	3	5.65	1.24	0.86*	3	5.65	1.23	0.58*
4	3.85	1.12	0.55*	4	3.52	1.21	0.50*	4	5.33	1.19	0.49*	4	5.52	1.58	0.71*	4	5.23	1.75	0.71*
5	3.56	1.56	0.53*	5	3.12	1.23	0.52*	5	5.11	1.52	0.80*	5	5.28	1.45	0.56*	5	5.85	1.73	0.59*
6	3.45	1.52	0.41*	6	3.23	1.45	0.49*	6	5.42	1.44	0.56*	6	4.25	2.21	0.55*	6	5.42	1.65	0.56*
7	3.72	1.15	0.54*	7	3.85	1.20	0.71*	7	5.50	1.50	0.46*	7	5.63	0.12	0.60*	7	5.21	2.23	0.54*
8	4.23	1.63	0.75*	8	3.23	1.43	0.54*	8	4.45	1.63	0.56*	8	5.50	1.42	0.62*	8	5.53	1.56	0.58*
9	4.23	1.33	0.61*	9	3.45	1.23	0.85*	9	5.31	1.70	0.86*	9	5.42	1.53	0.49*	9	5.93	1.24	0.53*
10	3.45	1.60	0.55*	10	3.63	1.12	0.52*	10	5.51	1.54	0.60*	10	4.13	1.65	0.86*	10	5.35	1.77	0.49*

(n=29), * the critical (r) at probability of (0.05*) = 0.37, and at probability of (0.01**) = 0.47, SC= Social cohesion; TC= Task Cohesion; SSIST= Structure Stability and Interaction of Sports Team; RC= Role Clarity; RA= Role Acceptance; RP= Role Performance; NS= number of statement; $\bar{x}$= mean; SD = standard deviation; r = coefficient of correlation.

In table 6 proves that there were significant correlations at the level of the pilot experiment between all statements and the total scores of the scale or the dimension of some of internal regulating aspects in which statements belong to. This proves the validity of the internal consistency of the scale.

Reliability of IRAs Scale. Reliability of the scale was checked by using three techniques, Cronbach's alpha, split-half correlations, and Test-Retest correlation.

Reliability with Cronbach's alpha and split techniques. The two techniques had applied to 29 players of pilot Experiment representing the four sports, Football, team handball, basketball, and volleyball. Table 7 demonstrates that.

Table 7. Reliability values of the IRAs of a sports team by using the techniques of Cronbach's alpha and split-half.

Dimension		Items No.	Cronbach's alpha	split-half	
			Reliability Coefficient	*r* of halves of items	total reliability Coefficient (Spearman-Brown)
SSIST	SC	10	0.78	0.78	0.87
	TC	10	0.76	0.64	0.78
	RC	10	0.84	0.65	0.79
	RA	10	0.79	0.66	0.80
	RP	10	0.82	0.84	0.92

(n=29), * the critical (r) at probability of (≤0.05*) is 0.37, and at probability of (≤0.01**) is 0.47, SC= Social cohesion; TC= Task Cohesion; SSIST= Structure Stability and Interaction of Sports Team; RC= Role Clarity; RA= Role Acceptance; RP= Role Performance; M= mean; SD = standard deviation; r = coefficient of correlation.

In table 7 demonstrates the Reliability of the IRAs scale by using the Techniques of Cronbach's alpha and split-half. The values of Reliability coefficient of scale dimensions ranged from 0.76 to 0.84 for Cronbach's alpha technique and from 0.78 to 0.92 for split-half technique.

Reliability with Test-Retest Technique. Having Re-applied the scale 14 days later on the pilot Experiment, the Reliability coefficient of the scale was calculated. Table 8 demonstrates that.

Table 8. Coefficients of correlation between the first and second measurement of the IRAs to point out the reliability by technique of split-half.

Dimension		1st measurement		2st measurement		r
		$\bar{x}$	± SD	$\bar{x}$	± SD	
SC		37.15	6.78	37.89	6.25	0.92*
TC		35.65	5.91	37.20	6.01	0.89*
	RC	56.00	7.91	56.16	7.56	0.92*
SSIST	RA	57.88	9.34	56.89	8.26	0.82*
	RP	55.13	9.25	56.00	8.78	0.79*

(n=29), * the critical (r) at probability of (≤0.05*) is 0.37, and at probability of (≤0.01**) is 0.47, SC= Social cohesion; TC= Task Cohesion; SSIST= Structure Stability and Interaction of Sports Team; RC= Role Clarity; RA= Role Acceptance; RP= Role Performance; $\bar{x}$ = mean; SD = standard deviation; r = coefficient of correlation.

In table 8 demonstrates that there was a significance for all correlation coefficients between the first and second measurement of the IRAs dimensions and as a result, the scale is reliable

3.2.5.5 Instructions of IRAs

1. Scale of the Social Cohesion, SC

Description; the scale consists of 10 questions. Each player of the sports team should respond to these questions which ordered into five ordinal scale with the upper scores of 5 and lower scores of 1 of a question.

Editing of the Scale; while editing the scale, all recorded scores by a team member at all scale questions are summed. The closer the score to 50 indicates to rise of the social attractiveness of the team towards its member, and this score accordingly expresses his social cohesion with the team.

To calculate the score of the social cohesion of the whole team, the scores obtained by each member are summed, then divide the summation into the number of team members which the scale applied upon to calculate the arithmetic mean of team cohesion.

The level of social cohesion of a player or a team could be estimated as follows:

- Very High Cohesion has a range of 41 to 50 scores.
- High Cohesion has a range of 31 to 40 scores.
- Moderate Cohesion has a range of 21 to 30 scores.
- Very Low Cohesion has a range of 11 to 20 scores.
- Low Cohesion has a range of lesser than 11 scores.

2. Scale of the Task Cohesion, TC

Description. The scale consists of 10 questions. Each player of the sports team should respond to these questions which ordered into five ordinal scale with the upper scores of 5 and lower scores of 1 of a question.

Editing of the Scale. While editing the scale, all recorded scores by a team member at all scale questions are summed. The closer the score to 50 indicates to rise of the task attractiveness of the team towards its member, and this score accordingly expresses his task cohesion with the team.

To calculate the score of the task cohesion of the whole team, the scores obtained by each member are summed, then divide the summation into the number of team members which the scale applied upon to calculate the arithmetic mean of team cohesion.

The level of task cohesion of a player or a team could be estimated as follows:

- Very High Cohesion has a range of 41 to 50 scores.
- High Cohesion has a range of 31 to 40 scores.
- Moderate Cohesion has a range of 21 to 30 scores.
- Very Low Cohesion has a range of 11 to 20 scores.

• Low Cohesion has a range of lesser than 11 scores.

3. Scale of the Structure Stability and Interaction of Sports Team, SSIST

Description; Carron & Grand (1982) had designed a scale which is re designed by Allawi (1998) to determine the degree of the structure, Stability and Interaction of Sports Team, SSIST in the light of three important factors of the sports team roles ones, namely (Allawi, 1998; Carron & Grand, 1982):

1. The Role Clarity, RC is a cognitive component of each player to understand his role and it reflects the degree of conception and understanding of the roles between the sports team members, such as performance expectations, responsibilities, and functions of each player in the team, the defensive and offensive responsibilities, for example.

2. Role Acceptance, RA is the emotional component of the role performance that is the satisfaction and acceptance related to a certain role of each player and this satisfaction represents acceptance of the role and commitment to execute it.
3. The Perceived- Role Performance, PRP is the tendency or behavioral side to perform the role which is an act of realizing level the sports team and all of its members that the specific responsibilities have been carried out or achieved.

   Editing of the Scale; the statements numbers of the three dimensions, each is as follows:

    1. Role Clarity, RC statements. The 1-7-10-13-19-22-25-28 statements are positive in the sequence of the dimension, whereas the 4 and 16 are negative statements in the reversed sequence of the dimension.

    2. The Role Acceptance, RA statements. The 3-6-9-12-15-18-24-30 statements are positive in the sequence of the dimension, whereas the 21-27 are negative statements in the reversed sequence of the dimension.

3. The Perceived-Role Performance, PRP statements. The 2-5-11-14-17-23-26-29 statements are positive in the sequence of the dimension, whereas the 8-20 are negative statements in the reversed sequence of the dimension.

When coding or make a transformation of positive scale items, it should be considered to give a score determined by the player. For positive scale items, it should be considered to reverse coding so the 7 becomes 1, 6 becomes 2, 5 becomes 3, 4 becomes 4, 3 becomes 5, 2 becomes 6, and1 becomes 7.

Having summed the scores of each dimension apart, the score of every participant was obtained. For scores of the whole group, it was by summing scores of all group members at one dimension, and then divided into the number of group members.

