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SELF, COACH AND TEAM: A THEORETICAL AND EMPIRICAL APPLICATION OF THE SOCIAL INTERACTIONIST PERSPECTIVE TO TEENAGE SPORTS CANDIDACY AND PARTICIPATION

by

© HARVEY A. SCOTT

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Self, Coach and Team: A Theoretical and Empirical Application of the Social Interactionist Perspective to Teenage Sports Candidacy and Participation" mitted by Harvey A. Scott, in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Richard B. Anderson
Supervisor

External Examiner

Date Oct 4, 1973

ABSTRACT

The purpose of this study was the application of the social interactionist perspective to the sports participant setting. This central purpose involved three sub-problems and study phases: firstly, the synthesis and application of social interactionist theory to sporting self; secondly, the development of theory-based instrumentation and methodology; and thirdly, the testing of the evolved theory and method in a "natural experiment". The field experiment compared the effects of high school football team tryout and participation on the self perceptions of its successful and unsuccessful candidates.

Sporting self was construed as the person's perception of himself in a sporting role. It is comprised of aspirations, descriptions and evaluations of himself on attributes seen as related to that role. Sporting self, e.g., football self is seen as one of a number of more or less valued subselves and self attributes the person may use in perceiving himself as a total person or self. The individual's perceptions of self have been learned in interaction with referent other's, through perceiving their descriptions and evaluations of him and his performance.

Two instruments, a football player self rating inventory, and a coach's player rating inventory, were developed using ten-point ordinal scales to operationalize interactionist self. Instruments met external validity requirements. A test-retest reliability study indicated a mean correlation of .85 (Kendall's tau).

The natural experiment carried out over the 1971 football sea-

son involved repeated administrations of the player self rating inventory to three groups (n=38) of fourteen to sixteen year old male students selected from two representative Ed- nton high schools. From a total population of team candidates, equal sized groups of successful participants and unsuccessful dropouts were selected. An equated sample of nonparticipant boys was selected from physical education classes in the two schools.

All groups were given their inventories before the season, and following team selection. Participants and nonparticipants were also retested at post season. Coaches rated participants at post season. Nonparametric statistics were used to compare group self differences, repeated measure self perception changes and self component correlations.

Findings generally provided strong support for the theory and methodology, and led to the following conclusions: The coach plays a strong role in shaping the adolescent athlete's aspirations, descriptions and evaluations of self. Success or failure in football, a highly valued subself in high school, resulted both in strongly enhanced or diminished evaluation of football self and also caused a gradient of similar change in both evaluation of related subselves and total self. Levels of participation in football or other roles vary directly with both its self value and self evaluation. Interpersonal self congruency processes resulted in the successful participant group increasing football and total self evaluation, football value, and evaluation of coach. The unsuccessful dropouts decreased football self and total self evaluation, football value, and evaluation of the coach.

When compared with the less successful team, the more successful team was characterized by higher evaluation of football self, total self, and coach, greater team consensus on the characteristics of the ideal football player, and more accurate coach-player communication. When compared with dropouts, successful candidates were characterized by lower aspired evaluation minus present self evaluation discrepancies, more realistic images of the ideal football player, and greater self fulfillment.

PREFACE

The study presented here involves, as a major problem, the application of general social psychological theory to the sporting situation. To facilitate understanding of the theorizing it was felt it would be helpful to specify the nature and background of the perspective prior to the body of the study itself.

The study reviewed a large body of social interactionist literature, eclectically synthesized insights from a number of sources and applied these notions to the self in the sporting situation. The conceptual scheme evolved then was not a new theory of self, but rather a synthesis and application of the many rich insights already available in the general social psychological literature.

A second characteristic of the scheme was that it may be termed a "theoretical perspective" rather than a rigorously stated "formal theory". It is the working paper providing a beginning for theorizing on self in sport and physical activity. Thus, when the construct "theory" is used in the body of the text, referring to the present scheme, it refers to a theorectical perspective rather than a finished formal theory. Similarly, the use of the construct "formalizing" refers to the process of beginning to state the applied perspective in more formal terms. No claim is made for a finished formalized theory with tight interpropositional logical linkages.

A final note is required relative to the theoretical background of the perspective. The approach is intentionally eclectic in order to draw an optimum number of theoretical insights. Notions are

synthesized from the full range of self theorists known as social behaviorists following George H. Mead. Although the investigator was fully aware of the differences between the Chicago and Iowa "schools" of his followers, insights were utilized from both. These and other theorists were included in terms of their common basic social behaviorist (Mead, 1934) assumptions about human nature. Self was seen as an ongoing self-referent behavioral process and not a fixed conformity. Operationalizing this dynamic view of self was thus construed as attempting to hypothetically "photograph" the person's ongoing composite of self perceptions at a given instant in time. Thus, an attempt was made to utilize some of the more quantitative insights of the "Iowa School" in operationalizing the behavioral process notions of self perhaps more characteristic of the "Chicago School" and other social behaviorists.

ACKNOWLEDGEMENTS

I wish to thank my chairman, Dr. R. B. Alderman, and the other members of my supervisory committee, Dr. M.L. Van Vliet, Dr. R.G. Glassford, Dr. E.W. Guernsey, and Dr. H.J. McLachlin for their guidance in the completion of this study. I am also indebted to Dr. John Albinson who acted as external examiner of this dissertation. I am grateful for the assistance of the physical education staffs, coaches and players at the Edmonton schools involved in this study.

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CHAPTER I

STATEMENT OF THE PROBLEM

I. INTRODUCTION TO THE STUDY

This study attempts to begin to meet a need in physical education literature for the application of general social psychological theory and method to the physical activity participation situation. It was felt that utilization of the social interactionist "self" perspective in particular offered much of value to physical education's body of knowledge. Among the human processes associated with sport requiring conceptual and empirical study are the participant's activity commitments, his relations with coaches and fellow participants, and effects of success or failure in sport and activity on self or personality.

The present study involved three sub problems and phases centred around the general purpose of utilizing social interactionist self theory in the sporting situation:

1. The general social, symbolic interactionist literature and assumptions were reviewed and discussed relative to the construct of self as comprised of the various views of himself that the person holds in his various roles and situations. His views of himself as an athlete and as a football player in particular, he learns in symbolic interaction with coaches and similar referent others in his perceptions of how they view him.

   Changes in referent others' actual views of him in these roles will tend to change his own views of self. Sporting self may be construed as a composite set of self perceptions and evaluations on attributes he sees as specifically valuable to that sporting role. His view of himself in a role or on a skill attribute will shape both his participation and performance in the sense that it tends to become self fulfilling. His choice of and valuing of others is strongly shaped by his desire to

receive confirmation of his views of self.

The conceptual notions derived from the review of literature were summarized as a perspective of sporting self and presented as theoretical propositions. Research hypotheses were deduced from the propositions for use in a "natural experiment".

2. Instrumentation and methodology were developed from the general literature on the interactionist perspective. Self-rating questionnaires were developed which operationalized both total and football related aspects of self.

3. The evolved methodology was utilized to test the sporting self perspective in a "natural experiment". The field case-study was a longitudinal exploration of the self processes involved and effects of successful participation, non participation and unsuccessful participation in high school football. Three representative groups of high school participants, nonparticipants and dropouts were administered the self perception inventory prior to and following the football team tryout. Participants and nonparticipants were also given a post season administration. In order to assess the proposition that participants' self perceptions are shaped by coaches, coaches were also asked to complete a similar questionnaire.

II. JUSTIFICATION OF THE STUDY

Social, Symbolic Bases of Sports Problems

Physical activity and sport, while manifestly "physical" and individual forms of behavior, are at root social in nature. Competition, participation, dropout, team membership, coaching, and achievement are fundamentally symbolically-mediated social processes. Yet, while physical education and recreation as disciplines have made significant progress towards the development of a conceptual and empirical body of knowledge on the physical bases of sport, the scientific study of its behavioral and social foundations is only beginning.

Thus, while the physical education literature demonstrates a long history of philosophical statements postulating psychological and

social professional objectives such as the promotion of self fulfillment through sport and the promotion of mass participation in physical activity, the achievement of such objectives has been hampered severely by a lack of understanding of the sociological and psychological processes involved.

Public lack of confidence in the professions' ability to deal effectively with applied behavioral problems of sport such as participation promotion was clearly demonstrated in the federal government's recent decision to contract out the task of national fitness promotion to a marketing firm (Participaction, 1972). While physical educators may feel somewhat slighted or may disagree with the government's decision to go with the "consumer marketing approach" to promote fitness, their profession's past performance in solving this and other behavioral base problems of sport, has left much to be desired.

Much of this inability to deal effectively with human, group and social problems associated with sport, physical education and recreation, stems from an inadequate empirically-based, conceptual social science foundation. For example, participation in physical activity has been both a constant objective of the field and one of its chronic failures. Yet, the profession has done little by way of conceptual and empirical analysis of the concept and process. What moves a person to participate on, or at least try out for a sports team? What are the processes and influences that impinge on him? How does he learn to become an accepted part of the team? How does he handle the joy of successful, or disappointment of unsuccessful candidacy? What effect

is this experience likely to have on him as a total person, and on his future pattern of participation?

At present, physical education has not adequately developed the theoretical or methodological tools to begin to deal empirically with important questions such as these. As the marketing profession has fruitfully demonstrated, an exploration of the theory and methodology of the social and behavioral sciences may well provide some valuable applications to these sport-related problems and processes.

Need for a Social Psychology of Sport

Considerable work has been begun, both in the psychology of sport (e.g. Ogilvie and Tutko, 1966) and in the sociology of sport (e.g. Edwards, 1973). Each approach adds valuable insights to the understanding of sport, yet, taken separately, each tends to capture only one side of its reality and fails to grasp the open-systems nature of human sports participation. Human reality, including the sporting experience, involves symbolic interaction between person and environment, between self and participant others. It involves relationships and comparisons with reference people, such as coaches, and with society at large.

What is needed then, is a theoretical perspective that is able to conceptually and empirically organize and relate the experience and meaning of the individual participant to the sporting experience and meaning of others within his activity groups. Both in terms of helping to solve the practical problems of sports administrators and leaders, and in terms of facilitating basic research, a theory is necessary for

understanding, explaining, and predicting individual experience and meaning from interpersonal and group communication processes. Kenyon (1970: 337) and others have articulated the need for a "Social Psychology of Sport and Play" grounded in general social psychological theory.

The present study was an attempt to begin to apply one aspect of that general theory, the social or symbolic interactionist perspective, to the physical activity setting. It was felt that such an application would not only assist in the scientific elaboration of the social foundations of physical education, but might also assist in the further validation and extension of general social psychological theory itself. In this regard, the sports team situation offers some unique opportunities for contributions to the parent field of social psychology.

The Utility of Social Interactionism For Sport

The social behaviorist (Mead, 1934) or social, symbolic interactionist (Blumer, 1962) tradition in social psychology and sociology, provides a theoretically sound and intuitively appealing perspective for understanding the interrelationships between self or personality, social roles, social group, and social structure. It was felt that theoretical and empirical application of this perspective to the process of sports participation would prove fruitful. While the concept of self and related social interactionist terms have a long and useful history in philosophy and in the social sciences, as Wylie (1961) has correctly pointed out, it has been only recently that serious attempts have been begun to empirically test and apply the perspective.

The major explanation for this deficit has been the lack of systematic theory to provide the basis for systematic research. While Sherwood (1962), Miller (1962), Secord and Backman (1963) and Kinch (1963) have more recently made significant general formulations of the perspective, no comprehensive attempt has been made to apply it specifically to the athletic self, and to the sports participation situation. While several recent studies of the effects of sports participation utilize self-attitudes or an equivalent construct, few derive from and attempt to add to an existing theoretical base. In addition, as Dowell et al (1970) had suggested, many of these earlier studies are of questionable methodological soundness.

Those few existent studies which are both theoretically based and methodologically sound, arise almost exclusively from the intrapersonal "traits", or predisposition approach to self or personality (c.f. Secord and Backman, 1961). While this approach has generated considerable research, its usefulness in dealing with the kind of interpersonal problems and processes evident in sport appears somewhat limited in both practical and conceptual terms.

Conceptually, the purely intrapersonal approach, following the tradition of Rogers (1959), has tended to ignore the very strong effect an individual's interpersonal relations have in both changing and in stabilizing his personality or self and behavior. Secord and Backman (1961: 21-22), amongst others, have strongly advocated the need for a social psychological or interpersonal approach to understanding personality.

This interpersonal or sociologically oriented self perspective

serves to relate, both conceptually and methodologically, the individual's self perceptions and other self oriented behavior directly to the perceptions and behaviors of the reference people in his social environment. Thus, it would appear to have significant potential for the practical and applied analysis, understanding and improvement of such human system problems or questions as coach-player relationships, sports participation and dropout, and sport socialization. The present study is an exploration of the feasibility and usefulness of applying this social or symbolic interactionist perspective in the competitive team sport tryout and participation situation. It was felt that such an application of general behavioral science knowledge could have important benefits for the development and extension of both general and sport social psychology. It was hoped, in addition, that it could potentially provide some insights into the understandings and techniques needed to deal in a knowledgeable way with such important problems and processes as self development in sport, sports participation, and physical activity dropout.

III. STATEMENT OF THE PROBLEM

Central Purpose of the Study

There were three interdependent and sequential phases comprising the central purpose of this study:

1. To synthesize and develop, from existing social interactionist theory and empirical literature, an applied social, symbolic interactionist theoretical perspective for the conceptual analysis of the self perception and group communication processes involved in

sports and physical recreation participation and dropout.

2. To develop, for this social, symbolic interactionist perspective, instrumentation and methodology appropriate for operationalizing the derived conceptual scheme.

3. To utilize and test the evolved theory and methodology in a controlled investigation of processes and problems related to the effects of teenage sports team candidacy, participation, and dropout, on the teenager's self perceptions. The "natural experiment" carried out sought to explore a number of important practical questions relating teenage self perception and self development to coach-player interaction and team communication. Concommitantly, the investigation sought to begin to evaluate both the methodology and theory developed, through the testing of selected theory deduced hypotheses.

Specific Research Problems

The research questions to be studied thus served both, as problems of practical importance and as hypotheses of the theory. Specific problems to be investigated were organized under two main headings: I, Total Self and Football Self, and II, Football Self Composition, Organization and Change.

Total Self and Football Self: A number of questions of both practical and theoretical importance were explored in the "natural experiment".

1. To determine the relative importance of the football role and self, relative to other sport and activity roles in high school society.

2. To compare football participants, nonparticipants, and dropouts on total self value of football self and a number of other subselves.

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1. To determine the relative importance of the football role and self, relative to other sport and activity roles in high school society.

2. To compare football participants, nonparticipants, and dropouts on total self value of football self and a number of other sub-selves.

2. To compare the ideal player identities of successful, and unsuccessful candidates, and nonparticipants.

3. To examine the correspondence of coach-player ideal player identities over the period of the football season.

4. To compare the more and less successful football teams consensus on ideal player identity.

5. To explore the relationships between attribute performance, public evaluation, and self evaluation, by comparing post-candidacy public and self evaluations, and changes in evaluations on football related attributes for successful and unsuccessful candidates.

6. To study the relationships between coach's public football evaluation, the player's perception of that evaluation and the player's self evaluation by: (a) Comparing coach minus perceived evaluation differences, and perceived coach minus self evaluation differences for participant and nonparticipant groups; (b) Determining the direction and degree of change of these differences over the football season.

7. To study the processes of interrelatedness and organization of attributes and attribute sets within the football self, and related and unrelated subselves within the total self.

8. To explore the general versus specific composition and nature of the athletic self.

9. To determine the spread of treatment effect of successful and unsuccessful football candidacy from the football self to related self, unrelated self, and total self, over time.

10. To compare the aspired self evaluation minus present evaluation discrepancies of successful and unsuccessful football candidates over the football season.

11. To compare the aspiration discrepancy of the more and less successful teams over the football season.

12. To compare the degree of self fulfillment experienced by successful participants, unsuccessful dropouts, and nonparticipants over the football season period.

IV. ORGANIZATION AND PRESENTATION OF THE THESIS

Because the thesis development involved several sequential

phases, each of which required completion prior to commencing the following stage, presentation of the study does not lend itself completely to the standard thesis format. The present study in initially, the integration and application of existing general social psychological theory and method to the sports participation situation. Then, practical sports social processes and "problems" arising out of a naturally occurring social system, the high school football tryout and team social organization, were utilized as data to test the evolved theory and methodology. Specific research hypothesis were derived out of the theory developed.

These and other exigencies necessitated the presentation of material at later stages of this research report than is the usual practice. It was felt that these changes were necessary both in terms of scientific etiquette, and in terms of enhanced report readability.

Chapter Organization

Chapter I: The opening chapter presents a brief over of the study, a justification of the project, and a statement of the general and specific research problems. Since operational definitions, delimitations and limitations, and research hypotheses derive from theory and method presented in subsequent chapters, these items are given at appropriate points in following chapters.

Chapter II: The second chapter gives the assumptions of the general social, symbolic interactionist perspective and discusses the present use of the construct self. The general literature on the perspective is then reviewed and discussed relative to total self, and

to athletic self and, in particular, to football self. The implications of the general postulates of the viewpoint are applied to the specific case of the teenage football candidate, the successful player and the unsuccessful dropout. The chapter discusses the relationships between coach, player's self congruency and development, and team development in terms of symbolic interaction or communication.

Chapter III: The third chapter presents the working papers of a social interactionist theory of sporting self. After an overview of the perspective and a definition of terms, the basic propositions of the theory are presented and discussed.

Chapter IV: The methods and procedures chapter begins with a listing of research hypotheses. The next section gives a discussion of the process of instrument development and construct operationalization. Operational definitions are then presented. Following a discussion of the "natural experiment" design, procedures and data analysis, the delimitations and limitations are given.

Chapters V, VI, VII: These chapters present the results of the study, discuss the findings and present the study's conclusions.

CHAPTER II

REVIEW OF LITERATURE

This chapter discusses the general social, symbolic interactionist literature relative to the following items: the general assumptions of the perspective; the construct self; relationships between self perception and behavior; relationships between referent others and self perception; the interpersonal matrix and self congruency; total self perception, sporting subself value, evaluation and utilization, and self congruency processes; sporting subself perception, team socialization and self composition, and self aspiration and self fulfillment.