3.3 Procedure

3.3.1 Pilot experiment

This experiment was conducted in the period from (02.04) to (02.05.2016) on participants selected at random from players of the sports clubs in question, but other than the main sample. The pilot experiment included "29" players representing sports of football, handball, basketball, and volleyball.

The pilot experiment aimed at achieving the following objectives:

1. To Ensure the appropriateness and validity of scales used with the nature of the research sample,
2. To Ensure the clarity of instructions for the scales used,
3. To determine the difficulties that may be countered during the application and try to avoid them, and
4. To calculate the scientific coefficients for the scales used.

The results of the pilot experiment:

1. The used scales were appropriate to the nature of the sample,

2. The clarity of instructions for the scales used had been checked,
3. There were no specific difficulties in applying the scales, and
4. The scientific coefficients for the used scales had been calculated.

3.3.2 Main experiment

Having been determined the research tools and confirmed by scientific by calculating their scientific coefficients, and having the pilot sample excluded, the main experiment was applied for the period from 15/05/ to 01/08/2016 on the main sample of 198 players from three clubs distributed among four sports of football, team handball, basketball, and volleyball). The application included the scales of social responsibility and internal regulating aspects which the latter was represented by the scales of the social cohesion of the team sports, the Task cohesion of team sports, and Structure Stability and Interaction of Sports Team, SSIST.

3.3.3 Statistical analysis

The analysis of the data for social responsibility and for the internal regulating aspects has been made with the arithmetic mean, proposed mean, standard deviation, skewness coefficient, correlation coefficient of Pearson, correlation coefficient of spearman and brown, analysis of variance ANOVA, and Least Significant Difference (LSD) were utilized to process data statistically by using the statistical package SPSS. The two tailed null hypothesis were adopted for all variables.

CHAPTER 4

RESULTS

Having been finished the main experiment, the data were reduced in a collective form in preparation for processing it statistically. The SPSS package was used for processing data statistically. Table 1 details the frequency distribution of main experiment sample.

4.1 Presentation and analyzing the descriptive statistics of SR.

To examine statistically the first hypotheses which state: “The most club players of sport team in question undertake the social responsibility for the family, community, and country”, arithmetic means, standard deviations and coefficient of skewness were used and compared to the proposed means of the questionnaire. Table 9 demonstrates details.

Table 9 demonstrates that all sports games have social Responsibility with arithmetic means and standard deviations of 169.87±16.63, 172.41±13.91, 176.88±12.75, and 161.89±19.72 respectively. The means are greater than the overall test mean of 134 scores. The basketball team showed the most score of SR with an arithmetic mean and standard deviation of 176.88±12.75.

Also, it is illustrated that the skewness coefficients approach Zero which demonstrates that the sample is homogeneous and has no errors of the frequency distribution. Figure 1 show presentation of arithmetic means for the dimensions of SR scale of the four sports, football, team handball, basketball, and volleyball in question.

Table 9. Descriptive statistics of the sports teams in dimensions of the social responsibility questionnaire

Team	Variable	$\bar{x}$	± SD	PM	SKC
Soccer	PR	30.17	3.59	26	-0.27
	ER	40.03	3.71	30	-0.28
	PTR	40.42	3.18	30	-0.25
	SIR	29.74	3.28	24	-0.25
	EDR	29.51	3.27	24	-0.50
	Total	169.87	16.63	134	-1.55
Team handball	PR	30.89	2.72	26	-0.02
	ER	41.26	2.89	30	-0.64
	PTR	39.87	3.23	30	-0.29
	SIR	30.80	2.40	24	-0.15
	EDR	29.59	2.67	24	-0.05
	Total	172.41	13.91	134	-1.15
Basketball	PR	32.21	3.45	26	-0.15
	ER	41.21	1.74	30	-0.11
	PTR	40.16	2.58	30	-0.01
	SIR	31.53	2.51	24	-0.16
	EDR	31.77	2.47	24	-0.08
	Total	176.88	12.75	134	-0.51
Volleyball	PR	27.98	4.38	26	0.14
	ER	39.20	3.79	30	-0.10
	PTR	38.64	3.18	30	0.08
	SIR	27.64	4.48	24	-0.05
	EDR	28.43	3.89	24	-0.48
	Total	161.89	19.72	134	-0.41

PR= Personal Responsibility; ER= Ethical Responsibility; PTR= Patriot Responsibility; SIR= Social-issued Responsibility; EDR= Environmental and disciplinary responsibility; $\bar{x}$ = mean; SD = standard deviation; PM= proposed mean; SKC= coefficient of skewness.

In table 9 shows that all dimension of the SR scales ranged between coefficients of skewness of ± 0.96. This means that all these dimensions are under the curve of normality.

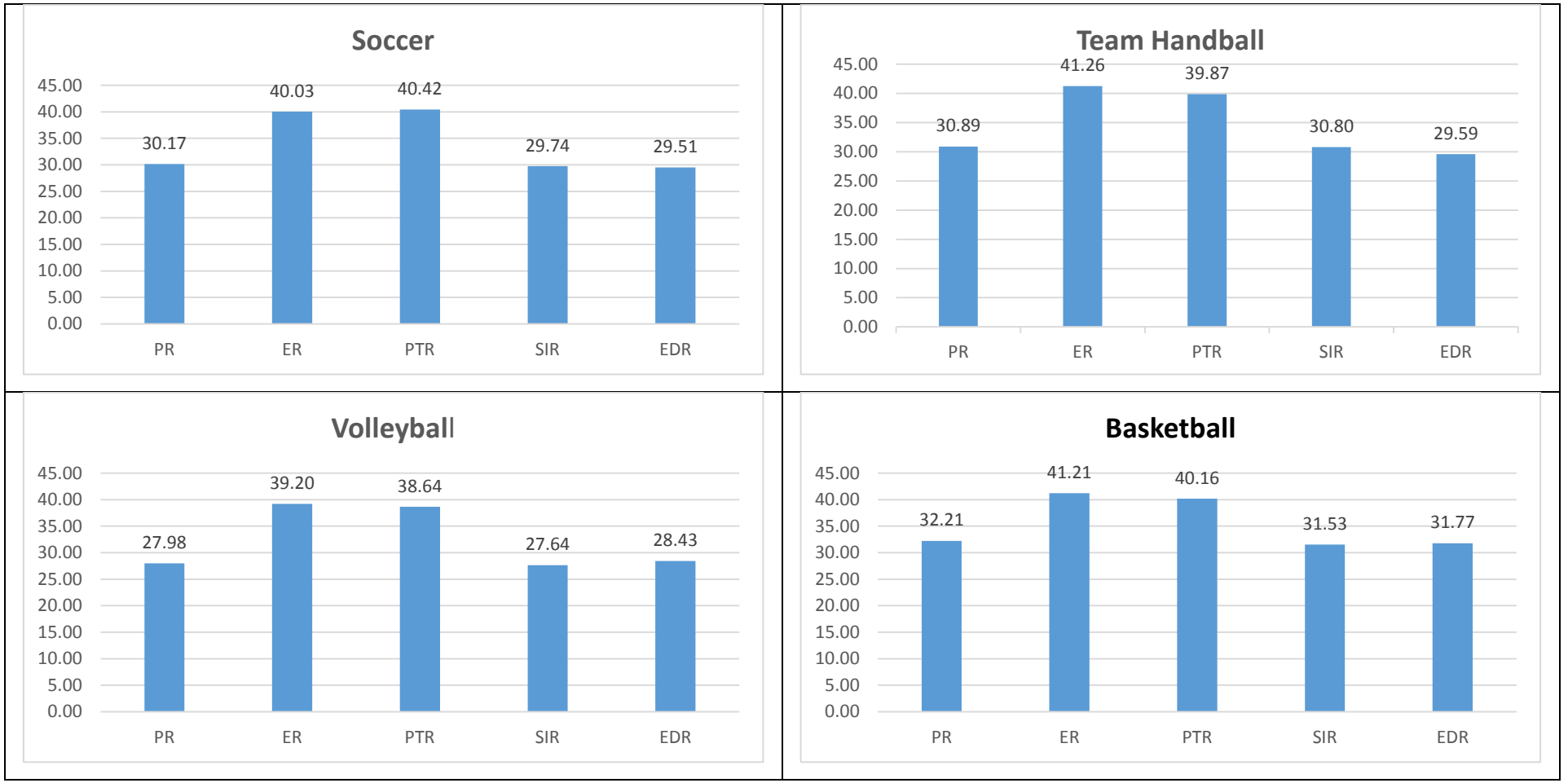

Figure 1. Arithmetic means for the dimensions of SR scale of the four sports, football, team handball, basketball, and volleyball in question.