I. SUMMARY OF GENERAL ASSUMPTIONS OF THE PERSPECTIVE

To study the social interaction and self perception of the sports participant is to examine a particular instance of the more general process of interpersonal perception and, in particular, interpersonal and self descriptive behavior (Bem, 1965; 1967). This in turn is a specific aspect of the larger social psychological processes, social perception and symbolic interaction. Thus, to investigate the processes involved in the particular case of the teenage athletic participation and self image, it is necessary first to theoretically locate and summarize the assumptions of these more general processes.

The approach take here is an eclectic synthesis of insights found in the social behaviorist or symbolic interactionist tradition following Mead (1934). Although differences in emphasis exist between

the Chicago and Iowa "schools" within the tradition, the present view utilized insights from both schools. All theorists included fitted generally within the Meadian social behaviorist assumptions. Its assumptions may be summarized as follows:

Symbolic Meaning--Perceptual Cognitive Processes and Behavior

1. Human behavior, including physical, psychomotor, and sporting activity, involves the mediation of physical stimuli by socially learned symbolic meaning (Rose, 1962: 5 . This basic notion of the perspective is that man, more so than other animals, perceives and acts towards other people, other objects in his environment, and towards himself not primarily in terms of the physical stimuli or "objective reality" of the situation, but more in terms of how he interprets or defines the situation (Thomas, 1951). The actor thus sees the objective world through the selective lenses of his own cognitive world or map (Guernsey, 1971). The human world, including the apparently "physical" world of sport, is a world of symbolic meaning.

2. The symbolic environments or perspectives which form the meaning framework for human sporting and other actions are learned in symbolic interaction with significant others in the person's reference groups (Shibutani, 1955; Berger, 1968).

3. The direct and observational social learning of words, norms, meanings, values, rewards, and statuses follows the same laws of reinforcement and facilitation as other forms of behavior (Homans, 1961; Bandura, 1963).

4. Perce ion and cognition are inseparable internalized, symbolic, cyber tic behaviors subject to the same laws of behaviors as overt, symbolic behaviors such as language skills (Mead, 1934; Bem, 1967).

5. Self perception, a subclass of interpersonal, social perception and a form of interpersonal, judgmental, descriptive behavior involves the discriminative and generalized learning of social definitions, personal attributes, and sometimes vague subjective experience and emotional feelings (Bem, 1965; 1967).

6. Self referent behaviors such as self perception and self presentation (Goffman, 1956), like human behavior in general, are cybernetically constructed, person and task specific skills similar to psychomotor skills (Stone, 1962; Argyle and Kendon, 1967; Shibutani, 1968).

Motivation

1. While accepting the importance of biological and psychological bases of human behavior, this does not mean the necessity of postulating intrapsychic drives such as "dissonance" or "self-actualization". Rather, behavior is explained in terms of socially learned behavioral history. This does not imply the "over socialized conception of man" criticized by Wrong (1961), but rather accepts the priority of society and the moderate social determinance of Mead (1934) and Sherwood (1962).

2. Motivationally, man acts as hedonist and utilitarian. His choice of participation in activities and utilization of certain roles and situations are based in decisions made on a kind of rudimentary economic cost-benefit analysis (Homans, 1961; Thibaut and Kelley, 1959).

3. Symbols and their meanings serve to motivate behavior, both in terms of providing aspired goals and discrepancies which drive it and in terms of plans and images which serve as "telescoped acts" to direct it (Mead, 1934).

4. Through interpersonal interaction and the exchange of symbolic meanings one person can stimulate or motivate others and be stimulated by them (Rose, 1962).

5. Motivation involves the process of identification. Thus, the person first identifies symbolically, perhaps unconsciously, a stimulus situation and then the physiological energies are mobilized to drive the activity (Foote, 1951). Emotion, thus involves the social learning process of attaching socially defined labels to privately experienced, internal, physiological excitations (Schacter and Singer, 1962).

6. The person strives to maintain congruency within his interpersonal perceptual matrices. Thus, once a person establishes a self perception relative to some role, he will strive to maintain that perception by seeking out others and activities which will confirm that self description (Winch, 1955; Secord, 1968).

Personality and Development

1. Total self, the analog of personality, is that total composite set of perceptions, evaluations and descriptions one holds of self on both personal attributes and in the roles and situations the person values at a given moment in time.

2. Personality development or socialization involves learning the

perceptions of self as object in his various roles and situations. Socialization continues throughout man's life cycle and is not confined to early childhood (Brim and Wheeler, 1966).

II. SELF AS A CONSTRUCT

Self, as a concept, has been used in such a variety of ways that some definition of the constructs to be used is required. This discussion of terms will take place relative to two aspects of the construct self: self as behavioral process versus organization; and self as part of interpersonal congruency matrices.

Self as a Process of Organizing Self Referent Behavior

Self has been used historically to denote a wide variety of phenomena ranging from unspecified physiological structure to metaphysical "soul". The present view deals with it as a hypothetical construct to describe a behavioral process which the human organism uses to organize its behavior relative to self as an object.

Within this general conception of the term however, usage ranges from those theorists who view self as peripheral and highly changeable perceptions of self to those who conceptualize a very static, unchangeable cognitive structure. The present theory attempts to utilize aspects of both views.

Self as a self referent behavioral process refers "to the verbal and affective behaviors an individual displays with respect to himself as an object" (Secord, 1968: 349). This ability to take himself as an object seems to be primarily a human characteristic (Mead, 1934). Perceiving self, and other self referent behaviors, are inter-

personal forms of behavior subject to interpersonal judgmental laws of reinforcement and change (Bem, 1965: 199-201). Self is then not a fixed, clearly defined conformity of images of self, but rather a changeable, amorphous collection of self perceptions of which the person may be only partly aware (Sherwood, 1962). In the present study, while granting the significance of the unconscious aspects of being, we are concerned primarily with the phenomenological or experienced self (Wylie, 1961).

Self descriptive statements are learned as a result of previous experience with one's human and non human environment. Because self perception often deals with describing private feelings and internal stimuli to which only the person himself has direct access, it is a special type of perceptual behavior (Bem, 1965: 199). As Schacter and Singer (1962) infer, the expression of emotions constitutes the learning from one's reference people the symbols to describe one's private physiological experience.

Self as organization refers to the views held by most social psychologists who seem to agree that self is, "...a set of cognitions or feelings towards ourselves" (Backman and Secord, 1964: 579). Beyond this basic level of agreement opinions range widely concerning the extent of internal organization, interrelatedness and consistency within this set of cognitions. The present thesis accepts the general idea of interrelatedness within the self perception set, but not to the extent of "self consistency" that phenomenologists such as Rogers (1951) or Lecky (1945) might suggest. Rather than accepting their assumption

of a fixed "ideal self", with Turner (1962) we reject the idea of self as a fixed conformity in favour of that of self as an ongoing negotiated, interactive behavioral process. This follows logically from the assumption that self is a set of perceptions of oneself one learns from experience in numerous roles and situations experienced in social existence. The overall self perception represents a resultant of all these various situational selves (James, 1890). The logic, consistency or organization of one's self will reflect the relative cohesiveness of one's societal roles, past and present. As opposed to Rogers (1959) and the phenomenological relatively fixed view of self and of some theorists who appear to assume consistency of a symbolic type, we favour Goffman's (1956) idea that although there may be a more highly valued core of self which accumulates over the years, self is flexible and able to present various selves in various social roles.

As Secord and Backman (1961, 1963) indicate, although self concept may appear to be quite stable and unchanging, this self stability is itself the result of relatively unchanging interpersonal matrices which sustain the individual's current perceptions of self.

Self in the Interpersonal Congruency Matrix

The intrapersonal approach to personality and self typified by Maslow (1954) and Rogers (1959), places the causes of both self stability and self change in intrapsychic drives such as "self actualization". Social determinants, when considered, usually constitute a negative or restricting force limiting this inherent drive to self actualization. This intrapsychic view of self is of necessity a

closed-system conceptual scheme.

While useful in dealing with some of the idiographic, psychodynamic aspects of self, this approach has limited utility in understanding the complex interactive nature of self-other and self-group relationships found in physical education and sport settings. Practical and theoretical understanding of these aspects of self necessitate an open-system or cybernetic conceptual schema. The interpersonal approach to self of Mead (1934) and followers, while acknowledging the importance of biological drives and physical differences, locates the source of self perception of both these interpersonal differences and similarities, in the symbolic interaction that the person has with significant others. Similarly, both personal or self stability and change are rooted in these interpersonal self matrices in which the person interacts.

The social interactionist view of sporting self presented here adopts the formalization of this perspective given by Secord and Backman (1964). The player's perceptions and descriptions of self as an athlete, he has developed over the years in symbolic interaction with coaches, players and other reference people. Maintenance of those self attitudes requires continual or at least intermittent confirmation and reinforcement from significant others.

When these reference persons change their evaluations and/or descriptions of the person, or when the person changes referent others, the old self perceptions become out of balance, or are no longer congruent with the new interpersonal self matrix or matrices. That is,

the old evaluations of an aspect of self do not imply the same meanings as that implied by the significant other's present evaluation. In order to regain interpersonal self matrix congruency, the person has a variety of congruency strategies he may employ. These processes may include reconsideration of his old self evaluation, his evaluation of or liking for the referent other, his valuation of that aspect of self or selective, or distorted perception of the significant other's evaluation.

The interrelationships of internal self matrix components thus must not only imply the same meaning to each other, but each must attempt to retain congruence with the person's groups and society through the referent publics or referent others interpersonal matrices. This cybernetic aspect of the present self theory does not suggest a totally socially determined automatom. Rather, it accounts, as many of the intrapsychic theories do not, for the tremendous importancy of the "looking glass self" (Cooley, 1902) of significant others in self concept formation.

III. SELF PERCEPTION AND BEHAVIOR

The most essential aspect of the self perception is that through its symbolic meaning it serves as both an organizing plan or image for directing behavior, and at the same time as an impetus or motivation driving that performance.

Self Perceptions as Directions or Plans for Behavior

For Mead (1934) and the social behaviorists or symbolic inter-

actionists who followed, man lives a socially constructed and sustained world of common meanings. Men act towards objects in terms of the symbolic meaning they hold for that object. In W. I. Thomas' (1928) famous aphorism, "If men define situations as real, they are real in their consequences." Through symbolic communication, society's members learn to attach the same significance and meaning to the same symbols which represent objects. These symbols or words and the attitudes and meanings they suggest for the person, represent telescoped acts. These significant words, attributes or attitudes through their meanings, serve as images or plans for guiding and directing behavior. The attitude, as Mead uses the term, stands simply for this internal organization of the act.

The human, unlike most other animals, is able to take himself as an object. That is, he is able to describe himself in terms of the attributes or attitudes others assign to him. As a result, he is able to act towards himself symbolically or communicate internally with himself just as he is able to act towards and communicate with others. Thinking, in this perspective, becomes an internal process by which possible symbolic solutions and other future courses of action are examined, assessed for their relative advantages and disadvantages in terms of the values of the individual, and one of them chosen for action (Rose, 1962). Shibutani (1968) presents a similar cybernetic view of Mead's system of motivation and behavior.

Self perception (Bem, 1965) is simply a form of self descriptive behavior. It is the symbolic meaning of descriptive words and eval-

uations which form the images or plans for behavior discussed above. Thus, the person "presents self" (Goffman, 1959) or "performs" in terms of how he defines himself and the behavior required of the role and s[illegible]ation. The definition of self becomes "real in its consequences". The teenage football player who is labelled "aggressive and tough" by a respected coach learns to see himself as such. His aspirations, expectations and subsequent performance will be strongly shaped by that aggressive self image. Brookover (1962) found strong positive correlations between pupils' self ratings on school subjects and their actual performance. Followup work by Hamachek (1965) suggests that a strong causal connection flows from academic self image to academic performance. The work of Rosenthal and Jacobson (1968) showed the circular causal chain that starts with the teacher's definition of student ability through the student's learned self definition. This self perception causes a corresponding performance expectation and hence that level of actual achievement. Student's who were "taught" to self perceive themselves as superior in ability increased their actual I.Q. test performance significantly.

McPartland, Cumming and Garretson (1961) used the "Who Am I" test of self conceptions and found the self conceptions of psychiatric patients strongly related to their actual ward behavior. Kinch (1963: 484) presents a case study of a plain looking female graduate student whose behavior and appearance was positively enhanced through the positive reactions of male fellow students.

In the teenage context, it follows that the player or team who

see themselves as "winners", for example, will tend to act accordingly. Popularized applications of this "self fulfilling prophecy" such as that of Maltz (1960) have been applied with some success to sport (Baldwin, 1969; Wintermute, 1970).

Through the learning of consensually validated "language" and definitions of people and events in the team situation, the football candidate becomes socialized as a competent team member. Through direct observation and imitative learning of behavior from rewarded "models" (Bandura and Walters, 1963), and through coaches' direct communication, the new player establishes the ideal football player. These ideal attributes and evaluations become important images for directing the player's own aspired football identity. This aspired football identity which strongly shapes the player's performance seems to be a resultant of the weighing of the ideal models with self definitions of his realistic potential ability and performance.

Self Perceptions as Impetus for Behavior

In addition to being directed, behavior and performance needs force, impetus or drive. While it is impossible in practical terms to separate motivational drive from direction, for analytical purposes it is helpful to describe the functioning of the self perception process in terms of the two conventional motivational concepts, direction and impetus or drive. Foote (1951) sets out the basic motivational premises underlying symbolic interactionism and the present viewpoint. In his situational theory of motivation, the process of identification forms the basis of motivation. His scheme avoids the fallacies of both bio-

logical and cultural determinism. To him, the so called heredity-environment conflict is non existent. Man is neither driven from within by biological predispositions, nor pushed about from without. Man constructs his activity in terms of how he defines or identifies the situation in which he is involved. This classification of people, roles, and situations from memory, causes him to mobilize the physiological and motor equipment in order to respond with the proper category of behavior. In place of predispositions or intrapsychic "drives", it is sufficient to explain motivation as memory plus mobilization (Mead, 1934: 23-25). It is through language and specifically in the words we use to identify ourselves vis a vis others, that we know in situations that we must act. How we begin to act is determined by these ideal pictures of performance learned in previous similar situations. This proceeding performance is, of course, guided cybernetically by feedback as it progresses.

Behavior seemingly resulting from purely physiological feelings, is in fact directed by how we identify or define these feelings and emotions. Schacter and Singer's (1962) experimental work bears this out. They found that the individual even relies on external cues for describing his emotional states. Self descriptive behavior referring to private feelings are similarly learned from the individual's referent others (Bem, 1965: 199). The football player, for example, expeeriencing "butterflies" prior to performance, learns to identify them from other team members.

> In a sentence, we take motivation to refer to the degree to which a human being, as a participant in the ongoing social situation is calling for performance of a particular act, with more or less anticipated consummations and consequences, and thereby his organism releases the energy appropriate to performing it. Even the behavior consequent to an irritating organic condition, e.g. heat and hunger has to be defined according to its meaning in the situation and is defined, often fallibly. Organic irritations, which may or may not be anterior to definition of an act, contrary to some predispositionalists, have no direct and uniform connection with organic mobilizations, which are always posterior to definition of an act.
>
> To the extent that we find the term attitude useful, it is a synonym for these mobilizations. Definitions of the situation account for attitudes, not the reverse (Foote, 1951: 17-18).

Thus, as a result of a football player's definitions of a particular game situation, and his identification of himself in terms of a particular role or subself, he is able to mobilize the necessary energies to construct an appropriate performance to achieve his positional assignment. This mobilization response is, of course, to a large degree "unconscious".

IV. THE REFERENT OTHER AND SELF PERCEPTION

Functions of Referent Others

The teenager learns to identify himself and others from those people in his environment who he admires and respects. It is through significant others, such as his parents, teenage peers, occupational colleagues, teachers, and coaches that he learns how to identify and act towards the social structure and himself. Through these reference people, he learns about his roles and statuses in society, and about with whom and how he is to interact in his environment. It is through interaction with these individuals and in these groups that he learns

about changes in role categories, values, opportunities for involvements, expected behavior, and self definitions (Backman and Secord, 1964: 583-602).

These reference people have been labelled "primary groups" (Cooley, 1902), "significant others" (Mead, 1934), "reference groups" (Hyman, 1959), "orientational others" (Kuhn, 1964), and "referent thers" (French and Raven, 1960; Sherwood, 1962). This latter term is adopted here to encompass the broad meaning denoted by all of the above terms. The term referent others will be defined in terms of their main function: they serve as comparison points, they provide ideal images or models toward which individuals aspire, they implicitly or explicitly hold rewarding or reinforcing power, and they provide the perspective and vocabulary with which the individual defines self and others.

Shibutani (1955: 159) in discussing the confused definitions and usage of the concept, suggests limiting it to mean the latter "perspective" function. While the present viewpoint emphasizes the "reality constructing" (Berger, 1968) function of reference groups as primary, it attempts to encompass all four functions. Of course, each referent other does not necessarily serve all of these functions.

Thus, the football coach and team not only provide the novice with a "perspective", with its definitions and evaluations of self and others, but it also helps him establish team aspirations and standards for behavior, values, motives, abilities, and knowledge (Brim, 1965: 25). The coach, as team leader, must function in defining ideal player

behavior and values and ensure that team consensus is realized on goals and methods of attaining these goals. Because the player is attracted to, or "identifies" with the group, the coach's praise or scorn becomes highly valued (French and Raven, 1960).

Videbeck (1960) suggests a number of factors which will determine how effectively one person can reinforce or cause change in another's self evaluative behavior: firstly, the rate and frequency of approval or disapproval; secondly, how appropriate or qualified he is perceived to be to evaluate the person's characteristics or performance; thirdly, how strongly "motivated" the individual is to achieve his aspired goal; and fourthly, the confidence, conviction, and strength of the other's assessment.

If the coach is respected, i.e. if he acts in accordance with the player's expectations of the coaching role, e.g. with respect to previous playing experience and qualifications, enthusiasm, confidence, fairness, and reasonable discipline, then his decisions re player selection and evaluation will have considerable referent power. However, if his behavior places him outside the expectations and experience of his players, his assessments may more easily be dismissed. Each referent other does not, of course, have to serve all of these functions. In sports such as football, where there are several coaches on a staff, their functions may be observedly different.