4.1.1 Presentation and analysis the differences of SR among Sports Teams.

To examine the significant differences in undertaking the social responsibility among sport teams in question according to variation in the essence of each activity", ANOVA was used. Table 10 demonstrates details

Table 10. One way ANOVA among the dimensions of the SR scale for the four sport teams in question.

VAR	SV	Sum of Squares	Df	Mean Square	F
PR	Between Groups	411.32	3	137.11	10.71**
	Within Groups	2483.69	194	12.80	
	Total	2895.01	197		
ER	Between Groups	133.97	3		4.33**
	Within Groups	2001.08	194	44.66	
	Total	2135.05	197	10.32	
PTR	Between Groups	89.78	3	29.93	3.17*
	Within Groups	1831.04	194	9.44	
	Total	1920.82	197		
SIR	Between Groups	379.69	3	126.56	11.82**
	Within Groups	2076.67	194	10.70	
	Total	2456.36	197		
EDR	Between Groups	256.35	3	85.45	8.66**
	Within Groups	1913.87	194	9.87	
	Total	2170.22	197		

(n=198), * the critical (*F*) at probability of (≤0.05*) is 2.70. and at probability of (≤0.01**) is 3.98, VAR= variable; SV= sours of variation; df= degree of freedom; PR= Personal Responsibility; ER= Ethical Responsibility; PTR= Patriot Responsibility; SIR= Social-issued Responsibility; EDR= Environmental and disciplinary responsibility

In table 10 demonstrates that there are significant differences among sport teams in question in dimensions of SR. the calculated F values ranged from 3.17 to 11.82 which they are larger than critical F Value. So, the null hypotheses was rejected.

Table 11. LSD statistic of SR dimensions among the four sport teams in question

Dimension	Team sport	$\bar{x}$	DM				LSD
			Soccer	Team handball	basketball	Volleyball	
PR	Soccer	30.17		0.72	2.04*	2.19*	1.39
	Team handball	30.89			1.31	2.91*	
	basketball	32.20				4.23*	
	volleyball	27.98					
ER	Soccer	40.03		1.23*	1.18	0.83	1.22
	Team handball	41.26			0.05	2.01*	
	basketball	41.21				2.01*	
	volleyball	39.21					
PTR	Soccer	40.42		0.55	0.25	1.78*	1.30
	Team handball	39.87			0.29	1.23	
	basketball	40.16				1.53*	
	volleyball	38.64					
SIR	Soccer	29.74		1.07	1.80*	2.10*	1.36
	Team handball	30.80			0.73	3.17*	
	basketball	31.53				3.90*	
	volleyball	27.64					
EDR	Soccer	29.51		0.08	2.26*	1.06	1.22
	Team handball	29.59			2.18*	3.34*	
	basketball	31.77				3.36*	
	volleyball	28.43					

(n=198), $\bar{x}$ = mean; DM=differences among means; LSD=least significant difference; PR= Personal Responsibility; ER= Ethical Responsibility; PTR= Patriot Responsibility; SIR= Social-issued Responsibility; EDR= Environmental and disciplinary responsibility

From table 11 which show the significant differences by using LSD among the four sport teams (football, team handball, basketball, and volleyball) in dimensions of SR scale, it is demonstrated that:

- In terms of the arithmetic mean of PR, there are significant differences among:
  - sports of soccer, basketball, and volleyball in the sake of basketball and volleyball;
  - sports of team handball and volleyball in the sake of team handball; and
  - sports of basketball and volleyball and in the sake of basketball.
- In terms of the arithmetic mean of ER, there are significant differences among:
  - sports of soccer and team handball in the sake of team handball;
  - sports of team handball and volleyball in the sake of team handball; and
  - sports of basketball and volleyball and in the sake of basketball.
- In terms of the arithmetic mean of PTR, there are significant differences among:
  - sports of soccer and volleyball in the sake of soccer; and
  - sports of basketball and volleyball and in the sake of basketball.
- In terms of the arithmetic mean of SIR, there are significant differences among:
  - sports of soccer, basketball, and volleyball in the sake of basketball and volleyball;
  - sports of team handball, basketball, and volleyball in the sake of basketball and team handball; and
  - sports of basketball and volleyball in the sake of basketball.
- In terms of the arithmetic mean of EDR, there are significant differences among:
  - sports of soccer and basketball, in the sake of basketball;
  - sports of team handball basketball, in the sake of basketball;
  - sports of team handball and volleyball in the sake of team handball; and
  - sports of team basketball and volleyball in the sake of basketball.

4.1.2 Presentation and analysis of the descriptive statistics of IRAs scales for the sport teams in question.

To examine if the Sport Teams are distinguished in the internal regulation aspects among them", ANOVA was used. Table 12 demonstrates details.

Table 12. Descriptive statistics of IRAs for the for sport teams in question

Variable			$\bar{x}$	± SD	PM	SKC
soccer	SSIST	SC scale	40.57	4.45	30	-0.14
		TC scale	40.88	4.75	30	0.13
		RC	59.49	4.78	40	0.01
		RA	59.78	5.32	40	-0.03
		RP	59.20	4.64	40	0.26
		Total	259.92	23.94	180	0.23
Team handball	SSIST	SC scale	42.59	3.76	30	0.20
		TC scale	43.37	3.70	30	-0.03
		RC	61.72	3.81	40	0.14
		RA	62.28	3.36	40	0.10
		RP	62.30	3.78	40	-0.13
		Total	272.26	19.41	180	0.28
basketball	SSIST	SC scale	41.70	3.42	30	0.08
		TC scale	41.56	3.37	30	-0.08
		RC	61.47	2.92	40	-0.30
		RA	60.09	5.45	40	-0.23
		RP	60.21	4.93	40	-0.15
		Total	265.03	21.09	180	-0.68
volleyball	SSIST	SC scale	38.59	4.90	30	0.31
		TC scale	39.64	5.25	30	0.61
		RC	57.75	5.36	40	0.17
		RA	58.95	5.48	40	0.22
		RP	59.02	4.10	40	0.41
		Total	253.95	25.09	180	1.72

(n=198), SC= Social cohesion; TC= Task Cohesion; SSIST= Structure Stability and Interaction of Sports Team; RC= Role Clarity; RA= Role Acceptance; RP= Role Performance; $\bar{x}$ = mean; SD = standard deviation; PM = Propose mean, SKC= coefficient of skewness.

In table 12 demonstrates that all sports have IRAs with arithmetic means of 259.92±23.94, 272.26±19.41, 265.03±21.09, and 253.95±25.09 respectively. These means are greater than the proposed mean of 180 scores. The team handball team showed the highest score of IRAs with an arithmetic mean of 272.26±19.41. So, the null hypotheses was rejected.

Also, it is illustrated that the coefficients of skewness approach Zero which demonstrates that the sample is homogeneous and has no errors of the frequency distribution. Figure 2 show presentation of arithmetic means for the dimensions of IRAs scale of the four sports, football, team handball, basketball, and volleyball in question.

4.1.3 Presentation and analysis the differences of IRAs among sports teams via the essence of a sport.

To examine the significant differences in commitment of the internal regulation among sport teams in question according to variation in the essence of each activity", ANOVA was used. Table 13 demonstrates details.

Table 13. Table 13. One way ANOVA among the dimensions of the SR scale for the four sport teams in question.

VAR		SV	Sum of Squares	Df	Mean Square	F
SC		Between Groups	399.35	3	133.12	7.54**
		Within Groups	3426.80	194	17.66	
		Total	3826.15	197		
TC		Between Groups	333.14	3	111.05	5.79**
		Within Groups	3722.52	194	19.19	
		Total	40.55.66	197		
SSIST	RC	Between Groups	466.98	3	155.66	8.13**
		Within Groups	3714.52	194	19.15	
		Total	4181.50	197		
	RA	Between Groups	279.03	3	93.01	3.71*
		Within Groups	4861.85	194	25.06	
		Total	5140.88	197		
	RP	Between Groups	327.75	3	109.25	5.15**
		Within Groups	4112.23	194	21.20	
		Total	44.39.98	197		

(n=198), * the critical (*F*) at probability of (≤0.05*) is 2.70, and at probability of (≤0.01**) is 3.98, VAR= variable; SV= sours of variation; Df= degree of freedom; SC= Social cohesion; TC= Task Cohesion; SSIST= Structure Stability and Interaction of Sports Team; RC= Role Clarity; RA= Role Acceptance; RP= Role Performance

In Table 13 demonstrates that there are significant differences among sport teams in question in dimensions of IRAs. The calculated F values ranged from 3.71 to 8.13 which they are larger than critical F Value. So, the null hypotheses was rejected. To determine the significance among arithmetic means of the IRAs dimensions, the least significant difference LSD statistic was used.

Table 14. LSD statistic of IRAs dimensions among the four sport teams in question.

Dimension		Team sport	$\bar{x}$	DM				LSD
				Soccer	Team handball	basketball	Volleyball	
SC		Soccer	40.57		2.08*	1.13	1.98*	1.60
		Team handball	42.59			0.89	4.00*	
		basketball	41.70				3.11*	
		volleyball	38.59					
TC		Soccer	40.88		2.498*	0.68	1.24	1.66
		Team handball	43.37			1.81*	3.73*	
		basketball	41.56				1.92*	
		volleyball	39.63					
SSIST	RC	Soccer	59.49		2.23*	1.97*	1.74*	1.66
		Team handball	61.72			0.25	3.97*	
		basketball	61.47				3.72*	
		volleyball	57.75					
	RA	Soccer	59.78		*2.50	0.31	0.83	1.90
		Team handball	62.28			*2.19	*3.33	
		basketball	60.09				1.14	
		volleyball	58.96					
	RP	Soccer	59.20		3.10*	1.01	0.17	1.75
		Team handball	62.30			2.10*	3.28*	
		basketball	60.21				1.19	
		volleyball	59.02					

(n=198), $\bar{x}$ = mean; DM=differences among means; LSD=least significant difference; SC= Social cohesion; TC= Task Cohesion; SSIST= Structure Stability and Interaction of Sports Team; RC= Role Clarity; RA= Role Acceptance; RP= Role Performance

From table 14 which shows the significant differences by using LSD among the four sport teams (football, team handball, basketball, and volleyball) in dimensions of IARs scale, it is demonstrated that:

- In terms of the arithmetic mean of SC, there are significant differences among:

- sports of soccer and team handball in the sake of team handball;
- sports of soccer and volleyball in the sake of soccer;
- sports of team handball and volleyball in the sake of team handball, and
- sports of basketball and volleyball in the sake of basketball.

- In terms of the arithmetic mean of TC, there are significant differences among:
  - sports of soccer and team handball in the sake of team handball;
  - sports of team handball, basketball and volleyball in the sake of team handball; and
  - sports of basketball and volleyball and in the sake of basketball.
- In terms of the arithmetic mean of RC dimension of SSIST scale, there are significant differences among:
  - sports of soccer and team handball in the sake of team handball;
  - sports of soccer and basketball in the sake of basketball;
  - sports of soccer and volleyball in the sake of soccer;
  - sports of team handball and volleyball in the sake of team handball; and
  - sports of basketball and volleyball in the sake of basketball.
- In terms of the arithmetic mean of RA dimension of SSIST scale, there are significant differences among:
  - sports of soccer and team handball in the sake of team handball; and
  - sports of team handball, basketball and volleyball and in the sake of team handball.
- In terms of the arithmetic mean of RA dimension of SSIST scale, there are significant differences among:
  - sports of soccer and team handball, in the sake of team handball; and
  - sports of team handball, basketball, and volleyball in the sake of team handball.

4.14 Presentation and analysis the statistic if correlation coefficient between the SR and IRAs of Sports Teams in question.

To examine if there are positive relationships between the dimensions of the social responsibility and dimensions of the internal regulation of the research sample, correlation coefficient of Person was used. Table 15 demonstrates details.

Table 15. Continuum of correlation among dimensions of the social responsibility (SR) and the dimensions of the internal regulation aspects (IRAs) of the research sample.

Variable		SR scale					IRAs scale				
		PR	ER	PTR	SIR	EDR	SC	TC	SSIST		
									RC	RA	RP
SR scales	PR		0.48**	0.48**	0.62**	0.42**	0.57**	0.61**	0.57**	0.53**	0.49**
	ER			0.41**	0.50**	0.48**	0.49**	0.52**	0.53**	0.41**	0.52**
	PTR				0.56**	0.49**	0.54**	0.51**	0.53**	0.33**	0.38**
	SIR					0.44**	0.52**	0.63**	0.61**	0.50**	0.60**
	EDR						0.44**	0.37**	0.40**	0.31**	0.34**
IRAs scales	SC							0.59**	0.60**	0.43**	0.47**
	TC								0.61**	0.55**	0.62**
SSIST scales	RC									0.46**	0.60**
	RA										0.52**
	RP										

(n=198), * the critical (*r*) at probability of (≤0.05*) is 0.20, and at probability of (≤0.01**) is 0.25 PR= Personal Responsibility; ER= Ethical Responsibility; PTR= Patriot Responsibility; SIR= Social-issued Responsibility; EDR= Environmental and disciplinary responsibility; SC= Social cohesion; TC= Task Cohesion; SSIST= Structure Stability and Interaction of Sports Team; RC= Role Clarity; RA= Role Acceptance; RP= Role Performance.

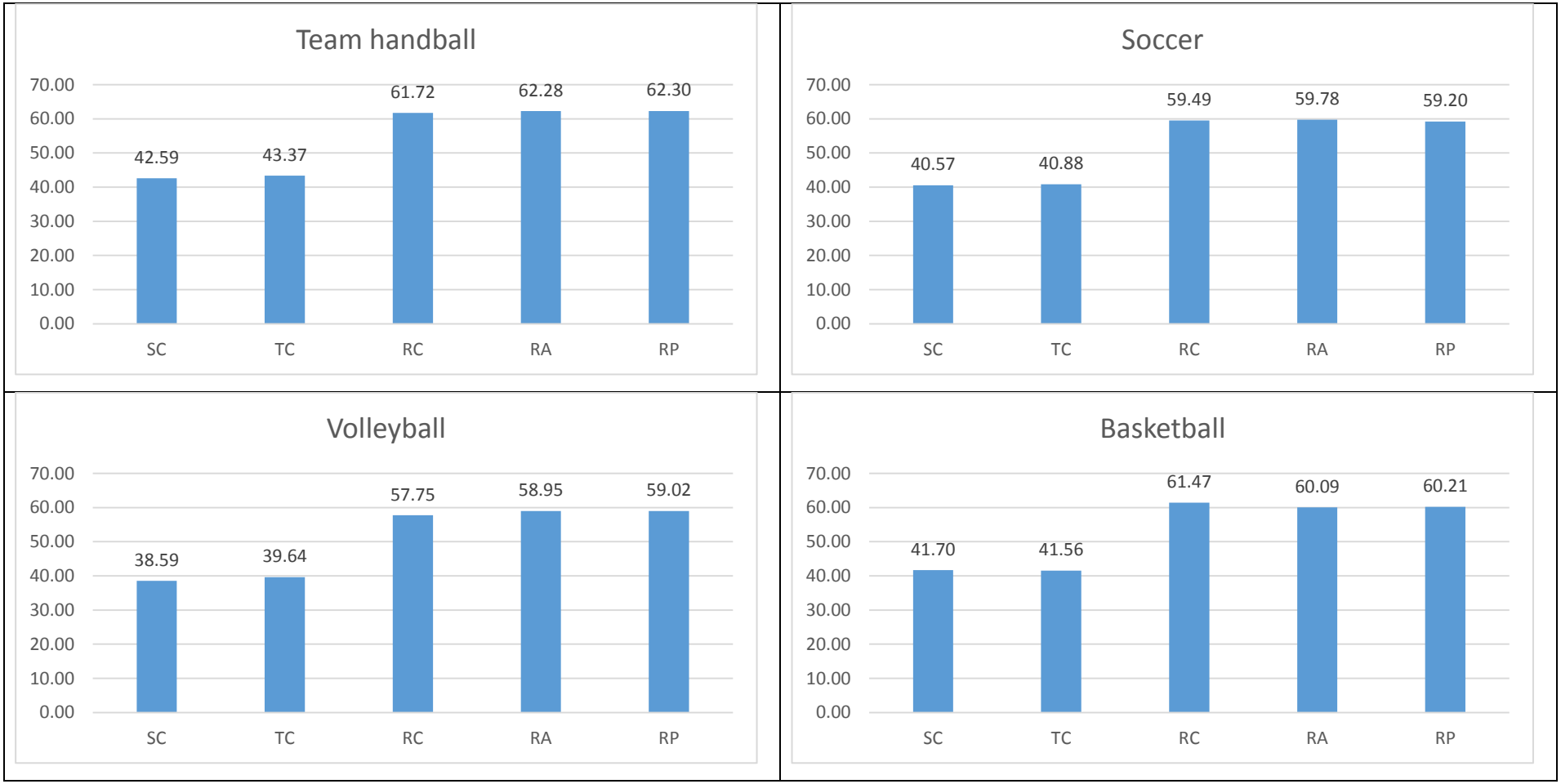

Figure 2. Arithmetic means for the dimensions of IRAs scale of the four sports, football, team handball, basketball, and volleyball in question.