Referent others may be individuals, such as coaches or star players, and groups such as the varsity team. Merrill suggests there may be "direct others" with whom the individual is presently communi-

cating directly, or "immediate" others who are not directly communicated with but "whose real or supposed judgments nevertheless influence one's self judgments" (1961: 449-450). Thus, the football player's referents may be coaches present, or past, sports' stars viewed on television, or read about in the popular literature.

Referent Others and Self Formation

Historically, the idea that one's self and behavior is strongly shaped by the reactions of significant others, has played a large role in our philosophy and literature, (c.f. G.B. Shaw's Pygmalion). Cooley (1902) proposed that one builds up a conception of self from the "looking glass self" provided by others in the primary group. Mead (1934) saw self as the organization of socially derived and symbolically presented self identification

It is only recently, however, that the highly suggestive work of Cooley and Mead has begun to be formalized in an operational and testable form (Backman and Secord, 1963; Kinch, 1963; Miller, 1962; Sherwood, 1962).

Following Sherwood, we have used the self perception to indicate how the person sees and describes himself. This is analogous to Mead's (1934) "I". The term perceived or reflected public self refers to the "me" or to how the person perceives that a referent other describes or identifies him. Through social interaction and symbolic communication, the person builds up a subjective idea of how the other person(s) see him. This assumes, of course, that the actual description or actual public identity which the other holds is accurately communicated.

Sherwood postulates a "communicated objective public identity" between the actual public self or identity, and the person's perceived public identity. The ambiguity of the communicated identity is indeed a key variable in determining the effect on the self identity (Backman and Secord, 1963).

The perceived public self and actual public self, like the self perception itself, are composed of both attribute valuings and attribute evaluations. Thus, in his interaction with the player, the coach not only indicates through gestures and words the relative importance of various personal and performance attributes to his image of the ideal football player, he also implicitly or explicitly gives the player cues as to how well he is doing on each attribute. The player develops a picture or "me", of how the coach rates him and the qualities the coach expects him to aspire to. The referent other, serves as a mediator through which the public roles, expectations, identities, and evaluations are communicated (Mead, 1934). Both changes and stabilities in the social structure and environment are transmitted through the significant other in symbolic interaction with the person.

For each referent other, such as coach, parent, and teammate, the player may have a "social self" (James, 1890) which contains perceived public valuings and perceived public evaluations. These in turn are learned in interaction from the actual public evaluation.

These concepts, of course, have their equivalents at all levels of self organization. For example, at the football subself level, we may refer to football self, perceived public football self, and actual

public football self.

V. THE INTERPERSONAL MATRIX AND SELF CONGRUENCY

The Interpersonal Matrix

Unlike most psychological or intraindividual views of self or personality, interactionist or interpersonal self theory does not attribute self image maintenance or behavioral stability to some inherent "gyroscopic" predisposition (Secord and Backman, 1961: 28). Rather, both intrapersonal or self structure maintenance, and self structure change occur as a result of their congruency or incongruency with their interaction system or interpersonal matrix. "That most individuals do maintain intrapersonal structure is a function of the fact that the behavior of others toward the individuals in question is normally overwhelmingly consistent with such maintenance." (Secord and Backman, 1961: 28).

In the present section, Secord and Backman's (1961, 1964, 1965, 1968) conceptualization of the "congruency processes" and strategies involved in self and other interpersonal systems or "matrices" will be integrated and considered in some detail.

Figure 1 diagrammatically presents Secord and Backman's (1964: 594) conceptualization of the interpersonal matrix. The "other" or reference relation, links the person through his self to the society or a particular subculture. Matrices are defined as self and other person perception attributes, which may be used to assign the various aspects of meaning, i.e. image, identity, evaluation, utilization, and value to perceptual-cognitive experience. An interpersonal matrix then

refers to an ongoing symbolic interaction between self and other which involves the attribution or indication and exchange of meanings through verbal and non verbal communication.

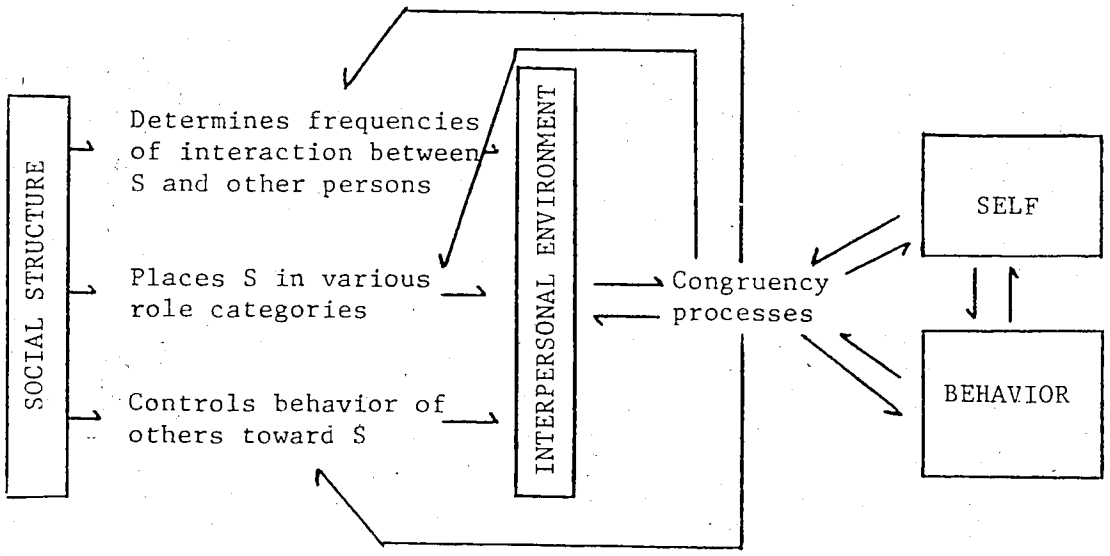

FIGURE 1

THE INTERPERSONAL SELF-OTHER MATRIX

If the person maintains constant interpersonal matrix or matrices, then his self perceptions and self attributes are reinforced and stabilized. Frequently, however, reference groups are changed, new reference relations are established, new activities are joined and hence, the person's interpersonal environment changes, causing incongruency in his interpersonal matrices. An extreme example of "total" reference relations change is the Chinese "brainwashing" of prisoners which resulted in drastic self changes (Lifton, 1961).

By matrix congruency, we refer to that state in which both self and other components of the matrix imply the same meaning. Following

Secord and Backman, we will refer to only three components of the matrix: an attribute of the self (SI), self's (S) interpretation of those elements of his behavior related to that aspect of self (B), and self's (S's) perception of related aspects of the other person (O), with whom he is interacting.

Self Congruency--Stability and Change

Congruency occurs then when the behaviors of S and O imply a definition of self congruent with relevant aspects of the self concept. This may occur when any two matrix components are congruent with each other, with the third either congruent with both of them, or not congruent with either.

Secord and Backman (1961: 24) present a number of general principles concerning the maintenance of congruent matrix:

> 1. S tends to repeat and perpetuate those interpersonal relations which were previously characterized by congruency.
>
> 2. A S involved in a matrix which is not in a state of congruency will tend to modify the matrix in the direction of greater congruency.
>
> 3. The engagement of S and O in congruent interaction develops mutual affect toward each other, which tends to perpetuate the interaction.
>
> 4. Because of the tendency to establish congruent matrices S gradually builds up an increasingly greater repertory of such matrices.
>
> 5. The more the O component of a congruent matrix is valued, the greater the tendency of the matrix to be perpetuated. (1961: 24)

Attributes and matrices may be related to each other. The greater the coreness or centrality of matrices, the more resistant it is to change, and, should it change, the greater the resultant shifts in other matrices.

Congruency Strategies

Secord and Backman (1961: 24-26) suggest a number of interpersonal processes or strategies, which a person may use in attempting to maintain self congruency in face of self change influences, such as normative changes, personal role changes, or fortuitous changes. The first five processes restore congruency through transforming the O matrix component:

1. Selective interaction with O's. S will tend to maximize engagement with O's and in activities that tend to confirm or depart minimally from the existing self image.

2. Selective evaluation of O's. S will tend to value more highly those people who confirm his self image and to devalue reference relations who behave incongruently with existing self.

3. Selective comparison with aspects of O. S will tend to selectively perceive those cues from O which maximize congruency with existing self.

4. Evocation of congruent responses from O. S develops techniques for eliciting from O behavior which will be congruent with components of his self concept and behavior.

5. Misperception of O. S may misperceive O's reactions or behavior to achieve congruency.

The sixth and seventh interpersonal processes restore congruency by a transformation of the S behavior component of the matrix:

6. Selective behavior matching. In interacting with a particular O, S tends to use behaviors which will evoke congruent responses from O.

7. Misinterpretation of own behavior. S may misinterpret his behavior so as to maximize congruency with an aspect of his self concept and his perception of O.

Incongruency of an interpersonal matrix may lead to matrix change. Change takes place in three steps: the creation of an incon-

gruency, the formation of a new congruent matrix, which involves a different component of self or behavior from that existing prior to the change, and the adjustment of relevant matrices which have been affected by the changes made in resolving the incongruent matrix. Secord and Backman (1961: 26-27) propose three common types of incongruency and suggest a typology of potential resolutions of these incongruencies.

The three basic types of incongruity and potential resolutions may be outlined as follows (Secord and Backman, 1961: 27):

> Type I. The behavior of O is perceived as incongruent with a component of self and with S's behavior, the latter two elements congruent with each other...In this type of incongruency, S may employ any one of the first five interpersonal processes to transform the incongruent O component, and thereby maintain self and behavior unchanged. Thus, he may reduce interaction with his O, may devaluate O, may avoid selective comparison by declaring O's opinion irrelevant, may evoke new responses from O, or may falsely perceive O.
>
> Type II. An aspect of self is incongruent with S's behavior and with the perceived behavior of O, the latter two elements being congruent with each other...One form of resolution involves maintenance of self and behavior. Since behavior is incongruent, it would have to be misinterpreted if self is to be maintained, and in addition, the five interpersonal processes which transform the incongruent O component would be employed here...A simple change in self would result in a congruent matrix. Or, finally, S might change behavior and transform the O component.
>
> Type III. S's behavior is incongruent with a component of self and with the perceived behavior of O, the latter two elements being congruent with each other.

A number of factors govern the probable direction of resolution of the incongruency, the exact nature of which has yet to be determined empirically (Secord and Backman, 1961: 29-30):

> 1. The degree to which O's role-constrained behavior limits the extent to which S can influence him--e.g., a coach often must judge

his team candidates relative to each other and avoid "favoritism".

2. The ease with which S can leave the reference interaction situation. For example, the son of parent's who value a sport highly is less free to leave that sport than a boy whose parents are indifferent to that activity.

3. The degree to which a matrix is reality oriented will influence the stability of that matrix.

4. A matrix or self attribute will be resistant to change relative to the number and value of supportive congruent matrices relevant to a component.

5. Individual persons learn to selectively favour and utilize the various modes of incongruency resolution. For a particular person, certain types of component transformation are more practical, reinforced and preferred to others--e.g., the player who values his sport very highly and who has received strong positive reference appraisal and reinforcement early in his career may persist in devaluing subsequent coaches whose reflected appraisals fail to reconfirm his self image.

VI. TOTAL SELF PERCEPTION

Society, Total Self and Football Self

The football subself may be viewed as one possible self image in the teenagers total self or "self-other system" (Brim, 1966: 7). As such, the total self is a cognitive structure representing the entirety of the teenager's perceptions of himself vis a vis his human and non human environment. The activity "football" and the boy's image of himself with respect to it may form a more or less dominant part of that total self.

The idea of situational self image as part of the person's total perceptual Gestalt has long been central to the cognitive perspective in social psychology. It is, however, in the tradition of social behaviorism or symbolic interactionism, that the idea that the social

self or the "me" derives from the social organization, gets its most complete statement. One of the earliest statements in this perspective was that of James, who suggests:

> ...we may practically say that he has as many social selves as there are distinct groups of persons about whose opinions he cares. He generally shows a different side of himself to each of these groups...From this there results what practically is a division of the man into several selves (James, 1890: 190-191).

Elaborations on this conception of self, comprised of situational selves, have been made by Mills (1953) and Brim (1960).

Self development as socialization, is a process ongoing throughout life (Brim, 1966). Cooley (1902), Mead (1934) and followers have described in detail the stages and processes the child experiences en route to becoming a socially competent, accepted member of his society. In order to act in accord with others in his society the individual must be able to classify, categorize and identify the situations and role relationships. It is out of this identification that his behaviors are motivated, constructed and evaluated (Foote, 1951; Mills, 1940).

As Mead (1934) indicated, it is through learning to attach common meanings and behaviors to gestures and words that we develop an internalized cognitive map of the world and the place of ourselves as objects in that world. The total self then is the conglomerate of all the various roles and situations in which we are involved in our society. Modern society, because of the many subcultures and interest groups, necessitates a highly complex and often seemingly inconsistent composite of selves.

Athletics is a dominant, valued activity in this adolescent culture. Coleman (1961) in a major analysis of the American adolescent society, found athletics to be generally more highly valued than scholarship or socializing and popularity. Friesen (1968) replicated and extended Coleman's study in a cross national study of the culture of Canadian high schools. In general, sports achievement was valued significantly lower in Canada as compared to the United States. Although he found the role of the "athletic hero" to be a significant factor in the subculture of the school itself, he found it to be perceived as much less valuable than school achievement, in the student's long term values. His work did illustrate beautifully, however, just how important sports or other extracurricular involvements are in giving students of today's large, anonymous schools an opportunity for social interaction, and the achievement of social status. Although Friesen's work suggested that the status of the sports hero may be lower in Canada in the late nineteen sixties than the United States in the fifties, observation of both students and staff of today's high school suggest sports has continuing, if perhaps somewhat reduced, adolescent public value.

Sports, including football, are part of the adolescent, high school culture. As such, football, soccer, and others stand as potential self attributes and subselves within the total self image of the teenage boy. Whether the perceived self value of football becomes ranked highly enough, relative to other potential subselves such as part time worker, son, boyfriend, musician or hard working student, and

subsequently results in utilization and active participation, will depend to a great extent upon the social rewards and public evaluations he perceives.

The Value of Athletic and Other Subselves to Total Self

Subselves and person attributes seem to be interrelated in two planes. The "horizontal" relatedness of content to social and situational roles tends to be relatively free of the affective and evaluative component. A second hierarchical type of relation involves the arrangement of sub identities and attributes in order of importance or coreness to the person. The idea that personality traits or attributes may be differentiated as to centrality, value or "coreness" has been demonstrated by several writers. Allport indicates, "So far as roles are concerned, is it not a fact that characteristic styles run through a person's conduct even when he is playing diverse roles?" (1958: 245) James (1890) referred to the "truest" self and Mead (1934) to the "I". Combs and Snygg suggest that there are "fundamental" aspects of self identity "that seem to the individual to be 'he' is all times and at all places. This is the very essence of 'me'" (1959). Miller (1962) discusses the "core self" in terms of those parts of self that are formed earliest.

Miller and Sherwood (1962: 27) agree basically that core attributes constitute the most important self descriptions that a person holds of himself. Because of their centrality to the whole self attribute system, core attributes tend to interact with all other traits in an identity. Thus, change in core traits or values is a slower process usually, because of the ramifications for the whole

cognitive structure. Kelly's (1955) system of "personal constructs" and Rokeach's (1960) "core values" utilize the same notion.

The coreness structural relationships will, of course, interlink with and have cognitive implications for the role relevance organization. The result, as Zajonc (1954) and Sherwood (1962) suggest, is that it is highly probable that one specific person attribute will be assigned to a person (oneself or other) if that person is assigned another role related person attribute. "For instance, if a man is seen as being a "big man", he may also be perceived as being strong" (Sherwood, 1962: 28-29).

Sherwood (1962) studied self perception changes over a two week group sensitivity training session. As a measure of coreness he had subjects rate the importance of a number of personal quality adjectives to their picture of themselves as a total person. This method, using ten point, self rating scales, proved successful. Results bore out the predictions that high core attributes tend to be more resistant to change than those low on coreness. This confirms the notions that self attributes and subidentities perceived to be highly valued or important, are highly resistant to change because of the strong cognitive implications for the person's "cognitive world" as a whole.

The football subself or identity is a potential subset in the teenagers total set of self attributes and activities. The importance he assigns to his football self will vary in terms of both personal and sociocultural factors. While the development of the football self and its relatedness to the environment will be discussed later, it is

important to note that the self rating of football's importance or value is a form of self referent judgmental behavior. Briefly, the teenage boy must weigh the perceived cultural relevance, and general social rewards of football participation, vis a vis that of other possible autumn involvements. This social and psychological utility factor must be weighted with the boy's self evaluation of his ability and the accruing personal rewards for that performance. The boy's self attribute coreness rating and resulting participation will derive primarily from the resultant of these two variables.

The Evaluation of Self

As a result of direct observation and social comparison of his characteristics, behaviors and performances, and resulting from perceived feedback from referent others, the person is able to evaluate or rate himself on his self attributes. While this evaluation may be done primarily unconsciously, and using implicit judgmental standards, all social scientists who have dealt with self agree it is a most important component of self referent behavior. This behavior has been denoted by several different concepts: self evaluation (Deutsch and Solomon, 1959; Gerard, 1961); self esteem (Cohen, 1959; Coopersmith, 1959; Parsons, 1955; Shibutani, 1961; Miller, 1962; Sherwood, 1962); self adequacy (Combs and Soper, 1957); self regard (Rogers, 1959); self affect (Backman and Secord, 1964); and self rating (Haas and Maehr, 1965).

In this study, we are concerned with self attribute evaluation as a form of self referent, self descriptive behavior (Bem, 1967).

This has been found to be validly and reliably represented using unidimensional self rating scales by Sherwood (1962) and Haas and Maehr (1965). We assume the judgmental process involves comparisons with aspired evaluations and utilizes as evidence, past and present self and other evaluations. This present usage does not assume, as does Sherwood (1962), a self actualization or growth motive (Maslow, 1954; Rogers, 1959) which predetermines a person's striving towards positive polar ideals. Nor does self evaluation refer to the accuracy of self perception or level of self awareness. These are different processes from that of concern here.