In table 15 demonstrates that there are significant coefficients of correlation among all variables of this research study. The calculated r values start at 0.31 and end with 0.63 for all variable respectively. So, the null hypotheses was rejected.

Summary of Results

Results of the ANOVA for dimensions of the SR scale revealed that the four sport teams in question had significantly dimensions of PR; ER; PTR; SIR; and EDR. This presented in table 10. Moreover, the four sport teams in question differed significantly in these dimensions. This presented in table 11

Results of the ANOVA for dimensions of the IRAs scale revealed that the four sport teams in question had significantly dimensions of SC; TC; and SSIST. This presented in table 13. Moreover, the four sport teams in question differed significantly in these dimensions. This presented in table 14.

Results of the Continuum of correlation among dimensions of the social responsibility (SR) and the dimensions of the internal regulation aspects (IRAs) of the research sample revealed that there were a significant positive correlations. This presented in table 14.

CHAPTER 5

DISCUSSION

This study examined the relationship between the SR and IRAs of team sport players at the level of certain sports clubs in Iraqi Kurdistan Region. In previous sections, the problem, aims, utilized concepts, and hypothesis of the study were outlined. The null hypothesis (H_0) were adopted initially and rejected after getting results for all variables.

The most important literature and direct related literature were reviewed.

Also, certain direct and indirect related literature with both Arabic and English were reviewed.

The most related findings of these literature were pointed out. The methodological procedures of this study were explained such as the methodology utilized, sample, data collection tool, and statistical analysis utilized.

Accordingly, the extracted results depending the hypothesis could be discussed as follows:

It would seem that the sports of basketball, team handball, football were approximate and excellent on volleyball at all dimensions of the SR scale. This difference may be due to the specificity and essence of the sport activity in which each sport of basketball, team handball, and high scores differ from volleyball. However, all these sports had high scores at Dimensions of SR scale.

We think that the sports clubs in Iraqi Kurdistan Region have been widely developed in the last years, so this development included an increase in clubs numbers in addition to their infrastructures and facilities as a result of the fast openness to the outside world and increasing the communication which extensively led to enhancement the SR of athletes.

In spite of this Advance, the SR matter among athletes is still nowadays an urgent issue needed for revival in our society since building the sport institutions is SSSSnot enough for nations to be raised. Instead, the actual measurement is to raise the education and social behavior of the human.

It would appear that the obligation of athletes to SR is resulted from designing a lot of activities, programs, and participation either locally, regionally, or

internationally, which allowing athletes to play their leading roles and training athletes to take over some responsibilities as a part of the preparation.

The current study is consistent with the theory of the role which indicated that everyone in the community learns the essence of his role and the appropriate behavior of this role he occupied. This process starts from an early age in sports and social institutions which undertake a number of social roles and every social role involves a collection of the duties performed by an individual according on his qualifications, competence, personality, experience and the society confidence. An individual has within his society several functional social roles simultaneously other than one. These roles determine his status or social position, and his status in turn determines his social strength and class (Alshamri, 2014).

The results of this study agree also with the findings of Al Harethi, (2001); Alshamri (2014); Kennemer (2002); Spink (1990); and Stevenson, 1998 which suggested that sports has a great influence in gaining developing the social responsibility of individuals as an essential aspect in building their characters. In addition, individuals have a great desire, need and satisfaction to participate in sports activities, which lead to grow a high sense of social responsibility (Al Harethi, 2001; Alshamri, 2014; Kennemer, 2002; Spink, 1990; Stevenson, 1998).

We attribute the excellence of friction sports (team handball, basketball, and soccer) on non-friction sports (volleyball) in the internal regulating aspects to the characteristics and essence of the performance. The essence of the latter sport differs from those in sports of team handball, basketball, and soccer where in volleyball the ball is handled by fingertips one a time, by a part of the player's forearm second time, and other times by the open palm of the hand while beating and blocking which reflected in the coaching style since this nature requires variation and has a lot of physical motor skills such as running, leaping, and deception. Also volleyball nature demands the player to be versatile in his performance according to the various continues situations of play related to his position inside the volleyball pitch which is one of the smaller team sports pitches, this smallness of the volleyball pitch, thereby adds the dynamism and excitation to the game, but in turn adds training workload upon player who should move and perform versus opponent of the opposite half and moves with his teammates to make a coverage or deception at the net and this

requires a speed to perform skills with precision and ability to change speed and direction especially at network games.

We believe that sports of team handball, basketball, and soccer have full clarity aim namely is to hit the target against an opponent pitch. To reach this goal, the coach tries during the matches' preparation to focus on certain variables to be raised to their highest level either those variables physical, psychological, technical or tactical. This tactical variable differs from other variables, so that physical, psychological and technical variables based on player work individually, whereas the tactical variable based on integrated teamwork. In other words, it is the outcome of other variables presented in a form of the teamwork around which certain criteria related and called play plans. Play plans are collection of motor interactions between players for which they train to have a coherence and cohesion as a team working together in order to reveal all variables and other individual abilities during matches. So, a team who could utilize and use these variables in an organized team form will outmatch, score goals, and win. The winner is the most organized team inside the pitch. In other words, it is the highest and the best internally organized team.

In addition, the internal regulating aspects of sports teams is the axis around which most actions occur, especially those successful teams so that successful coaches believe that the cohesion of the team and its interaction is the decisive factor in its results. Also, high cohesive teams perform better than low cohesive teams and the former have motivation to achieve their goal which is the win. Team cohesion also is a positive function of team activity and results. The most significant effects are those related to sustain and keep its structure, so, there should be a minimum of coherence in any sports team strives to continue and sustain. The more on this demand grow, the more the team's ability to sustain and continue increasing, which will lead to the activity and productivity since it is known that the aim of any team is to achieve good results in the field of its activity and these results lead to spread a spirit of cheer and optimism among its members. On the other hand, bad results lead the team to feel a sense of pain and frustration and to decrease the morale of the memberships. It is known that the pleasure of success and the pain of failure are basic motives in human behavior.

Cox (1994) emphasize that members attracted and hold together to their team try their best to achieve the team goals than their private ones. In addition, the sports teams that have the more on demand of coherence and interaction and their members work with each other to achieve the goals, have a better percentage of the success and winning (Cox, 1994).

Eys et al. (2010) also imply that the success of the sports team in achieving its objectives leads its members to a sense of shared happiness and to increase the bond between them and their love, loyalty, and cohesion of the team. Some of the elite teams do not win League Championship or Cup, despite having talented players in those teams because a good team is more than just an assembly of its members, but the team's success depends upon working good together and this is a key factor for the success of the team (Eys et al., 2010).

As previously mentioned, the current study is consistent with the studies of (Ewayes, 1993; Matheson, Mathes, & Murray, 1996; Prapavessis & Carron, 1996; Spink, 1990) that to ensure access to more effectiveness of a sports team, distinguishing players which could simultaneously interact highly each other should be selected. So, the importance of acquainting with the quality of interactions and relationships is raised, especially the social ones among players of a sports team in addition to the need of evaluating these interactions and relationships scientifically. Also, the cohesion of a sports team increases if the relationships between the players are established on the cooperative basis, so that increasing the competition-based establishments of these relations. A sports team strives to achieve certain aims and each player of the team tries his best to cooperate with others towards a group aim.

Table 15 demonstrates also that there are direct positive correlations between all research variables so that the values of the correlation coefficient were from 0.31 to 0.63 respectively and these values were significant at the level of 0.01 and 0.05.

We think that this result reflects the relation and alternative effects between social responsibility and dimensions of the internal regulating aspects scales of a sports team. This results demonstrate that a featured player who has a high social responsibility has a high readiness to understand and accept his role with the team. In addition, he may understand his role clearly and accept it. So, like this result suggest that a player who has a high social responsibility has a high readiness to understand,

accept, and perform his role well with the team in order to reach the goal that he wants to achieve with his team.

Like this strong relation between the social responsibility and dimensions of the interaction results in more interactions and motor communications between players to achieve the team objectives at which each player aim so that the goal that each player aims to achieve is the goal of the team as a whole. As a result, the level of the structure and the interaction of a sports team is being affected by the level of social responsibility.

This result is consistent with the results of Spink (1990) study, which indicated a significant relationship between the scores of sports team coherence and the social dimensions of the social efficiency scale (Spink, 1990). Also, this result is consistent with was implied by Fawzi & Badruldin (2002) that the team is not only relationships inside the pitch, but the continuity of the players within the team and the events experienced by them throughout the training and competition lead to the formation social relationships between them outside and inside the pitch. In turn, these relationships effect on their performance and scores during matches. Also, the cooperative relations among the members of a sports team result in increasing its attraction and then its cohesion. The motor coherence of sports team players leads to the social cohesion which is also an influential factor in the positive performance of the team. The positive performance would affect in raising the level of task cohesion, which in turn leads to greater social cohesion (Fawzi & Badruldin, 2002). Thus, the relationship between the two types of coherence of sports team looks like a helical one.

These results consistence also with Eys et al. (2010) who referred that the practical reality in the field of athletic training shows that there are a lot of coaches fail to achieve their goals because they lack the knowledge or the ability to develop an appropriate psychological and social environment for the team members (Eys et al., 2010).

An international coach expressed this concept when he said that “the superiority of his team and winning tournaments for successive years resulted from the efficiency of the psychological and social environment dominated between the team members and this environment is more important than sport talent itself. This

is consistent with what indicated by Eys et al. (2010) that the teams that go on together for a long time and has a strong desire for group success show elevated levels of the group cohesion since the participation in the experience of the team is a factor of the cohesion. it is known that the success and failure experiences could also gather the team members together (Eys et al., 2010).

Cox (1994) emphasizes also this concept that the sports team coherence increases when relations among team members are established on a collaborative basis so that these relationships increased on a competitive basis. The Sports team aims at achieving certain goals and each player of the team tries his best to cooperate with others towards the group goal not the individual one. As a result, the cohesion of sports team could increase (Cox, 1994).

CHAPTER 6

CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

6.1 Conclusions

Based on the search results and statistical analysis used, in the light of the objectives and hypotheses of research, and within the research sample limits and its characteristics, the following conclusions were attained:

1.Most of the sports teams in question have a social responsibility to sports clubs. They had significantly dimensions of PR; ER; PTR; SIR; and EDR.

Soccer Team showed mean value of 30.17±3.59 with Proposed Mean (PM) and -0.27 with skewness of distribution (SKC) in Personal Responsibility (PR); 40.03±3.71 with Proposed Mean (PM) and -0.28 with skewness of distribution (SKC) in Ethical Responsibility (ER); 40.42±3.18 with Proposed Mean (PM) and -0.25 with skewness of distribution (SKC) in Patriot Responsibility (PTR); 29.47±3.28 with Proposed Mean (PM) and -0.25 with skewness of distribution (SKC) in Social-issued Responsibility (SIR); 29.51±3.27 with Proposed Mean (PM) and -0.50 with skewness of distribution (SKC) in Environmental and disciplinary responsibility (EDR); and 169.87±16.63 with Proposed Mean (PM) and -0.50 with skewness of distribution (SKC) in total (SR) in Social Responsibility Questionnaire.

Team handball showed mean value of 30.89±2.72 with Proposed Mean (PM) and -0.02 with skewness of distribution (SKC) in Personal Responsibility (PR); 41.26±2.89 with Proposed Mean (PM) and -0.64 with skewness of distribution (SKC) in Ethical Responsibility (ER); 39.87±3.23 with Proposed Mean (PM) and -0.29 with skewness of distribution (SKC) in Patriot Responsibility (PTR); 30.80±2.40 with Proposed Mean (PM) and -0.15 with skewness of distribution (SKC) in Social-issued Responsibility (SIR); 29.59±2.67 with Proposed Mean

(PM) and -0.05 with skewness of distribution (SKC) in Environmental and disciplinary responsibility (EDR); and 172.41±13.91 with Proposed Mean (PM) and -1.15 with skewness of distribution (SKC) in total (SR) in Social Responsibility Questionnaire.

The basketball players have significantly a higher degree of the social responsibility towards sports clubs than other sports. they showed mean value of 32.21±3.45 with Proposed Mean (PM) and -0.15 with skewness of distribution (SKC) in Personal Responsibility (PR); 41.21±1.74 with Proposed Mean (PM) and -0.11 with skewness of distribution (SKC) in Ethical Responsibility (ER); 40.16±2.58 with Proposed Mean (PM) and -0.01 with skewness of distribution (SKC) in Patriot Responsibility (PTR); 31.53±2.51 with Proposed Mean (PM) and -0.16 with skewness of distribution (SKC) in Social-issued Responsibility (SIR); 31.77±2.47 with Proposed Mean (PM) and -0.08 with skewness of distribution (SKC) in Environmental and disciplinary responsibility (EDR); and 176.88±12.75 with Proposed Mean (PM) and -0.51 with skewness of distribution (SKC) in total (SR) in Social Responsibility Questionnaire.

Volleyball Team showed mean value of 27.98±4.38 with Proposed Mean (PM) and 0.14 with skewness of distribution (SKC) in Personal Responsibility (PR); 39.20±3.97 with Proposed Mean (PM) and -0.10 with Skewness of distribution (SKC) in Ethical Responsibility (ER); 38.64±3.18 with Proposed Mean (PM) and 0.08 with skewness of distribution (SKC) in Patriot Responsibility (PTR); 27.64±4.48 with Proposed Mean (PM) and -0.05 with skewness of distribution (SKC) in Social-issued Responsibility (SIR); 28.43±3.89 with Proposed Mean (PM) and -0.48 with skewness of distribution (SKC) in Environmental and disciplinary responsibility (EDR); and 161.89±19.72 with Proposed Mean (PM) and -0.41 with skewness of distribution (SKC) in total (SR) in Social Responsibility Questionnaire.

2.There were significantly a social cohesion, task cohesion, and internal regulating aspects between group team players of soccer, team handball, basketball, and volleyball.

Volleyball Team showed mean value of 38.59±4.90 with Proposed Mean (PM) and 0.31 with skewness of distribution (SKC) in Social cohesion (SC); 39.64±5.25 with Proposed Mean (PM) and 0.61 with skewness of distribution (SKC) in Task Cohesion (TC); 57.75±5.36 with Proposed Mean (PM) and 0.17 with skewness of distribution (SKC) in Role Clarity (RC); 58.95±5.48 with Proposed Mean (PM) and 0.22 with skewness of distribution (SKC) in Role Acceptance (RA); 59.02±4.10 with Proposed Mean (PM) and 0.41 with skewness of distribution (SKC) in Role Performance (RP); and 253.95±25.09 with Proposed Mean (PM) and 1.72 with skewness of distribution (SKC) in total (IRAs) in Internal Regulation Aspects Questionnaire.

Basketball Team showed mean value of 41.70±3.42 with Proposed Mean (PM) and 0.08 with skewness of distribution (SKC) in Social cohesion (SC); 41.56±3.37 with Proposed Mean (PM) and 0.61 with skewness of distribution (SKC) in Task Cohesion (TC); 61.47±2.92 with Proposed Mean (PM) and -0.30 with skewness of distribution (SKC) in Role Clarity (RC); 60.09±5.45 with Proposed Mean (PM) and -0.23 with skewness of distribution (SKC) in Role Acceptance (RA); 60.21±4.93 with Proposed Mean (PM) and -0.15 with skewness of distribution (SKC) in Role Performance (RP); and 265.03±21.09 with Proposed Mean (PM) and -0.68 with skewness of distribution (SKC) in total (IRAs) in Internal Regulation Aspects Questionnaire.

In functions of the social cohesion, task cohesion, and SSIST, the team Handball players have significantly a better internal regulating aspects than the players of other sports. They showed mean value of 42.59±3.76 with Proposed Mean (PM) and 0.20 with skewness of distribution (SKC) in Social cohesion (SC); 43.37±3.70 with Proposed Mean (PM) and -0.03

with skewness of distribution (SKC) in Task Cohesion (TC); 61.72±3.81 with Proposed Mean (PM) and 0.14 with skewness of distribution (SKC) in Role Clarity (RC); 62.28±3.36 with Proposed Mean (PM) and 0.10 with skewness of distribution (SKC) in Role Acceptance (RA); 62.30±3.78 with Proposed Mean (PM) and -0.13 with skewness of distribution (SKC) in Role Performance (RP); and 272.26±19.41 with Proposed Mean (PM) and 0.28 with skewness of distribution (SKC) in total (IRAs) in Internal Regulation Aspects Questionnaire.

Soccer team showed mean value of 40.57±4.45 with Proposed Mean (PM) and -0.14 with skewness of distribution (SKC) in Social cohesion (SC); 40.88±4.75 with Proposed Mean (PM) and 0.13 with skewness of distribution (SKC) in Task Cohesion (TC); 59.49±4.78 with Proposed Mean (PM) and 0.01 with skewness of distribution (SKC) in Role Clarity (RC); 59.78±5.32 with Proposed Mean (PM) and -0.03 with skewness of distribution (SKC) in Role Acceptance (RA); 59.20±4.64 with Proposed Mean (PM) and 0.26 with skewness of distribution (SKC) in Role Performance (RP); and 259.92±23.94 with Proposed Mean (PM) and 0.23 with Skewness of distribution (SKC) in total (IRAs) in Internal Regulation Aspects Questionnaire.