As with the sensitivity group participant studied by Sherwood (1962), football team candidates are able to assign themself a self evaluation on a number of person attributes. Following from the discussion of attribute interrelations and cognitive organization it follows that self evaluations of football role-related attributes show considerable similarity. This "status congruence" will also hold true for self evaluations of similar athletic activities. Thus, a boy who judges himself to be excellent at football, would be likely to self evaluate himself highly in rugby.

> Because the situations require a particular level of performance based upon a complex of specific skills, the skills are not only apt to be learned together, but the individual is likely to develop the same evaluations of each of the skills in the complex. For example, grade school teachers are apt to expect students who are competent in oral reading to be competent also in writing, in spelling, and perhaps even in arithmetic. Similarly, a boy who excels in one or two athletic skills is expected by other boys to do well in most athletic skills. This expectation of <u>status congruence</u> (Homans, 1961) is apt to shape behavior in a manner appropriate to the expectations and also to produce a common attitude toward the different components of self (Secord, 1968: 352).

Studies by Videbeck (1960), Maehr, Mensing and Nafzger (1962), and Haas and Maehr (1965) have borne out these predictions of status congruence across related attributes and subselves.

Further, a composite summation of football attributes evaluations should correlate highly with a single self evaluation of oneself as a football player, i.e. the football self evaluation.

It follows then, that a teenager's single evaluation of self, i.e. total self evaluation should also correlate strongly with a summation of his core s[illegible]identity evaluations. Sherwood (1962) found these predictions confirmed in his study.

Self Evaluation, Sa[illegible]Value and Participation

A basic theoretical and practical question for physical education and recreat[illegible] professionals is that of activity participation and dropout. A comprehensive viewpoint of self must include a discussion relating self perception and the participation in, or utilization of the various attributes of self. What are those processes involved in participation in football or other activities.

Within the perspective of social behaviorism, entering and continuing participation in an activity occurs when the rewards, benefits or "profits" expected are greater than anticipated punishments, losses or "costs" [illegible] non involvement in alternative activities (Homans, 1961; Mani[illegible] Meltzer, 1968). Homans' analysis of human behavior is essentially a synthesis of elementary capitalist economic principles and behavioral social psychology. Both views blend easily as they are both rooted in the modern Western conception of man as utilitarian and hedonist.

Thus, the teenager seeks to maximize his pleasure and minimize his pain. He will tend to participate in those activities and interests which reap the greatest "payoff". The rate of "payoff" per activity is determined jointly by its social relevance and self value. As described previously, within the teenager's value or coreness hierarchy of subselves, football will be assigned an implicit value ranking. As Homans (1961) suggests, this valuing process seems to take place on a "more-or-less" than basis, as a result of previous social reinforcement history. The relationship between activity self value and the degree of participation in that activity, as would be expected, is relatively strong (Rosenberg, 1965). The variables involved in this relationship are several, and interacting. Rosenberg (1965) also found that liking for, and degree of participation in an activity, correlated strongly and positively with self evaluation. Thus, the boy who rates himself highly on football attributes would be expected to participate in the activity. Obviously, the environmental variables influence this participation. If football is not available or is not highly relevant, i.e. social ranking and rewards are minimal, even the teenager high on football self evaluation will not likely be motivated to play.

In discussing social reinforcers and referent others, it is important to differentiate between those immediately present and those removed from the direct reinforcement situation. Thus, it is possible that while football has very low social status in a particular high school social system, and the immediate payoffs may be minimal, the teenager may persist in his football committment as a result of rewards

and reinforcements from internalized distant or previous referent others. Thus, the boy may make a great "expenditure" on football because a previous coach has convinced him he should aspire for a football scholarship, and an anticipated rewarding professional career.

Associated with this same general factor is the "inner" versus "outer" orientation (Rotter, 1954) vis a vis rewards and self image confirmation. Goffman's (1959) work suggests the individual sometimes willingly participates in roles and activities even though the immediate reward may not be held in very high regard. However, most students of self seem to stand with Kinch (1963) who holds that our choice of referent others (e.g. mates, roles and situations) is made on the basis of complementary needs. Thus, activity or interaction involvements are pursued so as to obtain confirmation and reinforcement of present and aspired self images. Secord and Backman (1964) also suggest this tendency to self confirming selectivity of others and activities. Rosenberg's (1965) work previously mentioned, noted that adolescents tend to participate in activities to the extent that their self evaluation would receive reinforcement or confirmation.

The exact nature of the process the teenager may go through in weighing the cost versus benefits of certain activities and interpersonal involvements is also suggested by Homans. The teenager may become bored of football because of too frequent rewards by coaches.

The individual will quit one activity and take up a substitute activity when he sees that the costs of continuing in the first are greater than the rewards in the latter. The hard work, loss of time

with friends or loss of money from a part-time job may lead the football candidate to drop out and take up the seemingly more rewarding other activities. Homans (1961) and Rosenberg's (1965) work would suggest that the value or coreness of football vis a vis part-time job, or being with friends, should be reduced following the decision to drop out. Foote (1951) and Mills (1940) conception of "motive" as an after the fact rationalization given for behavior, would suggest "reasons" such as "needed the money", or "school became more important" would be put forward. Many coaches find these types of "motives" or "excuses" prevalent after the dropout act.

The Valuation and Evaluation of Referent Others

The selection and ranking of models and referent others for the individual, is determined by a number of factors. Psychoanalytic workers have emphasized the key reference role of parents during early childhood. Sociologists (Brim, 1966) suggest, however, that the self is much more malleable and open to reference-induced changes during later life than Freud believed.

A player's selection of models and referent others will, like most of his self referent behavior, result from an interaction of his need to confirm his self image with the need to maximize his immediate situational social rewards.

The person may himself serve as a very powerful source of reference in a way analogous to an external reference person. The self image and identity represents an accumulation and synthesis of historically rewarded self meanings, values and behaviors. It includes both current and aspired images and identities of self. Depending upon the

age of the person, the reward value of these self perceptions could represent a history of powerful reference person reinforcements. As such, these images and identities could serve as very powerful reference and reward frameworks.

Rotter's (1954) "inner-directed" personality type may be seen as an example of this phenomena. The abundant work on "self esteem" by Coopersmith (1959), among others, points to this same notion that one's overall self evaluation strongly conditions the perceptual selection and utilization of appraisals one receives from others. Sherwood's (1962) study of self perception changes in sensitivity groups, also confirmed this idea that total self evaluation interacts strongly with public evaluations, to shape the resulting perceived public evaluation and self evaluation.

As reported previously, Rose's (1962) utilization of interactionist notions about the self confirming processes of the negative self image, provides a fruitful social psychological theory of neurosis. In the case of the paranoid neurotic, a person with a powerfully reinforced and coherent world, we see a person whose overall negative view of self, relative to the world, leads him to select and distort the actions and appraisals of others so as to confirm his negative suspicions about his self. The "optimistic", positive total self evaluation person will, on the other hand, tend to select out cues and interact with reference others in those situations which tend to confirm his positive self view. In the athletic world, the negative, failure-expectancy type of individual is frequently encountered.

In choosing or rating reference groups or "reference relation-

ships" (Rose, 1962: 11), the person will use the type of comparative, cost-benefit valuation described above, relative to role and activity selection and utilization. In order to maximize his "payoffs" he will weigh the value of his own self as a reference relationship with the value of other situationally available, potential references. His age, degree of independence, and the factors discussed above will determine the weight he assigns to himself.

In weighting the value of other potential reference relationships, he must not only assess their value to him, but also the situational necessity involved. A football team candidate may be forced to accept the appraisal of a coach he does not value, because it is forced on him, if he wishes to remain in the football player role. The number of appraisal reference sources available, also strongly conditions his "information dependence" on certain reference persons. A young child, is usually strongly dependent on his parents for reflected appraisal of self. Teachers, coaches and other leaders in "command-performance" situations have tremendous reference power in shaping the positive or negative direction of the child's self image. Rosenthal and Jacobson's (1968) study of junior high students previously cited, showed convincingly the very great reference power teachers have over students' self expectations and subsequent performance.

Self Congruency Processes and the Football Candidacy; Self, Coach and Team Interaction Systems and Matrices

The football tryout camp possesses some of the features of the "total" institution Lifton (1961) described in his observations on the

Chinese "brainwashing" prison camps. While this is certainly less true of the high school, after school practice arrangement, than the college or professional military-style "live-in" or residential camp, some of the interaction system similarities are strong. The parallels with the military camp are not, of course, entirely fortuitous as the game of football has often been compared with "war".

The coach-player communication system, until faced with the very recent wave of critical writings (c.f. Scott, 1971), has been predominantly paternalistic or authoritarian in nature. Whatever the cause, the dominant mode of coach-player interaction has usually placed the novice player and his self in a strongly dependent position.

While the veteran, or returning player, may have earlier coaches or other veteran players as additional reference sources, the "rookie" is strongly dependent for reflected self appraisal information on his current coach. In football teams where there are usually a number of assistant coaches working with the various team units, the player, novice or veteran, does have multiple potential references, and hence may develop "multiple selves". By this is meant, that the player may receive somewhat different reflected selves from different coaches, both because of different "personalities" and because they interact in different role relationships. The head coach "sees" a different role or self of his quarterback or guard than the backfield or line coach may. Hence, reflected self appraisals are made on the standards of different roles. On a football field then, the persons "become" their roles, that is they become what they do by way of function or task for the team. Most coaches try not to deal with "personalities"

on the field, but rather "only judge a man on the kind of job he gets done".

The player faced with several reference sources of reflected self appraisal may, of course, choose to interact or identify primarily with that coach who provides him with self information most congruent with, and hence rewarding of, his existing self attributes. As Harvey et al (1957), Secord and Backman (1964), among others, have demonstrated, where a person receives ambiguous or nonconsensually-based appraisal, he may also choose to select or misperceive the public appraisal of him.

The team culture or public world, as a consensually validated set of meanings and values organized into roles and role relations, develops out of the shared, pooled and negotiated definitions of its members. Coaches, and especially the head coach, may weigh much heavier in this construction of the team reality. In the traditional team political structure, the coaches shape strongly the team images of ideal player characteristics, skills, psychological traits, and outside interests and schedules.

For the novice team candidate, dependent as he is on his coaches for information about his abilities, all aspects of football self image will be strongly influenced by his coach's reflected public image and hence his public image. The experienced player, on the other hand, has a previously established football self image which has been reinforced by an earlier coach or referent other. The "veteran" player is thus able to compare the current appraisal with his existing self image and accept or reject part, or all of this reflected

appraisal.

A number of additional factors will tend to interact with, and modify, the self socialization influences of the coach-candidate, player-candidate interpersonal matrices. The effects of several of these factors will be observed in this study. Differences in candidates' liking and respect for coaches' will influence the effect of his opinions. Other people in the candidates situation may function as football referent others, and tend to affect football self. The candidate is also partner to a large number of other non football related interaction matrices, from which self change or maintenance influences may be generalized to related football attributes. These other matrices' influences may reflect fortuitous happenings in an individual candidates situation, or it may reflect change or stability in the social environment as a whole. Thus, it is possible that the social relevance of football may change significantly due to, for example, a general permissive trend in teenage culture.

Objective physical ability and maturation rates of change in the teenager himself, also influence the self perception both through direct observation and through their actual shaping of the coach's evaluations.

Both the self value of, and degree of participation in football and r self attributes will determine strongly the effect of the candi perience. The overall total self evaluation and the affective and cognitive interrelatedness and consistency processes involved tend to modify other self influences. Change in evaluation of a valued attribute will result in spread of effect to a large number

of related attributes. On the other hand, effects or changes in evaluation of more peripheral, or less important attributes, will be limited.

A number of postulated intrapsychic needs or "motives" which may influence the individual's acceptance of, and conformity to the other person's evaluations have received considerable study.

Individual differences in such traits will occur in such as closed-mindedness (Rokeach, 1960), need affiliation (Schacter, 1959), dependency (Sears, Maccoby and Levin, 1957), need achievement (McClelland, 1955), approval (Crowne and Marlowe, 1964), self esteem (Coopersmith, 1959) and inner-outer directedness (Rotter, 1954), undoubtedly influence the tendencies of players to adjust self and behavior to conform to the expectations of referent others.

Within the present perspective, we hold these "needs" and "motives" to be culturally defined and shaped contents or attributes of self. Achievement motivation or need for affiliation, for example, are thus socially learned. These "needs", although important in understanding individual differences in resistance to influence, are not the focus of the present interpersonal theory.

Sports Team Candidacy, Interpersonal Self Matrix Incongruency and Congruency Processes

Sport socialization may be viewed as a process in which the person moves through a succession of changing patterns of self-other reference relations, as he enters new subcultures and perhaps revalues other reference relations he has previously held. These old references are not lost, but merely changed in value relative to total self.

As the player enters the new social structures and interaction dyads, new incongruencies are created for the self. Depending upon the self value of that activity, relative t r subculture interests, the reflected appraisal of his successfu or unsuccessful performance, his expected performance evaluation, and his overall or total self evaluation, the person will decide which cognitive strategy to utilize in restoring congruency in the interpersonal matrix system. From the possible strategies described above, for example, the candidate who receives unexpected negative evaluation might: devalue the reference relation (e.g., the coach) if the self value of the activity is high, he has other football teams to join, and his total self evaluation is high and positive; misperceive the appraisal if it is ambiguous at all; drop out; devalue the activity and possibly the coach if it was not highly valued by himself or his referent others; or lower his self and aspired evaluations on that activity if the value and/or his total self evaluation is not high and positive. There are, of course, a number of additional possible strategies that could be combined. Some of these were explored empirically in the research to be reported below.

Congruency Strategies, Self Discovery and Self Realism: Socialization involves both the learning and application to self of cultural meanings and values, and also the discovery, evaluation and development of one's capacities, abilities and characteristics. Through the reflected appraisal of referent others, the individual constructs a definition of self-as-object, which allows him (i.e. Mead's "I" or "self") to act and use himself effectively in his situations.

Adequate education or socialization, as Dewey (1963) has pointed out, in pragmatic terms, involves establishing controlled, but realistic learning environments or "models" of the world allowing the person, through exploration and discovery, to learn to make sense of himself and his world. White (1959) and Fiske and Maddi (1961), together with earlier pragmatists, stressed that man was not a passive, "tension-reduction" organism as Freud postulated, but rather a curious, variety seeking animal who, through exploring and transacting directly in his environment, developed "competence" to cope.

This implies, of course, that ideal socialization systems provide a wide variety of interaction situations, roles, activities, and dyads from which the child can explore, discover, and develop all of his capacities, characteristics and skills. Through these direct "experiences", as James (1890) emphasized, the child builds up his "multiple selves".

As Secord and Backman (1961: 36) suggest, if the child is not allowed a variety of experiences, it is impossible for him to build a broad and realistic total self image. Overprotection and inaccurate feedback from primary groups and significant others, leading to unrealistic self assessments, may lead in turn to social and personal adjustment problems. These problems often take the form of overuse and misuse of the "ego defense mechanisms", or self congruency strategies. These cognitive abuses, e.g. distortion of reflected appraisal, "projecting" one's inadequacies on the coach, being a "quitter", manifest themself both in positive and negative self forms. The failure-predicting or negative self fulfilling prophecy discussed above results

in "closed-mindedness" (Rokeach, 1960) to often realistically positive and success-implying cues.

On the other hand, the child with a very narrow range of physical activity experiences, but with a very high overall evaluation of self, may have very high and unrealistic expectations of his performance in a new activity. The realistic child, who has had a variety of experiences of varying success, will accumulate a total self image which will allow him to face a new tryout situation with aspirations such that, even if he does not "succeed" highly, his self acceptance and overall self evaluation will not be shaken.

The Successful Candidate--Self Congruency Processes: The successful football team candidate has received a very publicly acknowledged, positive appraisal of him as a football player. The interactionist theory would postulate that this positive public evaluation and reflected public evaluation change would cause a change in the same direction in the self evaluation.

From the discussion on the relatedness between self attributes, it would be expected that utilized football self related attributes would change most in the direction of public evaluation; related athletic attributes would change somewhat; unrelated attributes would change little at all. Total self would be affected for those individuals who valued football highly to their total self, because it would be interrelated integrally with so many additional matrices.

Considerable evidence supports this prediction of a causal relationship between public self and self perception. Helper (1955), Manis (1955), and Miyamoto and Dornbusch (1956) found self ratings to

be highly correlated with ratings of him by significant others. Couch (1958) and Reeder, Donahue and Biblarz (1956) report similar correlational findings.

Experimental studies by Haas and Maehr (1965), Maehr, Mensing and Nafzger (1962), Sherwood (1962) and Videbeck (1960) provide causal evidence that the change in public identity is antecedent to changes in self perception. Sherwood's (1962) study demonstrates the same causal direction utilizing the mediating variable or step, subjective public identity. All four studies utilized ten-point self rating scales as indicators of the dependent variable, and involved pre and post treatment self ratings. Videbeck (1960) found that oratory students' post-criticism self ratings moved up or down in agreement with the "expert's" criticism. This change in self rating spread on a "gradient of effect". Criticized attributes changed most, related attributes relatively less, and unrelated attributes little at all.

The two Maehr et al (1962, 1965) studies replicate and extend Videbeck's work, but as treatment have a "physical fitness expert" evaluate subjects on a set of motor tasks. Again, results showed changes in self evaluations in the predicted directions. The same gradient spread of effect was evidenced. Criticized motor attribute ratings changed most, related general athletic ability items changed somewhat, and unrelated items showed no significant change.

Sherwood's (1962) work studied self evaluation changes over the length of a human relations training group labs. Changes in self evaluations were compared with changes in referent public evaluations.

High relationships were found. Again, changes were most pronounced in the situation, or role relevant, self attributes.

A number of other interpersonal self matrix changes would be predicted from congruency theory. Following congruent positive self evaluation, the player will tend to repeat and perpetuate interaction in that activity with that referent other. The coach will also tend to be revalued more positively, both in terms of liking, and in terms of respect for their judgment. These predictions, that the successful candidate will tend to value football and his coach more highly, are borne out in the work of Homans (1961).

Secord and Backman (1962, 1964) report two studies which supported the hypotheses that persons are attracted more to those referent others who have views of them congruent with their own self views. Harvey (1962) also found that when others evaluation was more congruent with self evaluation, the person tended to rate the other more favourably.