3.All sports players of soccer, team handball, basketball, and volleyball had significantly a positive relationship between the social responsibility and internal regulating aspects functioned by the social cohesion, task cohesion, and SSIST.

6.2 Recommendations and suggestions

In the light of the results, within the search sample limits, and guided by the conclusions, we recommend as follows:

1. This study of SR and IRAs dimensions should be repeated in other interactive sports with collecting additional qualitative data from coaches concerning their experiences with dimensions in team sports, and interviewing players of all levels about their experiences with dimensions in question could also provide insight. It is prefer to collect similar data and within the same methodology from various levels of young, high school, college, amateur, semi-professional, and professional samples.
2. This study should be replicated and reported in variables of SR and IRAs dimensions with collecting additional qualitative data from other situations, participants, and level of experiences. The methodology of this study could be utilized in future research.
3. It would be valuable to consider the effects SR and IRAs Dimensions on change of personal aspects, team success, coaching strategy, roles, injuries and other factors.
4. The positive relationship between the SR and IRAs dimensions should be of concern to coaches, sport psychologists and other professionals working closely with interactive sports teams. Second, coaches of interactive sports teams should measure the SR and IRAs dimension.
5. The Social responsibility in interactive sports teams should be concerned and listed in the criteria of membership to sports clubs.
6. The development of the social responsibility among players of interactive team sports should be developed by psychological and counselling programs.
7. The social cohesion, task cohesion and SSIST, representing the internal regulating aspects should be increase between players of interactive sports.
8. In functions of the social cohesion, task cohesion and SSIST, the awareness towards the aspects of internal regulating aspects should be increase between players of interactive sports.

9. The relation between the social responsibility and aspects of internal regulating aspects should be activated among players of interactive sports team as an indicator of performance achievement.
10. To promote the psychological aspects between players should be prompt to achieve the performance.
11. Emphasis on the psychological and counselling programs should be emphasized as a supplement to training programs in order to reach higher levels.

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APPENDICES

Appendix A

Expertise questionnaire

Dear expert,

This research study examines Social Responsibility and its Relationship with Aspects of the Internal Regulating of the Sports Team Players as perceived by individual team members. The principle researcher for this study is Mahmood Y. Saleem, a student under supervision of Assist. Prof. Dr. DENIZ ERDAG in the Institute of Health Sciences at Near East University. The results from this study will contribute to a better understanding of relationship between social responsibility and aspects of the Internal Regulating. This knowledge can provide insight into the development of appropriate training strategies to maximize the psychological benefits for sports teams to improve tier performance

The researcher had been reviewed the literature to outline the appropriate Aspects of Internal Regulation of a sport team.

If you want to go ahead and help me, please respond to statements, sign your name on the line below, and write the rest information.

Signature: ……

Date: ……

Name: ……

Job title: ……

Discipline: ……

Institution: ……

Please indicate your best respond by checking the mark (√) inside the cell that follows each statement/item.

	Aspect	Definition	Agree	Not agree
1.	Social cohesion	reflects the degree to which the members of a team like each other and enjoy each other's company.		
2.	Task cohesion	is the degree of unity, consensus, or agreement towards achieving group goals and objectives.		
3.	Communication	is the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else.		
4.	Stability	refers to the turnover rate for group membership as well as the length of relative time that members have remained together in the group.		
5.	Similarity	refers to the similar social backgrounds of team members. Similarity includes terms of attitudes, beliefs, motives, aspirations, commitment, and ability.		
6.	Dissimilarity	refers to the different or various social backgrounds of team members.		
7.	Conformity to task behavior norms	refers to task actions which in accordance with task norms in stadium or out of the stadium so that be standards among team members.		
8.	Conformity to Social behavior norms	refers to social behaviors which in accordance with social norms in stadium or out of the stadium.		
9.	Task and social consistency	is harmony or agreement of characteristics of a team member through which they could interact smoothly without conflicts or problems which in turn enhance the cohesion of the team.		
10.	Cooperation	is the procedure wherein working as a team or as a member in pursuit of an objective occurs.		
11.	Competition	is the condition of striving to gain or win something by defeating or establishing superiority over others.		
12.	Coalitions and cliques	refer to that a few athletes benefit only at the expense of alienating the majority of team members. Cliques characteristically work in opposition to the task goals of a team		
13.	Sedition	is Psychological actions or behaviors of a member directed against the norms of the team		

Appendix B

List of experts

F	Name	Discipline	Job title
2.	Dr., Durgham Jasem Mohammed	Measurement and evaluation	Professor
3.	Dr., Ahmed Kasem Mohammed	Sports psychology	Professor
4.	Dr., Jalal kamal Mohammed	Measurement and evaluation	Associated Professor
5.	Dr., Jajan Juma Mohammed	Sports psychology	Associated Professor
6.	Dr., Naghem Mahmood Mohammed	Sports psychology	Associated Professor
7.	Dr., Ahmed Abdulghani Taha	Sports Physiology	Associated Professor
8.	Dr., Rafe Idrees	Sports psychology	Associated Professor

Appendix C

Informed Consent

Dear coach,

Your player is invited to participate in a research study which will examine Social Responsibility and its Relationship with Aspects of the Internal Regulating of the Sports Team Players as perceived by individual team members. The principle researcher for this study is Mahmood Y. Saleem, a student in the Institute of Health Sciences at Near East University. Your administrator of the club has already given his approval and support of this research project. Your team members were selected as a possible participants in this study.

If you decide to allow your team members to participate in this study, they will be asked to complete questionnaires. A questionnaire will take about 15 to 20 minutes to administer. It is very important to get as many players as possible involved in the study in order to have an adequate sample size for analyzing the questionnaire responses. Any information that is obtained in connection with this study will remain confidential. All subject entries in the computer data files will be identified by a number. Your team members are entirely voluntary and they are free to discontinue participation at any time.

The benefits of this study are several. The proposed research will contribute to the body of scientific knowledge concerning the Social Responsibility and the Aspects of the Internal Regulating of the Sports Team. The results will be very useful to practitioners and coaches.

If you have any questions about the research at any time, please do not hesitate to communicate with me, you may request a copy of this form to keep.

Your signature below indicates that you have read and understand the information provided above, that you agree to allow your team members to participate in the research study, and that you may withdraw your consent at any time without penalty or loss of benefits to which you are otherwise entitled.

Signature: ……

Date: ……

Coach's Name: ……

Appendix D

Sample of the Social responsibility scale (Al-Harthy, 1995).

Dear player

This scale was designed to express your opinion about certain situations that happen in your everyday life. Please read the statements and understand its meaning and give feedback to mark (√) in front of statements which it express your personal opinion. Dear player all information you made is for the purpose of scientific research and will not reveal your identity and predicted neither answer any right or wrong.

Grateful and appreciative of your efforts.

Yours Faithfully,
Researcher
Mahmood Y. Saleem

If you want to go ahead and answer the questions, please sign your name on the line below and write the rest information.

Signature: ……..
Date: ……..
Name: ……..
Age: ……..
Name of the sport: ……..
Name of the sports club: ……..

Please indicate your best respond by checking the mark (√) inside the cell that follows each statement/item.

	Statement	Always occurs	Sometimes occurs	Seldom occurs
1.	Satellite channels are risks to children's behavior.			
2.	I participate with the neighbors and residents of the neighborhood in the completion of their basic needs and the important things in my life.			
3.	Spread of unemployment among young people leads to the corruption of the society.			
4.	When I see two people arguing in the street in front of me, I avoid interference.			
5.	Various TV channels are the most important source of cultural education.			
6.	When I saw a stale waste product I work toward the remove it from the road.			
7.	The responsibility of parents to follow the scientific level of their children is a second responsibility.			
8.	When I see someone bleeding as a result of an accident, I aid him.			
9.	If I asked to donate blood to save someone I will donate.			
10.	I am obligated in my life the proverb, "*after me, the deluge*"			
11.	I belief that the prevalence of smoking is bad for public health			
12.	I will interfere if I notice someone parking his car in a place dedicated to two cars.			
13.	Distraction of parents from following their children leads to negative consequences for the children.			
14.	If someone blows his car horn for warning a friend, I will interfere.			
15.	I prefer to work alone than with a group.			
16.	If I see anyone tampering with public telephones, I will interfere with advice.			
17.	If I notice children tampering with toys in a public park, I interfere and advise them to repair.			
18.	If I see a handicapped about going to fall in a danger, I will stop and offer him a help.			
19.	I contribute to voluntary works servicing the community.			
20.	Civil Defense is a part of every citizen's responsibility.			
21.	If I see someone tampering with a seat in a public bus I will interfere and stop him.			
22.	I inform the Traffic police when I see a driver			

driving too fast.

23. If I know that someone dealing with bribery in my land, I will inform the officials about that.
24. I am interested always in my private benefits and my family.
25. I help the oppressed Muslims in all over the world with just praying for them.
26. If I am asked to sign the form to donate a body organ after death, I will object.
27. The spread of markets in our country provides a lot of money for our families.
28. If I hear a moan or a cry of my neighbors, I will avoid interference.
29. I have been donating blood.
30. The emptiness of the youth is an evil of the community.
31. Security men are responsible for the control irregular foreign labor.
32. Not praying in the Masjid is The responsibility of an individual himself.
33. If someone stops me on the way to help him, I elude.
34. Improper behaviors issued by my compatriots abroad are themselves responsible.
35. I get involved when I see kids smoking in the public road.
36. I contribute to charity.
37. Sometimes I go to a session in which rumors or calumny occurs.
38. I contribute in guiding individuals for cleanliness.
39. Informed the Ministry of Commerce for any store that sells goods prices more than planned
40. Read all things related to local social issues.
41. I get involved when I see children playing ball in the public road.
42. I always take a care of the cleanliness of mine and my family.
43. I suffer when I see anywhere writings disturb public morals.
44. If I see a car hit an individual and run away, I do not try to catch up with it to take its license number.
45. I cooperate with a statistician when he asks for help in any information serving the nation.
46. I get involved when I see someone trying to skip others in the series to accomplish his service.
47. I resent those who disturb others in the public road.
48. I fear for my compatriots from infectious diseases.
49. I stop my car to carry an elderly person standing in the public road.

50. Everyone has the right to stop his car in a place that satisfied him.
51. Whenever it's a time for vaccination against certain epidemic, I hurry to vaccinate myself and my family.
52. The employee who disrupts the customers' transactions he harms the community.
53. When I discuss my colleagues in a public issue, I avoid interacting with them.
54. When my advantage requires cheating, I compel to it.
55. I rely on myself in solving my problems.
56. I monitor the matches of my national team.
57. I Stay away from helping others because it brings me problems.
58. If you notice any open water faucet, I leave it to others to lock.
59. It is the duty of every citizen to understand the development plans in our country.
60. I prefer to work within a group with my friends than alone.
61. I have an interest in follow the local news in our various media.
62. Each of us is responsible for the care of his parents even though they have suffered a disability.
63. I care only for my private affairs.
64. I have no friends.
65. Every citizen must be ready to serve his country in any emergency.
66. I rarely ask about the conditions of my neighbors.
67. Drugs are the responsibility of the security men only.

Appendix E

Scales of the internal regulating Aspects (IRAs) for a team

5.1 The scale of Social Cohesion for a team (Fawzi & Badruldin, 2002).

Dear player,

It will be very kind of you to be helpful for scientific research by doing this questionnaire about Social Cohesion for Team by ticking the number that you think it is suite to your level of response and that number 5 has the highest level and number 1 represent the lowest level

Grateful and appreciative of your efforts.

Yours Faithfully,
Researcher
Mahmood Y. Saleem

If you want to go ahead and answer the questions, please sign your name on the line below and write the rest information.

Signature: ……..
Date: ……..
Name: ……..
Age: ……..
Name of the sport: ……..
Name of the sports club: ……..

The scale Questions

1.1 My team's position ranked between the competitive teams:

Very Low				Very High
1	2	3	4	5

1.2 My position in the team is:

Very Low				Very High
1	2	3	4	5

1.3 I can achieve my goals and participate to achieve the team's goal :

Very Low				Very High
1	2	3	4	5

1.4 My team participate in the competition:

Very Low				Very High
1	2	3	4	5

1.5 The moral incentives that I've ever get with my team after success is:

not suitable				very suitable
1	2	3	4	5

1.6 The scores those my team achieve in its competition are:

Very Low				Very High
1	2	3	4	5

1.7 The degree of tame with my team member is:

Very Low				Very High
1	2	3	4	5

1.8 My social relationship with team member is:

Very weak				Very strong
1	2	3	4	5

1.9 My conviction for technical and management leading for team is:

Very weak				Very strong
1	2	3	4	5

10. The system which my team follows during the training and matches is:

not suitable				very suitable
1	2	3	4	5

6.2 The scale of task Cohesion for Team

(Fawzi & Badruldin, 2002).

Dear player:

It will be very kind of you to be helpful for scientific research by doing this questionnaire about Movement Cohesion for Team by ticking the number that you think it is suite to your level of response.

Note that number 5 has the highest level and number 1 represent the lowest level

Grateful and appreciative of your efforts.

Yours Faithfully,

Researcher

Mahmood Y. Saleem

If you want to go ahead and answer the questions, please sign your name on the line below and write the rest information.

Signature: ……..

Date: ……..

Name: ……..

Age: ……..

Name of the sport: ……..

Name of the sports club: ……..

The Questions

1. The way that my team plays out is effective to win in the most of matches:

very helpful not helpful

1	2	3	4	5

2. The way that my team play depend on the weakness point of the opponent team and avoid the strong point:

very dependable not dependable

1	2	3	4	5

3. The way that my team play out is get advantage from all the movement capacity of all members:

very beneficial not beneficial

1	2	3	4	5

4. The way that the team play out helps to appear all the abilities and skills for the players:

very helpful not helpful

1	2	3	4	5

5. The way that the team play out qualifies the players to a high place in the game community:

very qualified not qualified

1	2	3	4	5

6. The way that the team play out is very clear for all team members:

very clear not clear

1	2	3	4	5

7. The way that the team play out achieves the movement harmony between the players:

very achievable not achievable

1	2	3	4	5

8. The team can face all the other competitive teams by its playing strategy:

easy difficult

1	2	3	4	5

9. The way that team play provides a significant amount of victory and less of defeat:

provide don't provide

1	2	3	4	5

10. The ways those team play out avoid the strong side points of the opponent teams:

avoid don't avoid

1	2	3	4	5

7.3 The scale of Stability of Team Structure

(Allawi, 1998)

Dear player:

Every sports teams have different degree of understanding between each other of the team singled out the duties and responsibilities entrusted upon himself and upon his colleagues as well as for the team as a group and that makes the team as a unit.

The following sentences try to measure the extent of aware and direction towards the team.

Note that there is not wrong sentences or correct sentences, what you have been requested it to answer the according to what happing in your sport team.

Please answer the sentences by ticking the number that represent your acceptation, where the number 7 has the highest level of your acceptation and number 1 represent the lowest level.

Grateful and appreciative of your efforts.

Yours Faithfully,

Researcher

Mahmood Y. Saleem

If you want to go ahead and answer the questions, please sign your name on the line below and write the rest information.

Signature: ……..

Date: ……..

Name: ……..

Age: ……..

Name of the sport: ……..

Name of the sports club:……..

	As a team,	7	6	5	4	3	2	1
1.	We understand our defensive duties							
2.	We try to change to way of paly just to satisfy the coach.							
3.	It employs the distinctive capabilities of the players for the benefit of the team.							
4.	Unsure from the requirement during the match.							
5.	We carried out all the things that required from us during the match.							
6.	We feel satisfied of the coach's outlook to our levels							
7.	We understand our offensive duties							
8.	We do not change the way of paly just to satisfy the coach.							
9.	We feel comfortable for participation in taking the decision which related to team.							
10.	We can get positives from the coach, when we are unsure from our rules in the team.							
11.	We are trying to obey the rules associated to our behavior outside the court							
12.	we feel good about the role of each of us in the team							
13.	We understand how to harmonize our roles of each of us with the team plan							
14.	We are trying to implement the plan of the team							
15.	We feel comfortable with the opportunities those available to us to perform the tasks of leadership in the team							
16.	Sometimes we get some conflicting instructions from coach							
17.	We carry out all the requires from us in the game							
18.	We feel comfortable with the offensive responsibilities							
19.	We know what is expected of each one of us outside training and competitions							
20.	We do what we want in the game and not as coach expects							

21.	we do not feel comfortable for the distribution of some responsibilities of the team
22.	We regularly receive how to perform our duties in the team
23.	Each of us is try to do its role, which was assigns to him during the game
24.	We feel comfortable toward our defensive responsibilities
25.	We understand our responsibilities during the match
26.	We are trying to cooperate with the team decisions
27.	We do not feel comfortable of the duties those specified for each of us
28.	We know if the performance we have done is acceptable from the coach
29.	We commit to the plan that specified during the game
30.	We feel comfortable with the plans used by the team