Unsuccessful Candidacy and Dropout--Self Congruency Processes: The football tryout, by definition suggests some candidates are to be eliminated in order to get the team down to the legal number of players and a manageable team unit. Traditionally, prior to the league season's beginning, the coaching staff "cuts" those players who have not made the starting and reserve lineups. In the case of "being cut", the coaches negative public evaluation is unambiguous. If this appraisal is inconsistent with the candidates self expectations, the coach's unambiguous evaluation is difficult to misperceive. The play-

er who is "cut" will be forced to turn to other strategies to restore matrix congruency. Frequently. this will involve devaluing the coach and/or the activity itself.

In cases where no "cutting" is involved because all aspirants are kept with the team, players get tired of the humbling experience of just practicing with the team, and quit the team. In other cases, candidates recognize the coach's devaluation, anticipate being cut, and drop out of the sport. In the case of the dropout, the candidate himself has more control over which congruency strategy he decides to utilize, because the coach's implied devaluation is not unambiguously stated in public. Rather, the candidate anticipating devaluation stops interaction with the coach, and ceases participation in the activity itself. By implication, he suggests that football has become of less value to him.

A number of additional congruency processes are open to him as suggested by Secord and Backman (1961). Because the coach's implied devaluation is unclear or ambiguous, it is much more likely that the "dropout" may misperceive or selectively perceive the relevant cues. Dropouts frequently report they quit because they have lost interest, of give a similar "excuse", and deny the fact that the "writing was on the wall" relative to their being cut.

This selective perception or perceptual defense allows the person to preselect out, or prejudge incoming stimuli (e.g. Bruner and Postman, 1947). As Backman and Secord (1961) and Harvey and Shroder (1963) found, selective perception is a basic defense mechanism used

in protecting valued parts of self against devaluation. This was found to be especially the case when the evaluative message was ambiguous and could easily be misinterpreted. In this regard, the new coach's negative assessment may purposely be distorted by the football candidate who previously has received "star" ratings.

The major proposition of interactionist theory states that the player's self image will change in the direction of his reflected public image, which in turn relates to his actual public image. A sizable quantity of research given above (p. 55) supports this prediction that the person will change his self image to become congruent with the other aspects of his football interpersonal matrix.

Two controlling variables will effect the causal nature of this proposition. Firstly, if the player has a negative total self evaluation, he may change more in accordance with the implied negative public evaluation than a player with a positive total self evaluation. Rose's (1962) and Litman's (1962) work on the negative self fulfilling prophecy in neurosis and in physical therapy provides confirmation for this prediction of congruency theory.

A second prediction involves the value to the player's total self of an attribute. More highly valued attributes will be more resistant to change than less valued ones.

This controlling factor may also interact with other interpersonal self matrices. If the player values the sport highly, and has no alternative teams to join, his high value for football will result in persistently high value of that coach. Should he receive negative evaluation of his athletic self from that coach, he may be unable to

devalue the coach without devaluing his highly important sporting self. Hence, he may be forced to decrease his sporting self evaluation, or employ a combination of other strategies, rather than devalue the coach.

VII. SPORTING SUBSELF PERCEPTION

Team Socialization--Learning the Sporting Self Identity

For the boy who makes the commitment to try out for the football team, that team becomes an important reference relationship (Rose, 1962). Other previous and current role commitments may become revalued within his total self core value. For the football candidate, the culturally determined meanings and values of his particular team begin to be learned. In becoming socialized into that team and learning their "perspective" or cognitive map, the candidate also learns to perceive a new aspect, or subself of himself. The models of the ideal football player that he learns from his coaches and team, will reflect strongly the "social reality" constructed by the coaches and players of that particular team. Should he later become a member of another team, he might find a quite different "public world" of meanings.

The football nonparticipant does not directly experience the meanings and values of the football world, and hence must get his meanings "second hand". Although he may value football somewhat, its value and commitment to it will offer him enough perceived "payoff" to cause him to adjust his current reference relationships in favour of direct football participation. His views of football and the foot-

ball player ideal image will, of necessity, lack real meaning and may be quite unrealistic. His experiences in physical education class football skills, and touch football games may temper this unreality of perception somewhat.

Sport (Football) Self Composition

The image the teenager holds of the football player subidentity is composed of a set of person and performance attributes he has learned from significant others in his environment. This attribute set will contain personal qualities perceived to be valuable to the player, for example, determination, and aggressiveness. The image will also contain certain general athletic attributes, such as speed and strength, as well as more football related abilities such as tackling. Finally, individual football player images might also contain such position specific attributes as passing, receiving, or kicking ability. The football player image is a specific instance of the general category subself or "situational self" (James, 1890).

> A subidentity concerns those self perceptions which correspond to the behaviors, capacities, skills, person-other relations, and position in a social structure, all of which are prescribed by a social role. Therefore, the self attributes of a subidentity will probably include all of these aspects of a role, i.e., probably at least the minimal requisites in terms of behavior and social relations prescribed by that role...A subidentity such as that of professor might contain the following self-attributes: a self attribute of teaching skill, a self attribute of testing skill...and a multipropertied self attribute representing P's position in the academic structure of the university...(Sherwood, 1962: 40).

Like the professor, the football player's self will be comprised of several types of attributes derived from his social situation, over and above his idiographic, personal traits. At the social structure

level his team position or status,

> ...as distinct from the individual who may occupy it, is simply a collection of rights and duties...When he puts the rights and duties which constitute the status into effect, he is performing a role. (Linton, 1945: 113-114)

Banton (1965: 2) notes that each member of an organization, be it a ship or a football team, has a part to "play". With Turner (1962), we assume a more flexible conception of role and the subself associated with it. Thus, a middle ground is found between Linton's "over-socialized conception of man" (Wrong, 1961), and the overly idiosyncratic view of the biological theorists. This present view takes the analogy "life as a stage" of the "dramaturgic writer Goffman (1959), as its model.

> ...The idea of role-taking shifts emphasis away from the simple process of enacting a prescribed role to devising a performance on the basis of an imputed other-role (Turner, 1962: 217).

The football player's self is then not a rigid team imposed role to be taken, but rather a "perspective" or vantage point of relevant others on the team. As with Mead (1934), the person's football self is created through a cybernetic interaction, or negotiation between the public model, or how the public sees "me", and the personal creative "I".

The resultant identity is thus a somewhat personal interpretation of a social role or "part" to be played in the "drama" of the team. It follows that, while team consensus on the ideal football player identity will be significant, because of the personal factor, consensus is never complete.

Seen from the socialization or sociological viewpoint, typified by Brim and Wheeler (1966), study of the football self emphasizes the learning of role-required behavior and value attributes encompassing the proper combination of knowledge, ability, and motivation (Brim, 1966: 25). A similar position is taken by Gerth and Mills (1953). A very strong, social, deterministic viewpoint on self is put forward by Parsons (1955). All these views differ markedly from the psychologically oriented self theorist, who view society as necessarily a source of "discontent", and at conflict with the developing personality. The extreme proponents of this view would tend to see the football aspirant as a person of more or less fixed traits and predispositions, who must either "adjust" to the team regime or drop out.

Again, from the present viewpoint, neither extreme position is helpful or necessary. As indicated previously, football self and role is a negotiated phenomenon. As we will discuss later on, socialization may be viewed profitably in this process way. On the other hand, the self selection "trait" approach to personality may be quite suggestive in discussing problems of sport selection, and dropout. Just as Winch (1955) has shown, that marital partners are selected to meet "complementary needs", it is likely that individuals select or avoid certain sports and particular teams and coaches, because of their previously established needs and self images.

Sport (Football) Self, and Related and Unrelated Selves

While this idea of total self, as a set of self cognitions, has a considerable history (c.f. Sarbin, 1954), concise theoretical analyses and empirical studies of the relations between these self at-

tudes and subidentities have been few.

Most writers on self agree that it functions as an organizing process, to provide some degree of consistency over time and across different social situations. Most phenomenological and existential writers assume a strongly coherent and meaningful picture of oneself (c.f. Roger's Gestalt, 1959; Snygg and Combs phenomenal self, 1959; or Lecky's consistency, 1945).

Sherwood's findings (1962: 48) clearly demonstrate that people do evaluate themselves in terms of overall worth, and that this evaluation tends to be generally persistent. In the present study, we have followed Sherwood, in taking as a single measure of self identity and evaluation, a summation of a number of subidentities.

Representative of the opposite pole from the "authentic" consistency emphasis of the existentialist, is the position of Goffman (1959) which stresses that selves are strongly role-related, situational, and vary in content as we interact with different people within the same social and role context.

> He generally shows a different side of himself to each of these different groups. Many a youth who is demure enough before his parents and teachers, swears and staggers like a "pirate" among his "tough" young friends...From this there results what practically is a division of the man into several selves; and this may be a discordant splitting, as where one is afraid to let one set of his acquaintances know him as he is elsewhere; or it may be a perfectly harmonious division of labour, as where one's tender to his children is stern to the soldiers or prisoners under his command (James, 1890: 190-191).

Similarly, while happily accepting the dependent-follower role allocated by his authoritarian football coach, he may or may not accept a similar relationship vis a vis his parents.

The conceptual framework developed by Sherwood (1962) lends itself to leaving the question of degree of consistency an empirical one, while suggesting several ways in which the attributes and subsets of self may be related and organized.

A most obvious way that subidentities may be linked together is through self attributes common to both subselves. Thus, toughness may be a self trait central to the teenagers self images, such as football player, wrestler, and teenage-gang member. Obviously, more similar subidentities, e.g., as a player of football and rugby will have more self attributes in common and more strongly linked than unrelated roles, e.g., football and badminton playing.

Much of the literature describing the manner in which self and role skills are constructed (c.f. Mead, 1934; Goffman, 1959; Turner, 1962; Shibutani, 1968) strongly mirrors the literature on motor skill performance. Work by Argyle and Kendon (1967) literally demonstrates that the social skills of self presentation take place in cybernetic manner akin to motor skills.

For the physical educator, all of this literature is reminiscent of Henry's (1956) successful specificity explanation of the limits to conceptualizing general motor behavior, and transfe of learning. Underlying the ability to carry out situationally and role-related self behavior in different ways, while maintaining an overall feeling of wholeness, seems to be a process similar to that specified by Henry (1956). Secord appears to be suggesting something quite similar:

> It is reasonable to suppose that there is some linkage between the specific elements making up a general ability which is

> called upon repeatedly in certain situations. Because the situations require a particular level of performance based upon a complex of specific skills, the skills are not only apt to be learned together, but the individual is likely to develop the same evaluation of each of the skills of the complex...(1968: 352)

Thus, the role requirements or subself attribute set of a particular sport self (e.g. football) will be drawn from the composite pool of attributes in the total self. The value of these to a sport self will be, in part, consensually determined and, in part, personally constructed or negotiated (Turner, 1962).

These same attributes may be elements in other role or situational subselves, such as other sport (e.g. rugby) selves. It is also possible for a person to conceive of himself or others as an all-round athlete. This general athletic self perception would be comprised of a set of person perception attributes, which persons or groups of person's have learned to use in perceiving the "all round athlete". Again, role or subself attribute prescription is, in part, a shared definition, and in part, an idiosyncratic valuing decision.

Change in one sport self would be expected to spread to other sport selves, or to general athletic self if the person perceives the attribute elements in the former also to be valued components of the latter subselves.

Several studies suggest that such self attributes do act as a functional unit. Videbeck (1960) found that generalization of change in the person's perception of one self attribute to another self attribute evaluation, was a function of the degree of similarity between the two attributes perceived by the person. Maehr, Mensing and Nafzger (1962) found that criticism of specific motor task per-

formance caused a change in evaluation of those criticized, and also significant change in related tasks, as well as a smaller, but significant change in self evaluation of general athletic ability. A related study by Haas and Maehr (1965) found similar results.

The consistency across self attributes and subidentities is, then, related to the perceived nature of social roles, and to the abilities and qualities perceived to be required for successful performance of these roles and selves. In our interactions with others we base our actions on how we identify the other (Sherwood, 1962: 38). Because we know a person's occupation, for instance, we assume a great deal about him as an individual (Hughes, 1951), and can impute a fairly accurate person attribute to him. Kasl (1962) has found that, given the names of roles (job titles), persons were able to assign personality characteristics to hypothetical incumbents of those roles.

An alternative mode of organizing and relating self and person attributes is the psychological trait approach of Allport (1958). Self, or ego, is seen as organized along the traits and values of the individual. Thus, one would expect a boy who prided himself in being extremely aggressive to also value toughness. Asch's (1952) work with stereotyping, has shown how these sets of personality descriptive adjectives tend to be perceived as logical wholes, i.e., replacing "warm" with the word "cold" changed the entire image or stereotype of a person. This trait, organization of self attributes, undoubtedly interacts with the role-related organization. Both processes of self perceptual organization derive from their counterparts in general person perception.

Sport Self--Aspired Evaluation and Self Fulfillment

Not only does the player have a description of himself and his behaviors, as he sees them at present, but he may also have ideal perceptions of top level players he would like to emulate. As Bandura and Walters (1963) have shown, these models provide ideals towards which the new members or players can strive. These will contain not only the attribute contents, but also the ratings or evaluations the players would ideally like to possess. With Sherwood (1962: 41) we assume that the player may perceive the ideals as unrealistic, considering his evaluation of his past performances. Thus, he establishes an aspired self evaluation that he feels is realistic to attain. This aspired self evaluation, thus forms the standard with which the player compares his present performance. The discrepancy or incongruency between actual, or present self, and aspired self has motivational power in the sense previously described. This discrepancy as motivator concept in its positive growth form, is central to the self actualization approaches of Maslow (1954) and Rogers (1951), and is followed in Sherwood (1962). The present approach does not adopt these assumptions or the aspiration, achievement level assumptions. We assume instead, only that the discrepancy may have situational motive power. No assumption is made about discrepancy size or directionality. This follows logically from our contention that "self actualization", as conceived by Maslow, is culturally defined.

With Bandura (1968) and Rosenthal and Jacobson (1968), we do assume that the individual strives towards these culturally defined aspired models and, hence, tends toward reducing this discrepancy.

This reduction of discrepancy may be termed self fulfillment or self realization.

Self Aspiration Discrepancy, Self Congruency and Motivation

This process of self fulfillment may be seen as part of the larger self congruency "motivational" process ongoing in the self's cognitive structure of the self. Cognitive consistency or congruency of attitudes in general, and the special case of self attitudes has received considerable attention in social psychology. The social behaviorist viewpoint followed here, and represented by Mead (1934), Secord (1968) and Bem (1965), provides an explanation of self consistency which satisfies rational, intuitive and empirical criteria for good theory.

Self is nothing more than the verbal and affective behaviors an individual displays, with respect to himself as an object. As Secord (1968: 349) suggests, self presentation (Goffman, 1959) and self evaluation behaviors may take different forms under different conditions, and in interaction with different persons. Behavior appropriate to the teenager in the football locker room is not appropriate to the manners expected by the family dinner situation and vice versa. Secord (1968: 350-351) also suggests self referent behavior may take place in competetive situations where self and public attention is focused on present performance, with respect to standards of performance expected by himself, opponents, spectators, or present or non present referent others. Embarrassment and "self consciousness" arises when behavior unexpectedly violates an accepted identity. Direct or implicit public evaluations, e.g. "you are a poor football player",

cause the person to do some self evaluation.

All of these instances may be explained within the general notion set out by Mead (1934) of the self as a cognitive map of situationally expected attitudes or "me's", which form standards of reference and evaluation for the "I", the "doer" or self as subject. Through socialization, the football player takes on the viewpoints, expectations, or attitudes of his football significant others. It is these ideals, aspirations and standards which form the basis of comparison and evaluation both for planning future performance or presentation, and for evaluating ongoing or past performance. Out of these various ideals the player sets his resultant personal aspirations or goals. At the same time, out of the perceived evaluations of these referent others, the boy develops a composite personal picture of how he identifies and evaluates himself as a football player. Both these personally perceived aspired images, and present images become a part of the self identity or the "I". It is from this "I" that performance is constructed. Mead (1934) and his followers (c.f. Shibutani, 1968) have elaborated in detail the cybernetic process involved in the development of the "I" out of the various social selves or "me's".

The self may be viewed as a complex of interrelated situational role and personal "me's" (self attributes as objects), and "I's" (self attributes as subjects) which form the bases for performance and self evaluation. The self serves to set goals, drive, guide, evaluate, and correct performance cybernetically. This self-adjusting cybernetic view of social behavior and skill is identical with that developed in psychomotor skills (Fitts and Posner, 1968). The boy plans, carries

out, and evaluates his blocking performance by refering to an evaluative standard learned from a significant other.

The comparison of his performance to self or other standards involves the experience or perception of an incongruency between an aspired image and present or actual image. This comparison process and resultant feeling of incongruency has been designated by Festinger as "dissonance motivation" (1957). Bem (1967), following the social behaviorists, has presented a simple, parsimonious explanation of what Festinger has called "dissonance" without imputing any internal drives. He contends that the person feels discomfort of "dissonance" because he perceives his behavior as inconsistent with that which, from previous learning, he knows would be expected by his significant or referent others. Bem's replications and alternative explanations (1965, 1967) of the dissonance hypotheses allow one to explain the feelings accompanying inconsistency as motivational mobilizations arising in the identification process discussed above. Thus, the player who misses a block, undetected by his coach, still "feels guilty" because as a result of self comparison with previously learned aspired images, he recognizes he has failed in performing to his level. The coach's punishment is not needed because the player has previously incorporated the coach's standards, expectations, and reward criteria into a "me".

It should be noted that the "consistency" or congruency implied in the self system may bear little resemblance to formal logical consistency. Rather, because of the varying degrees of consistency demanded by his self standards, as seen in "core values" or self import-

ant traits, he must interact with the apparent "inconsistency" of some of his compartmentalized role subidentities. While the classic psychoanalytic interpretation of personality generally conceives of the "presentation" of self (Goffman, 1959) as unhealthy, the sociologist and many modern psychologists view "flexibility" as a sign of the healthy personality. Goffman's (1961) concept of "role distance" suggests one way that the individual is able to effectively "play" social roles which are inconsistent with private views of self.

Thus, the process of self consistency is a more complicated process than the cognitive consistency of non "ego involved" (Sherif, 1947) attitudes and empirical and theoretical understanding of it is only beginning. However, Backman and Secord's work with self attitude congruency (1961, 1965) suggests that the basic idea of balance and consistency between self attributes has considerable merit in understanding self motivation and change. These findings have been presented in the discussion of self change. Suffice it to say here, that the self evaluation process involves a process of cybernetic comparison and adjustment of behavior on the basis of the aspired and present rating discrepancies.

VIII. SUMMARY

This chapter has presented the basic assumptions of the social interactionist self theory, and has discussed the related literature. Self perception is seen as a particular type of interpersonal, judgmental-descriptive perception. As a form of behavior, it was seen to follow the same laws of reinforcement and learning as other behaviors.

However, the interrelatedness and relative self value of various self perceptions strongly influence the change and stability of these self attitudes.

The referent other, or coach, was seen to have a potentially strong influence in shaping the player's present view of self, and his aspirations for future performance and participation. These self perceptions present and future, serve as both impetus and directors of the related behavior. Self image, hence, strongly determines the player's performance. Increased understanding of the self perception process, and the role of teacher or coach in it, thus becomes vital for the development of basic physical education theory.

CHAPTER III

AN INTERACTIONIST VIEW OF SPORTING SELF

This chapter presents the application of social interactionist self theory to the sporting self and in particular to the football subself. A brief, nonformal overview is first presented. Then, the working constructs are defined. Finally, propositions are presented. These are briefly discussed, in cases where a proposition's limitations or moderating variables require elaboration.

I. OVERVIEW OF THE PERSPECTIVE

Through symbolic communication and interaction with referent others, coaches and teammates, the sports candidate or "rookie" learns to take on the perspective, or viewpoint, of the group. Thus, he learns the accepted meanings of the words and gestures used to define the ideals and aspirations, respected performances and personal qualities, and position or role requirements. These learned symbols serve as images or plans for the behavior and characteristics they define. A collection of individuals becomes a team when substantial consensus exists in defining team goals, values, roles, tactics, and strategies. Although all team members take part, to a certain extent, in defining these goals and in constructing the team's social reality, the major shaping of the team's internal environment is carried out by its coaches and formal and informal leaders.

Just as the novice learns to perceive and define the team sit-

uation through actual or imagined symbolic communication with team members, so he learns to label, value, and rate other individuals. Thus, others are defined both in terms of the team-relevant and the personally important attributes they possess and demonstrate. The public image, or identity of others on the team that develops, is then a combination of the words used to describe his team roles and the player's most salient personal traits and physical characteristics.

The player himself learns to define his football self and his aspirations in much the same manner. Again, through symbolic communication and interaction with others, he develops images of how he perceives others defining him. His personal liking and respect for others will strongly influence how significant he considers their expectations and reflected evaluations and definitions. However, their reference or orientational power is itself strongly socially defined by the team and its adolescent society. Undoubtedly, the coach's reactions and reflected evaluations provide an important portion of the resulting generalized, subjective impression the individual develops of his current public image as a football player. Of course, several other sources of information contribute to this developing image. Parents and other reference people outside the team itself will contribute. By the direct observation attribute and social comparison of his performance with other team members, he can assess other forms of feedback. Finally, of course, he can compare current public football images with previously accrued and internalized self images of himself as a football player. If no such football image exists, comparison may be made with images of self in related athletic roles, or with his general

athletic self image.

The image of self as a football player is, then, a resultant of the process of weighing his presently perceived public images with previously held football and related self images. This process of weighing and reevaluation of self attributes, involves the same principles of cognitive consistency found in the balancing and changing of all important attitudes. Thus, the previously successful and committed football player will be much more reluctant to accept a depreciating public football image, and change his self image, than the novice who holds football to be relatively unimportant to him. Rather than devalue his football self image, the former may devalue his coach or employ another strategy of self defense. The latter, not finding the coach's image inconsistent with his own self image, may have little difficulty accepting the public evaluation.

The football self image or subself may be viewed as a football relevant set of self attributes, itself being a subset of the teenagers total self image. This total self image may be construed both as a single perception, or as composite or summation of his perceptions of all his important or core social and situational subidentities and personal attributes. As inferred previously, these subselves may be arranged in order of self importance. Total self may be seen as a less inclusive analogue of personality, viewed from an interpersonal perception perspective.

In addition to this hierarchical or importance arrangement of self attribute and subidentity perceptions, it is also possible to

describe the nature of the interrelationships between attributes and subselves. In this regard, a change in one self component would be expected to cause more change in related self components than in unrelated ones. Thus, a devaluation of one's football self would be expected to result in more change in one's overall athletic self than in one's non athletically related self components.

From the others in his team environment, the player not only learns to define and evaluate his present performance and traits, but also he learns the expected ideals, goals and behaviors of team members and their particular roles and categories. It is through the identification with and modelling of these ideals set by coaches and significant others, both by example and through symbolic communication, that the newcomer is socialized into the team.

The player establishes his own personal goals and aspirations by a judgmental-perceptual process of weighing the ideals of the models with his personal assessment of his previous performance and qualities and potential. While these present and aspired self definitions may be objectively realistic to varying degrees, they become real in their consequences to the individual participant. The individual's self images and aspired self images become self fulfilling prophecies for his behavior or performance. While most normal individuals tend to strive for positive self actualization, a "negative" self image or aspired self image tends to become self fulfilling also.

The process then is a circular, self fulfilling causal chain in which the player learns to see his football self and his goals, as his coach and significant others define them. These self definitions in

turn, motivate and guide his ambitions, expectations and performances. His and other peoples perceptions of these, in turn, feed back upon and reinforce the previous images. The significance and importance of the leader's role in the formation of the individual teenager's self definition becomes evident.

II. DEFINITION OF CONSTRUCTS

Before presenting the theory in propositional form, it is necessary to give working definitions for constructs used. Operational definitions are presented in the following methods chapter.

Person or Self Perception Attribute. Person or self perception attribute refers to a personal quality, interest, activity, or performance characteristic utilized in perceiving or defining the person, either self or other.

Total Self. Total self refers to the composite set of subselves and personal attributes the person uses in defining or perceiving himself as a total person. Total self is how the person views himself as a total person.

Subself. Subself refers to that set or collection of attributes the person uses in defining the self in a particular social role or category. It refers to how the person views himself in that role.

General Athletic Self. General athletic self refers to the set of attributes the person uses in defining the self as an all round athlete.

Football Self. Football self refers to that composite or set of self attributes perceived by the person to be important to the football player role.

General Football Self. General football self refers to the group or set of attributes the person uses in defining the general (i.e. transpositional) characteristics of the football player role.

Position Specific Football Self. Position specific football self refers to the set of attributes the person uses to define specific positional requirements.

Unrelated Self. Unrelated self refers to attributes of self seen as unrelated to the subself of self attribute under consideration.

Referent Other's (Coach's) Actual Ideal Player Identity. Coach's actual ideal player identity refers to the attributes the coach actually uses in defining the ideal football player identity.

Perceived Other's (Coach's) Ideal Player Identity. Perceived coach's ideal player identity refers to the person's perception of the attributes he feels the coach would use in defining the ideal football player identity.

General Football Attribute. General football attribute is represented by a word used by the teenager in perceiving or defining the personal traits and performance abilities related to the general requirements of the football player.

Unrelated Attribute. An unrelated attribute is a word used by teenagers to describe traits and abilities seen by them to be unrelated to the football player.

Position Specific Football Attribute. A position specific football attribute is represented by a word used to perceive or identify traits and/or abilities related to the requirements specific to football team roles or positions.

General Athletic Attribute. General athletic attribute refers to a word used by the teenager to define the characteristics of the person who is proficient in many sports, i.e., an all round athlete.

Attribute Self Value. The self value of an attribute refers to the individual's perceived importance or coreness of an attribute to his total self identity, or to a subidentity.

Attribute Evaluation. Attribute evaluation refers to the judgment or rating of the level or quantity of an attribute a person (self or other) is seen to possess.

Self Evaluation. Self evaluation refers to the person's rating or evaluation of himself on an attribute.

Total Self Evaluation. Total self evaluation refers to the person's overall rating or assessment of self as a total person.

Football Self Evaluation. Football self evaluation refers to the person's evaluation of his football self.

Football Self Value. Football self value refers to the relative value of the football self to total self, when compared with other role or subselves.

Referent Other's (Coach's) Actual Player Evaluation. Coach's actual player evaluation refers to the actual rating the coach makes of the player's performance and/or attributes.

Perceived or Reflected Referent Other's (Coach's) Actual Player Evaluation. Perceived coach's player evaluation refers to the person's perception of how the coach would evaluate the player on an attribute or subself.

Aspired Evaluation. Aspired evaluation refers to that level of evaluation towards which the person feels he can realistically aim. This goal or aspired level of rating is defined prior to performance and is set as a result of perception of previous experience, and expectations, and evaluation of referent others.

Self Aspiration Discrepancy. Self aspiration discrepancy refers to the difference between self and aspired rating on an attribute.

Self Fulfillment. Self fulfillment refers to the reduction of the self discrepancy. This inconsistency or discrepancy has motivational properties.

Attribute Utilization. Attribute utilization refers to the perceived extent of usage of, or participation in, the interest, activity or quality described by the attribute.

Referent Other. Referent other refers to those significant others, individual models and reference groups, from which the person learns his perceptions and definitions of self, other, and social reality. Through learning their referent perspective, the person learns to take on the socially defined expectations, aspirations, behaviors and perceptions.

Interpersonal Self Matrix. Interpersonal self matrix refers to the social interaction system involving self and referent other (player and coach, player and player) together with the evaluation or valuation they are making of attributes belonging to each other.

Matrix Congruency. Interpersonal self matrix congruency occurs when the valuation or evaluation self and other make of each other and relevant attributes imply or mean the same thing (e.g., both coach and player evaluate the player similarly as a player).

III. SPORTING SELF VIEW PROPOSITIONS

The transformation of the perspective of self in sport into propositional form is presented and discussed within two complementary

frameworks. Firstly, the theory is presented under the two levels of total self and subself. Secondly, and within each of these general divisions of statements, the perspective is given under a number of functional categories, e.g., self value and self evaluation. Since most structural constructs have been defined in the preceeding section, the present section will deal primarily with propositions logically interrelating these previously defined constructs.

Total Self Propositions

Total Self Identity, Athletic and Non Athletic Subselves--

Proposition I_A: The total self value of an athletic role or subself, or of an athletic self attribute will vary directly with the perceived and actual public value of that role or attribute in the person's present or nonpresent reference groups or referent others.

Discussion. The theory assumes that total self is a composite of the person's self perceptions of his valued personal attributes (e.g., intelligent, strong) and role or situational subselves. Proposition I_A postulates that the self is arranged "vertically" into a value hierarchy of self attributes or subselves. This "coreness" (Sherwood, 1962) of personal characteristics and situational selves depends upon the social reward or status value of that attribute or role to the person in his reference group(s). The value of a trait or skill to a group is, in turn, determined by the task or goal success contributions it makes to the group. The value of a particular goal and its relevant roles and subselves will, in turn, vary with the value of that goal to the particular team or group within its larger athletic

teenage subcultures.

The basic notion expressed in this proposition is that the subself, athlete, or specific sports subselves (e.g., football self) become more or less highly valued aspects of total self in terms of the reward value accruing to the self as a whole. The proposition describes the perceived reference group value of the athletic role as the basis for the individual's subself valuing. His perception of reference group value will itself relate directly to actual reference group value. This assumes effective communication of the message and realistic perception of it.

A number of self processes and interpersonal self matrix factors limit this social determinance postulate, and prevent the "over socialized conception of man" criticized by Wrong (1961). These limitations have been summarized by Rose (1962) and are presented below. At this point it is sufficient to suggest that the person is a member and a changing member of many reference groups, subcultures and interpersonal matrices. This means that the teenager has a multiplicity of referent others who he can turn to for valuing subselves, such as football player, hockey player, and student. This builds a great deal of flexibility and freedom into the present conception of self. At the same time, the scheme provides direct theoretical and practical linkages between the self development, stability and change of the player, his significant others, and his reference group experiences.

Performance, Public Evaluation, and Athletic Subself Evaluation--Proposition I_B: Self evaluation of an athletic self or self attribute

will vary directly with the person's perception of the referent other's (coach's) evaluation of that attribute; the person's perceived coach's evaluation will, in turn, vary directly with the other's actual evaluation; the other's actual evaluation will vary directly with the actual level or quality of performance.

Discussion. This postulate is the central notion of the social interactionist perspective, and is presupposed in each of the other propositions of the theory. Because of its theoretical centrality, some discussion is required here, and a more extensive elaboration is given in the following chapter.

The postulate is a circular, causal notion sometimes labelled the "self fulfilling prophecy", or the "Pygmalion" effect (Rosenthal and Jacob 1968). The ancient notion was central to Mead's work and has been formalized by Sherwood (1962) and Kinch (1963).

It contends that the way a person (in this case an athlete) views himself as an object (his self image or self perception) determines how he will act towards himself and how he will utilize his body in activity. His self perception becomes a "plan" (Miller, Galanter and Pribram, 1960) or "truncated act" (Mead, 1934), which the performer uses in constructing cybernetically his behavior. Brookover's work (1962) has demonstrated the high correlation between self concept and actual achievement or performance. His work, among many others', substantiates the notion that the way the performer perceives his self in that performance causally predicts the actual performance. Thus, the use of the term "self fulfilling prophecy". As Rose (1962) demonstrated, a negative total self evaluation predisposes the person to

expect negative performance and failure, hence the negative self fulfilling prophecy. The athlete who fails regularly may do so in part because he perceives himself in a negative light, and as a failure in that activity.

The self evaluation, or more generally the self perception the athlete holds of himself, has been learned from his perceptions of how his coaches, fellow players, and reference or significant others see, evaluate, and describe him. If the social interaction and symbolic communication is direct and effective between player and referent others, this perceived public evaluation will correlate highly with the coach's actual evaluation of him. The basic notion here is that the athlete, and especially the young, inexperienced athlete who is dependent on the referent other for self information, will tend to vary his self perception to become congruent with that of his reference person or persons.

The final link in the circular, causal process is that the coach's perception of the person's performance will tend to correlate highly with the actual quality of that performance. This assumption may in some cases not hold, but generally speaking it follows. In cases where the player cannot observe his own performance accura (e.g., in diving), the athlete is very dependent on the coach for "feedback". Should the feedback not be objective, the great reference power of the coach manifests itself in an unrealistic perception of athletic self, perhaps leading in the negative form to athlete failure. The negative self fulfilling prophecy, or failure expectancy, may well get its start in an athlete with initially negative perceptions of

self fed back from an insensitive coach. The vital role the coach may play in providing both realistic feedback and aspiration levels, is discussed below.

The causal proposition thus states the determinance of the athlete's self perceptions through the social interaction and perceived evaluations of coaches and other reference publics. A number of factors qualify the extent of this social determinance of self image and the resulting behavior. A central factor arises from the degree to which the performer is dependent for performance feedback on a single communication source, or interpersonal self matrix.

The young or inexperienced athletic candidate or physical education student, is extremely susceptible to the evaluations of his leaders or teachers. Since the novice has not previously developed self attitudes relative to these subselves or attributes, these perceived evaluations may not be compared with previously learned significant other's evaluations. The experienced athlete, on the other hand, having previously established, reinforced self perceptions, is able to compare present feedback with his own direct perception of his present performance relative to that established self image. The experienced performer thus has a number of additional congruency strategies (Secord and Backman, 1964) he may employ, should he face incongruent feedback from a reference person. These strategies are discussed below

While this social determinance postulate is central to the basic notions of the interpersonal or interactionist view of self or personal formation, it is necessary to discuss a number of limitations or

qualifications that Mead (1934), Rose (1962) and followers have assumed. Far from proposing an "oversocialized conception of man" (Wrong, 1961), the symbolic interactionist position envisions a self that is continuously undergoing change. If anything, it offers more "freedom" to the personality than most of the biologically determined personality perspectives of intrapersonal psychology. For instance, unlike most psychological theories, the present perspective assumes that self change and socialization goes on throughout adult life (Brim, 1966).

Rose (1962: 14-15) suggests eight reasons why, despite the fact that man's personality development is based in cultural expectations, this does not mean a cultural determinism:

(a) Some human interaction is based on natural signs and hence, transcends specific cultures.

(b) Most cultural expectations are for ranges of behavior rather than specific behaviors. Turner's (1962) description of roles as "process" rather than "conformity" also speaks to this idea that roles set limits rather than particulars. Hence, in individualized self, performances are expected.

(c) Individuals in a culture are usually offered a range, or variety of roles and situations within which they have some freedom of choice, as to which roles and situations to enter. Different choices of social roles and situations may both result from, and cause different self images.

(d) Some cultural expectations are for variation rather than conformity. Innovation and creativity are rewarded, for example, in teaching, coaching and performing.

(e) Cultural meanings, unlike cultural values, indicate "possibilities" for behavior, not "requirements" for a certain kind of behavior.

(f) Culture, and especially the culture of a modern changing society, is comprised of many, often conflicting and inconsistent, subcultures. In this inconsistent cultural milieu the individual may choose between several meanings or expectations, synthesize

existing expectations, or create a new combination out of existing meanings.

(g) The self or "I" as Mead called it, if blocked in an action, may, through thinking, planning and recombining old behaviors, create a new behavior.

(h) Finally, although the symbolic interactionist does not incorporate biogenic and psychogenic influences into its theory, it does not exclude their possible influences.

All of these factors tend to limit the power of the social determinants, but do not in any way "nullify the importance of the basic assumption that all men are born into an ongoing society and socialized in some significant degree into behavior which meets the expectations of its culture" (Rose, 1962: 15).

Internal Self Congruency Organization, Athletic Self Evaluation and Total Self Evaluation--Proposition I_C: Total self evaluation, a resultant summation of the person's valued subselves and self attributes, will vary directly with the self evaluation of these valued subselves and self attributes.

Discussion. Following Sherwood (1962) and Miller (1962), total self evaluation is conceived as a resultant or summation of the person's self evaluation on his valued subselves or self attributes. Total self evaluation is analogous with such concepts as "self-esteem" (Coopersmith, 1959), or "self worth" (Rogers, 1959).

This is the core of the self or the residue of the valued self images which Mead (1934) termed the "I". Sherwood (1962) demonstrates successfully, two techniques for operationalizing total self evaluation. The first one is single self evaluation, on the attribute self confidence or self worth. A second method calculates a sum of all self

attributes, weighted according to this self value or coreness.

The present research utilizes Sherwood's first method, and also calculates an unweighted sum or total self evaluation of all subselves (athletic and non-athletic) in order to estimate the overall or average evaluation of self.

Internal Self Congruency Organization; Athletic Self Value to Total Self, Self Evaluation, and Self Utilization--Proposition I_D:

Self perception congruency maintaining processes result in self value, self evaluation, and self utilization, varying or relating positively with each other for athletic subselves and self attributes.

Discussion. This proposition postulates both correlational and causal positive interconnections between the amount the person will use a subself or attribute, the value he assigns to it, and his self evaluation of himself on that subself or attribute. Rosenberg (1965) has previously established high positive correlations between self interests' and attributes' utilization, value and evaluation in teenagers.

The notion has been best elaborated by Homans (1961). Thibaut and Kelly (1959) utilize a similar social behaviorist (social comparison) explanation of the process. The postulate, and Homan's explanation of it, contends simply that the person will participate in a role or activity, or utilize an attribute when it offers more payoff or reward than alternate activities or involvements. His integration of behaviorist reinforcement principles with elementary economics postulates a human organism that does a kind of rudimentary cost-benefit analysis, which compares the net benefits of a number of pos-

sible self involvements. The person, or in this case the athlete, chooses to participate in the activity which provides the greatest payoff. Orlick's (1972) analysis of early childhood sports participation and dropout utilizes a similar framework.

The predicted high positive correlation between athletic self utilization or involvement, self value and self evaluation follows directly from Homans' theorizing. The person chooses those roles and activities which get him the most payoff. If athletic roles have high social status, and hence high self value, and if he receives high positive reinforcements and evaluations of his performance, and hence high self evaluation of those subselves, he will tend to participate highly in those activities.

The Interpersonal Self Matrix; Congruency Strategies Relating Evaluation of Coach, Coach's Evaluation of An Athletic Subself and Athletic Self Evaluation--Proposition I_E: In order to maintain or regain interpersonal self matrix congruency, the person will adjust his evaluation of other and/or his perception of athletic self and/or his perception of the other's public evaluation of him, such that the three perceptions will vary or correlate directly with each other in their implied meanings.

Discussion. The review of literature presented Secord and Backman's (1961, 1963, 1964) formalization of the interpersonal self matrix and related self congruency strategies. It is sufficient here to suggest that successful or unsuccessful sports team tryout, involves a matrix where the coach's evaluation of the player is public knowledge. As such, it has considerable reference power (Stotland

Zander, 1957). Denial or misperception of this evaluation becomes less likely as a congruency strategy.

Athletic Subself Propositions

Athletic Subself Identity; Attribute Value--Proposition II_A: Through social interaction with referent others the athlete learns the group's valuings of various behaviors, characteristics and abilities as they relate to the group, and to the athletic role or subself.

Discussion. This postulate represents a subself application of proposition I_A and this involves the same general implications discussed relative to that postulate. However, a number of additional points require brief elaboration.

The attributes an athlete values as part of an athletic subself, he will have learned from various referent others in his sporting worlds--pro sports stars, parents, coaches and fellow players. His image of the ideal player will thus be constructed, both from general reference sources external to a specific team and from the ideals learned from coaches and fellow players in his team or activity groupings.

Thus, although all teams within a given sport would be expected to hold somewhat similar images of the ideal player, teams would vary depending upon the valued behaviors and characteristics their coaches, player models, and opinion leaders communicate. Intra team consensus on ideal player attribute valuing should be greater than cross-team consensus. Since ideal athletic role or subself characteristics would be related directly to team success facilitating attributes, team consensus on these attributes should relate to team cohesion and team

performance.

Athletic Self Evaluation--Proposition II_B: The self evaluation of an athletic subself or self attribute will vary directly with the athlete's perception of the coach's or other reference person's evaluation of his performance, and with the coach's actual evaluation of that performance--given that coach's evaluation will vary directly with the actual quality of performance.

Discussion. This postulate follows from proposition I_B and the discussion presented at that time relates to this postulate as well.

Internal Athletic Self Congruency Organization; Interrelatedness of Athletic Self Evaluation, and Change of Related and Unrelated Subselves--Proposition II_C: Subselves, including athletic subselves, are interrelated to the extent that they are comprised of common attributes. Inter subself evaluations and changes will vary directly with each other to the extent that they have common attribute elements.

Discussion. The present theory, with Sherwood (1962), assumes that through socialization, people learn to use the same cognitive categories and sets of categories with which to perceive and act towards the world. The present postulate assumes that, through socialization into the athletic subculture, the athlete learns the specific sets of attributes their coaches and teammates use in describing the role requirements and subselves of that specific sport and team.

These sport or activity specific attributes or elements may also be elements in other athletic or non athletic subself attribute sets. Sherwood (1962), Videbeck (1960) and Haas and Maehr (1965), among others, have demonstrated how the public evaluation change of one sub-

self will be generalized or transferred to other subselves to the extent that these two subselves have attributes in common. For example, if a teenager received negative public evaluation on some aspects of football (e.g., tackling), spread of effect would be expected to be generalized to rugby, but perhaps not to basketball which does not require tackling skill.

This postulate interacts strongly with the value propositions (I_A; II_A), which contend that more valued attributes and subselves will resist change more than non valued ones, because of the extent of interrelatedness with other attributes. This interaction effect will confound the spread of effect between situationally and role related selves.

Athletic Self Motivation; Aspired Self Evaluation Discrepancy and Self Fulfillment--Proposition II_F: The optimum athletic self aspiration discrepancy results from actual performance and from interaction in the athletic situation. Successful experience results in aspiration discrepancy reduction or self fulfillment.

Discussion. The social behaviorist assumptions taken in the present theory do not assume an inherent "self actualization" drive, as do Maslow (1954) or Rogers (1959). The present perspective assumes rather, that goals and aspirations are learned from behavioral experience.

The self perspective assumes that through observational learning (Bandura and Walters, 1963), or direct experience (Breer and Locke, 1965) the athlete establishes aspired levels of evaluation. Although he may possess an ideal self evaluation of the type Rogers

(1959) postulates, with Sherwood (1962), the present perspective contends that this ideal level of achievement does not have significant motivational force for the individual.

Instead, following Sherwood, an aspired self evaluation is postulated, which is arrived at through a cybernetic goal-setting process combining direct experience and achievement with the ideals perceived in sport stars. This aspired self evaluation, minus present self evaluation discrepancy, has motivational properties. In Mead's terms it constitutes a "truncated act" or plan for the anticipated performance. When the athletic goal is set realistically, it allows the athlete to achieve success, positive reinforcement and, hence, self fulfillment. Optimal aspiration discrepancy occurs when the experienced athlete, or the realistically coach-advised inexperienced athlete, takes into account his ability, skills and potential, and sets his goals such that success and, hence, rewards can be achieved.

IV. SUMMARY

Theoretical concepts were defined and propositions presented. These propositions were discussed where possible interaction with other factors required elaboration. It must be stressed that these propositions, while reasonably comprehensive in coverage, do not purport to exhaust the many possible applications of the perspective to sport and physical activity. In addition, it is necessary to state that, in the present form, the perspective must be considered as only the working papers for a developing theory and not as its formal form.

CHAPTER IV

METHODS AND PROCEDURE

This chapter begins with a statement of specific research hypotheses used in evaluating the theory. The methods used in developing the research instruments are then given, followed by operational definitions of constructs. The research setting and sampling procedure follows. Research design is discussed and procedures utilized are given. The rationale for the nonparametric data analyses used is presented. Instrument validity and reliability findings are then given. The chapter closes with a summary of the study's limitations and delimitations.

I. RESEARCH HYPOTHESES

Out of the literature and propositions relative to the interactionist theory of sporting self, a selected number of a priori research hypotheses were drawn in order to both pursue the practical problems stated in the opening chapter, and to begin the testing of the theory itself. This drawing of hypotheses from theory thus avoided the common social science practice of the ex post facto derivation of hypotheses from the same data used to test the hypotheses.

The problems explored and hypotheses tested in the present research, while substantial in number and scope, do not purport to exhaust the theory's propositions and their evaluation. Rather, the study attempts only to begin that task.

The research hypotheses studied in the "natural experiment" re-

ported here, are presented in their positive form under two main headings. The first section deals with tests of the perspective related to football self, as a component subself of the total self. The second section presents questions exploring the composition, organization and change of the football self itself. The sequence and numbering of hypotheses follows directly from the propositional numbering system.

Total Self Questions

Total Self Identity and the Value of the Football Subself--Proposition I_A:

Hypothesis I_{A1}. Football candidate groups will value the football self more highly than nonparticipants.

Hypothesis I_{A2}. Participants and dropout groups, as part of the same candidacy group at precandidacy, will not differ as greatly on football self value as they do from nonparticipants. However, they are separable reference groups, and football total self value will be greater for participants than for dropouts.

Hypothesis I_{A3}. Groups from the more successful school will value the football role and subself more highly than those from the less successful school.

Hypothesis I_{A4}. The participant group, having experienced a positive change in social status, will increase the total self value of football self as a result of successful candidacy; dropouts will decrease football total self value; while nonparticipants will show little change.

Football Candidacy, Performance, and Football Self Evaluation--Proposition I_B:

Hypothesis I_{B1}. Football self evaluation of candidate groups will be greater than that of the nonparticipant group.

Hypothesis I_{B2}. Post candidacy football self evaluation for the successfully performing participant group will be greater than that of the unsuccessful dropout group, who have received negative public evaluation.

Hypothesis I_{B3}. The more successful school's participant group will be greater in football self evaluation at post candidacy, than that of the less successfully performing school's participant group.

Hypothesis I_{B4}. Post candidacy football self evaluation will increase for the successfully performing participant group, and decrease for the dropout group.

Football Self Evaluation and Total Self Evaluation--Proposition I_C:

Hypothesis I_{C1}. Participant group post candidacy increased football self evaluation will be accompanied by increased total self evaluation, while dropouts' decreased football self evaluation will be accompanied by decreased total self evaluation.

Intra Self Organization; Total Self and Football Self Value, Evaluation and Utilization--Proposition I_D:

Hypothesis I_{D1}. For all subjects the level of utilization of a subself or attribute will vary directly with the self value of that subself or attribute.

Hypothesis I_{D2}. For all subjects the level of utilization of a subself or attribute will vary directly with the self evaluation assigned to it.

Hypothesis I_{D3}. For all subjects the self value assigned to a subself or self attribute will vary directly with the self evaluation of that subself or attribute.

The Interpersonal Self Matrix; Congruency Strategies Relating Evaluation of Coach, Coach's Evaluation of Football Self and Football Self Evaluation--Proposition I_E:

Hypothesis I_{E1}. Successful football candidates will evaluate the coach more highly on fairness and judgment than unsuccessful candidates, at post candidacy.

Hypothesis I_{E2}. Successful football candidates will increase their evaluation of the coach over time, while the unsuccessful dropout group will devalue the coach at post candidacy.

Control Hypothesis I_{E3}. Dropouts who value the football self highly will also evaluate themselves and their coach more highly than those who value it less highly.

Control Hypothesis I_{E4}. Dropouts who value football highly will utilize different congruency strategies from low football value dropouts.

Control Hypothesis I_{E5}. High total self evaluation dropouts will evaluate both football self and the coach more highly than those who are low on total self evaluation.

Control Hypothesis I_{E6}. High total self evaluation dropouts will, following unsuccessful candidacy, demonstrate different congruency strategies than low total self evaluation dropouts, in regaining congruency.

Football Self Questions

Football Self Identity; Attribute Value--Proposition II_A:

Hypothesis II_{A1}. Football team perceived coach's valuing of selected attributes, for the identity of the ideal football player, will agree more closely with the coach's actual valuing over the season.

Hypothesis II_{A2}. Football team consensus will increase with increased communication over time.

Hypothesis II_{A3}. Team consensus on the ideal player identity will vary directly with success.

Hypothesis II_{A4}. Over time, the participants' perception of the coach's ideal football player identity will become more congruent with the coach's actual ideal football player valuing.

Hypothesis II_{A5}. The more successful school team will demonstrate higher player-coach agreement on ideal player identity than the less successful team.

Football Self Evaluation--Proposition II_B:

Hypothesis II_{B1}. At post candidacy, successful participants will demonstrate higher football related attribute evaluations than unsuccessful dropouts.

Hypothesis II_{B2}. Successful candidates will increase their football related attribute evaluations over time, while unsuccessful candidates will decrease these evaluations.

Hypothesis II_{B3}. The difference between actual and perceived coach's evaluation will be less for the more successful team than for

the less successful team.

Hypothesis II_{B4}. The difference between actual and perceived coach's evaluation will decrease over time for participants.

Hypothesis II_{B5}. Changes in football self evaluation of an attribute vary directly with changes in perceived coach's evaluation of that attribute.

Self Evaluation and Organization; Interrelatedness of Attribute Sets: General Football Self, Position Specific Football Self, General Athletic Self, Unrelated Self, and Total Self--Proposition II_C:

Hypothesis II_{C1}. Successful or unsuccessful team candidacy and the resulting increased or decreased football self evaluation will spread its effect to other attribute sets and subselves. This spread of treatment effect will occur on a gradient from greater change for more related subselves to lesser change for less related subselves.

Hypothesis II_{C2}. Highly position-specific football attributes will change less than general football attributes.

Self Aspiration and Self Fulfillment--Proposition II_F:

Hypothesis II_{F1}. The unsuccessful dropout will demonstrate a greater aspiration discrepancy than the successful participants.

Hypothesis II_{F2}. Successful candidates will experience greater self fulfillment (greater aspired self minus self evaluation discrepancy reduction) than unsuccessful candidates.

Hypothesis II_{F3}. Less successful team members will demonstrate greater aspiration discrepancy and less self fulfillment than members of the more successful team.

II. INSTRUMENTATION

Development

In the development of the questionnaire, as with all aspects of methodology, technique derived directly out of the theory and methodology of the symbolic interactionist perspective. Although Mead's (1934) social behaviorism is theoretically fundamental and intuitively appealing, its research methodology has been relatively slow in development (Kuhn, 1964). Thus, the present instrument techniques, although following in the Meadian tradition, involved some exploratory aspects.

The theory indicates that, as social group actors, football team players and coaches collectively and actively construct their images of such aspects of their team's social reality, as concepts of the ideal football player, and perceptions of selves as players and coaches.

Theoretically consistent measurement of these individual and team identities could not be validly made using standardized personality inventories. From the symbolic interactionist viewpoint, use of these devices ignores the highly role specific and situational nature of an individual's impression of social group experience.

The self rating questionnaires were developed in such a way as to allow the teenage football players to use their own words and categories in describing and rating themselves as players. A pilot study was carried out in late August of 1971, the findings of which provided the basis for the final instrument, "A Self-Rating Inventory of Football Player Attitudes" (Appendix B).

The pilot study questionnaire "Football Player's Interests and Attitudes Inventory" (Appendix A), was designed to determine the beginning teenage football player's non football interests, his words describing the football player image, his reasons for quitting football and his images of the ideal coach. The members of three Bantam football teams, playing in the Edmonton Husky League, were administered this questionnaire during the tryout period of the 1971 season. These 102 boys ranged in age from thirteen to sixteen years, in educational level from grades eight to ten, and represented a broad variety of socio-economic and ethnic backgrounds. Their definition of the football player qualities and other variables were felt to be a valid representation of these realities for the teenage boy entering grade ten and trying out with the Junior team. The qualities and interests listed most frequently by the Bantam players formed the core of the attributes to be used in the instrument utilized in the thesis proper.

The pilot study also provided an opportunity to determine the suitability of the ten point, unipolar, self rating scales for use with teenage boys of this type. This feedback allowed for several small improvements in method. Generally, however, it supported the notion that this type of instrument was suitable for this level of maturity. The pilot project confirmed the findings of Sherwood (1962) and Haas and Maehr (1965), that self rating scales of the type used in the present study provide valid and realistic indicators of self attitudes. The results of a study of the test-retest reliability of the questionnaires are presented below.

A second instrument, "The Coach's Football Player Inventory"

(Appendix C) was developed to operationalize both the coach's player evaluation and the coach's valuing of selected attributes for his ideal football player identity.

Operationalizing Constructs

The "Self-Rating Inventory of Football Player Attitudes" (Appendix A), was composed of six sections. Section A asked for personal, athletic history, and demographic data in order to compare sample group backgrounds. Section E, "Reasons Why Boys Quit Football" asked respondents to assign a rank to the ten reasons given; rank of one indicating the most important reason. The reasons listed were obtained from responses given in the pilot study, and were felt to represent reasonably well the essential reasons why boys drop out of football. Section F, "How You See Your Coach" sought the subject's rating of his coach. A rating of ten indicated the highest possible rating on that attribute. Two attributes, "Fairness" and "Good Judge of Ability" were included and utilized in data analysis to test the part of the theory which predicted that the successful and unsuccessful tryout groups would revalue the coach differentially following team selection.

Sections B, C and D of the questionnaire measured aspects of self, the primary dependent variable. Section B operationalized Total Self, Football Self and other subselves. C measured Football Self. D provided the player's perception of the Coach's Ideal Football Player and the Coach's Public Evaluation of the player.

Each of these three sections utilized the same type of self rating scales. Each section provided the subject with a list of self dimensions or self qualities. These self dimensions were words des-

cribing activities and interests, or were adjectives defining personal qualities or abilities derived from the pilot study.

The importance to self of each of the self dimensions was obtained by having the subject assign each item of the list of attributes a self value from one to ten. A value of one indicated least importance to self. The assignment system, an integration of the techniques used successfully by Sherwood (1962), French and Kahn (1962), and Kasl and French (1962), involved placing each item in a blank "importance" space adjacent to a ten point rating scale (Appendix B). The blanks were arranged on the scale, increasing in importance from one to ten, with two blank spaces provided at each level. Thus, a respondent could assign up to a maximum of two self dimensions to each importance level for Total Self (Section B) and up to three per level for Football Self (Sections C and D). The value of each item to the coach was assigned a rating in the same manner.

All of the self identity components, involving rating of self, were measured on a ten point numbered scale. Each numerical level was also represented by a descriptive phrase suggesting the verbal meaning of each level. This system of self rating scale, previously successful with similar subjects (Maehr, Mensing and Nafzger, 1962; Haas and Maehr, 1965), was assumed and found to be consistent with the teenagers past experience with, and expectations of, grading in the school environment. The results of both the pilot investigation and the present reliability study tend to validate this assumption, that the self rating system was amenable for use with this maturity level. While the form of the rating system was constant for all evaluative aspects

of the Inventory, the mark or symbol was varied to di erentiate each self component.

Section B of the Player Inventory included twelve items to represent the male teenager's Total Self Identity. Twelve interests and activities, derived from the pilot study findings, were assumed to reasonably represent the broad universe of interests of the teenager's culture, and cognitive world. In addition to valuing each item for its importance to him as a total person, the subject was asked to rate himself on that activity or quality. Finally, the respondent indicated the extent to which he participated in, or was involved in, that activity or interest. Descriptive phrases indicating degrees of participation were placed adjacent to the ten numerical levels. This procedure wa identical with the system used in the self rating components and proved satisfactory.

Section C, Football Self, presented subjects with a list of eighteen attributes which subjects were asked to assign to the ten levels of importance. In this section, however, up to a maximum of three items could be assigned at each level.

In order to study and test the interrelationships and grouping of attributes within the total self in terms of their role or subself sets, the eighteen attributes were selected and assigned to represent four subselves. The first group of attributes were picked to represent attributes valuable to all football players (General Football Self), while a second set was chosen to represent specific position requirements (Position Specific Football Self). A third set of attri-

butes represented General Athletic Self while a number were selected for the Unrelated Self. The seven items in the first grouping, and the three used for the second group were derived from the pilot study. The former group items included Blocking Ability, Courage, Determination, Pride, Confidence, Tackling and Toughness. The latter, role specific items, were Kicking Ability, Passing Ability and Receiving Ability. It was thus assumed that these items validly represented the teenager's definition of the reality of the football self. The five items included in the General Athletic Self group (Athletic Ability, Body Build, Physical Fitness, Running Ability, and Strength) were also obtained from the pilot study, and were selected to assess the teenage boys general perception of himself as a physical, athletic being. The three items in the Unrelated Self group (Good Looks, Popularity, and Intelligence), were selected and assumed to represent aspects of self unrelated to the football self.

In order to measure the Aspired Self, subjects were asked to indicate that level of rating which, given their view of their potential, they realistically strived for or aspired to. Subjects were also asked to rate or evaluate their present level of each quality or ability, to provide a measure of the present Self Evaluation.

Section D of the Inventory measured the subject's perception of how his coach would value the eighteen qualities in Section C to his image of the ideal football player (Perceived Coach's Ideal Football Player Identity). Here the same operation was used as for the subject's self value rating, except that the subject was told to rate

items in terms of how he imagined the coach would value them.

A second question in this section asked the subject to indicate how he imagined the coach would rate him on each item. This measure, the Perceived or Reflected Coach or Public Evaluation, used the same rating scales and system as the Self Evaluation operation.

The Coach's Football Player Inventory operationalized additional components of the football self. A first question asked him to carry out the valuings for the eighteen Football Self items presented in Section C of the Player's Inventory. This operation provided an actual description of the Coach's Ideal Player Identity of the eighteen items. A second question obtained the Coach's Actual Public Evaluation of each player on ten items. These items were Blocking, Courage, Determination, Receiving, Pride, Running, Self Confidence, Strength, Tackling, and Toughness, and were selected as prime representatives of Football Self.

In all cases, the arrangement of self dimensions was alphabetical, and it was assumed this standardization made any degree of response set constant across all administrations of the test.

In order to increase the probability of honesty in self description and self evaluation, the researcher stressed the importance of the research to the improved knowledge about sports participation. He also impressed subjects with the confidentiality of responses. In this way, it was hoped to control somewhat for response set arising from social desireability. At all administrations subjects were asked to "work on their own" and respond "as if you were only giving the answers to yourself...not to anybody else" (Kuhn and McPartland, 1954).

Even though the questionnaire items had been derived from their peers in order to reduce any "closed" aspects of the inventory, subjects were asked to add to the importance blanks any additional self items which were important to them. Since this was done in only a very few cases, and since the responses added nothing of theoretical or practical importance to the study, they were eliminated from the analysis.

Each inventory section and question was introduced such that the subject knew clearly which frame of reference or perspective he was to use in answering. Thus, for self evaluation, self valuings and all aspects of self identity, the subject was cautioned to answer only in terms of "how you see yourself". For the perceived or coach's value and perceived coach's evaluation, he was urged to "indicate how you think your coach would feel about this".

III. OPERATIONAL DEFINITIONS

Theoretical and methodological concepts were defined operationally as follows:

Candidate. Candidate refers to the individual trying out for, or attempting to gain a position on the Junior high school football team.

Participant (Part). Participant refers to the successful candidate who becomes, and remains a member of the team throughout the competitive season.

Dropout (DO). Dropout refers to the team candidate who voluntarily withdraws from team candidacy, and thus remains with the team only during the initial tryout stages.

Non Participant (NonP). Non participant refers to the individual who is not a candidate, or is not trying out for a football team.

Precandidacy (AC). Precandidacy operationally refers to the week immediately prior to football team tryout.

Post Candidacy (PC). Post candidacy operationally refers to the week immediately following football team tryout.

Post Season (PS). Post season operationally refers to the week immediately following the last Junior football game of the season.

General Football Attribute. General football attribute is operationally represented by a word used by the teenager in perceiving or defining the personal traits and performance abilities related to the general requirements of the football player.

Unrelated Attribute. An unrelated attribute operationally defined, is a word used by teenagers to describe traits and abilities seen by them to be unrelated to the football player.

Position Specific Football Attribute. A position specific football attribute is operationally represented by a word used to perceive or identify traits and/or abilities related to the requirements specific to football team roles or positions.

General Athletic Attribute. General athletic attribute refers to a word used by the teenager to define the characteristics of the person who is proficient in many sports, i.e., an all round athlete.

Attribute Self Value. The self value of an attribute refers to the individual's perceived importance or coreness of an attribute to his total self identity or to a sub identity. In this study, an attribute's importance is operationally defined as that rank value the person assigns, on a ten point scale.

Referent Other (Public). Referent other refers to those significant others, individual models and reference groups from which the person learns his perceptions and definitions of self, other, and social reality.

Attribute Evaluation. Attribute evaluation refers to the judgment, or rating of the level or quantity of an attribute a person (self or other) is seen to possess. In this study, this evaluation is represented by a rating on a ten point scale.

Self Evaluation. Self evaluation refers to the person's rating or evaluation of himself on a self attribute.

Person or Self Perception Attribute. Person or self perception attribute refers to a personal quality, interest, activity, or performance characteristic utilized in perceiving or defining the person, either self or other. In this study, these attributes are represented by those words teenage males use to perceive and identify

their peers. Operationally, they are represented on ten point, unipolar, unidimensional scales.

Aspired Evaluation. Aspired evaluation refers to that level of evaluation towards which the person feels he can realistically aim.

Self Aspiration Discrepancy. Self aspiration discrepancy refers to the difference between self evaluation and aspired evaluation on an attribute.

Self Fulfillment. Self fulfillment refers to the reduction of the self discrepancy.

Attribute Utilization. Attribute utilization refers to the perceived extent of usage of, or participation in the interest, activity, or quality described by the attribute. Utilization in this study refers to the person's rating on a ten point scale of the extent of his involvement in or usage of that attribute.

Total Self Identity. Total self identity refers to the composite set of subselves and personal attributes the person uses in defining or perceiving himself as a total person. In this study, total self identity is defined operationally by the value rank profile of the twelve subidentity attributes.

Total Self Evaluation. Total self evaluation refers to the persons overall rating or assessment of self as a total person. Operationally, in this study total self evaluation refers to the sum of the self attribute evaluations on each of the valued attributes and subselves.

Subself. Subself refers to that set or collection of attributes the person uses in defining the self in a particular social role or category.

Football Self. Football self refers to that composite or set of self attributes perceived by the person to be important to the football player role. Operationally, in this study, it refers to the person's relative importance valuings of the variety of eighteen attributes presented.

Football Self Value. Football selve value refers to the relative value of the football self to total self, when compared with other role or subselves. Football self value refers operationally to the person's relative valuing of football self on the ten point value scale.

Football Self Evaluation. Football self evaluation refers to the level of ten point evaluation the person assigns to his football self.

Referent Other's (Coach's) Actual Player Evaluation. Coach's

actual player evaluat[illegible] refers to the level of ten point evaluation the coach actually as[illegible]s to a player on an attribute or subself.

Perceived or R[illegible]lected Referent Other's (Coach's) Actual Player Evaluation. Perceived coach's player evaluation refers to the person's perception of how the coach would evaluate the player on an attribute or subself.

Referent Other's (Coach's) Actual Ideal Player Identity. Coach's actual ideal player identity refers to the ten point value rating the coach actually assigns to each of eighteen person attributes presented as possibilities for the football self.

Perceived Referent Other's (Coach's) Ideal Player Identity. Perceived coach's ideal player identity refers to the person's perception of how the coach would value each attribute to the ideal football identity.

General Football Self. General football self refers to the group or set of seven general football self attributes utilized to operationalize this construct.

Position Specific Football Self. Position specific football self refers to the set of three position specific football attributes used to operationalize this construct.

General Athletic Self. General athletic self refers to the set of five general athletic attributes utilized to operationalize this construct.

Unrelated Self. Unrelated self refers to the set of three football unrelated self attributes utilized to operationalize this construct.

IV. RESEARCH SETTING AND SUBJECTS

The "natural experiment" to be presented here was conducted during September and October of 1971 in Edmonton, Canada. In design, the investigation was a longitudinal study. The research involved repeated observations of the self identity ratings of three groups of subjects over the period of the Edmonton High School Junior Football League season.

Three groups of thirty-eight male subjects were selected from two schools (S_1 and S_2). Subjects were equally divided between the two high schools, one a Roman Catholic (S_1) and the other a non-denominational public school (S_2). The nonparticipant (NonP) control group was randomly selected from the grade ten and eleven physical education classes at the two schools. The team participant (Part) and team dropout (DO) groups were selected from the total population of boys who initially turned out with the two teams. At the initial testing ninety-six candidates completed the inventory.

Field or "quasi-experimental research" presents many design challenges. However, longitudinal studies of this nature present magnified attrition problems for the investigator (Goldfarb, 1960: 128-136). In this study, when subjects did not appear for a repeated administration of the questionnaire, two followup attempts were made--the first through the coach or physical educator, the second by phone. The unresponsive subjects were then dropped from the sample. Of the ninety-six candidates who initially filled out the inventory, approximately seventy-two percent of those who became dropouts correctly completed both tests, while three other subjects incorrectly filled out one of the questionnaires. Eighty-four percent of the initial candidate group who became team members correctly completed all three tests.

Self selection influence, resulting from subject attrition, could have potentially biased the sampling of dropouts. It is possible that the more acquiescent dropouts could have been more cooperative in completing the post candidacy (PC) rating.

Nonparticipant control subjects, however, similarly had little reason for cooperating. While the possibility of some response acquiescence bias must be acknowledged, this factor affected all groups and was not felt to have seriously affected the results. In order to equalize sample size following dropout (DO) group subject attrition, participant and nonparticipant cases were discarded randomly.

Demographic data for each of the groups and schools is presented in the following chapter. The sample was found to be representative of the diverse ethnic and socio-economic composition of the Edmonton area. While some differences between schools and groups were found, these also represent actual population differences, and were not felt to influence the experimental outcomes.

It was felt that the football team tryout situation represented an excellent opportunity to comprehensively test self identity theory, in a naturally occurring case-study. Originally, it was hoped to be able to include a third experimental treatment condition--that of player "cutting". Since Junior teams do not carry out this practice, this treatment level was dropped. It was felt the remaining two conditions--successful tryout, and failure or dropout would provide a sufficiently strong treatment effect to validly test the theory.

V. RESEARCH DESIGN

The investigation took the form of a controlled investigation or "natural" or "quasi" experiment (Campbell and Stanley, 1966). French (1950) and Blalock (1966), as well as Campbell and Stanley have written extensively on both the utility and potential shortcomings

of field experimentation. At this beginning stage of application of social psychological theory, it was felt that the advantages of the controlled demonstration aspects of field experimentation, far outweighed small reductions in control and randomization.

As Kurt Lewin has pointed out,

> Although it appears to be possible to study certain problems of society in experimentally created smaller laboratory groups, we shall have also to develop research techniques that will permit us to do real e.. riments within existing 'natural' social groups. In my opinion, the practical and theoretical importance of these types of experiments is of the first magnitude (Lewin, 1951: 164).

The study design was an incomplete 3 x 2 x 3 fixed effects model with repeated measures on the last factor. The design was an integration and extension of two separate models employed successfully by Sherwood (1962) and by Haas and Maehr (1965) in field experiments. The three levels of the first treatment factor, football team participation, were: successful team tryout and participation (Part), nonparticipation (NonP), and unsuccessful team tryout or dropout (DO). The two levels of the second treatment factor were: school one (S_1) and school two (S_2). The final, repeated measures factor, questionnaire completion trials, had three levels; precandidacy (AC), post candidacy (PC), and post season (PS). No post season questionnaire was administered to the dropout group, hence the factorial design was incomplete for that cell. This decision was made as a result of experience gained during the pilot study. Dropouts were not accessible beyond time two.

The dependent variables used in this study were: total self identity, football self identity, reasons for quitting football,

player's evaluation of the coach and his concept of the ideal football player, and coaches' ratings of players. Each major dependent variable was comprised of a number of subcomponents given in the hypotheses and operational definitions above.

VI. PROCEDURE

A self identity, self rating questionnaire (Appendix B) was administered to each of three subject groups: football participants (Part), nonparticipants (NonP), and dropouts (DO), during the first week of school in September, 1971. The participants and future dropouts (as yet undifferentiated) were given the questionnaire together at the first team meeting prior to the football season. The nonparticipants or control subjects were administered their precandidacy (AC) questionnaire during a physical education period. The second (post candidacy) administration took place under similar conditions during the week following the first league game, and thus, after the team selection and dropping out had occurred.

A final, post season (PS) administration was given to each of the participant (Part) and nonparticipant (NonP) groups under the same conditions during the week following the last game. No post season administration was given to the dropouts (DO). At this time, the Head Coach of each team was given his player rating and identity questionnaire (Appendix C). Thus, only post season Coach's Ideal Player Identity and Coach's Actual Player Evaluations were taken. Although it would have been methodologically ideal to have the coach rate at all three time periods, practically speaking, he could not provide that

amount of assistance.

VII. DATA ANALYSIS

Rationale for the Nonparametric Data Analysis

All data, except that dealing with demographic description of subject groups were processed nonparametrically. Demographic and personal data, such as age, height and weight, which were clearly interval in quality, were summarized using means and standard deviations.

All other data was derived from the ten point unipolar scales described above. Although several authors (e.g., Haas and Maehr, 1965) have assumed these types of scales to be of interval quality, no direct test of that assumption has been made. The present investigator did not make that untested assumption, but rather assumed only that they are of at least ordinal level.

Thus, following Siegel (1956: 18-34) the decision was made to process the data nonparametrically. This mode of data analysis avoids the common, if somewhat empirically questionable, practice of processing ranked data parametrically. In taking this more conservative course, the researcher assumed only that the data was of at least ordinal level and that observations were independently drawn. It was not necessary, as in the case with parametrics, to assume additionally that observations were drawn from populations of normal distribution and equal variance, and that effects were additive.

The relatively slight loss of power (estimated by Siegel at 5 - 10%) was felt to be adequately compensated for by the increased ability to generalize results. The sample sizes used was also felt to

compensate for this small power-efficiency loss. Power-efficiency estimations for each statistic used are given below.

Testing Research Hypotheses

The general rationale and procedure for hypothesis testing presented in Winer (1962) and summarized in Siegel (1956), was utilized in the present study. Research hypotheses were not stated in the null form. Rather, specific alternative hypotheses were given. Although the standard rationale relative to definition of Type I and Type II errors, and significance level setting was followed, presentation of results avoids the terminology of the classical null-hypothesis test. Instead, results are discussed relative to the positively stated "alternative" research hypotheses.

Research hypotheses were deduced from theory and stated a priori. Thus, specific group and repeated measures comparisons were made, without reference to the a posteriori rationale of testing specific comparisons only after significant difference has been found for the groups overall. This is the procedure recommended both by Winer (1962: 85) and Siegel (1956: 159).

Because, in most hypotheses, specific directional predictions were made, one-tailed testing was used in assigning probability to findings. Significance is reported in terms of whether the findings reach .05, .01, .005 or .001 levels. The reader is thus able to assess the results relative to personally preferred levels. The present investigator set the level of significance at .05. This was judged to be the minimum acceptable level of significance congruent with his estimation of the relative costs of Type I and II errors.

Description of Statistics Utilized

The Kendall Rank Correlation Coefficient: The Kendall Rank Correlation Coefficient (tau) was used in both the questionnaire test-retest reliability study, and in determining the degree of association between elements within the self. Siegel (1956: 213-223) indicates tau is a valid measure of correlation between two sets of ranked, ordinal level data. Its sampling distribution under the null hypothesis is known, and is thus subject to tests of significance. For n's of more than 10 the table of z is used for significance tests.

The Kendall tau is equally powerful with Spearman's rank correlation coefficient. When used on data to which the Pearson product-moment is properly applicable, it has a power-efficiency of 91 percent (Siegel, 1956: 233).

The Kendall Coefficient of Concordance (W): Kendall's W was used to measure the relation or association among [illegible] rankings of the value of selected attributes for the ideal football player image (Siegel, 1956: 229-238). In a sense it may be conceived as an extension of the correlation coefficient.

Significance of W may be tested with the chi square [illegible] distribution of W for n's of more than 20.

The Friedman Two-Way Analysis of Variance by Ranks: Where hypotheses were concerned with an evaluation of changes over the three repeated measures tests were made with the Friedman Two-Way Analysis of Variance. The Friedman test is suitable for ordinal data used with repeated measures or matched groups. All data are ranked and sums of

ranks are calculated for each time. Differences between sums of ranks for n's of greater than 9 are tested for significance with the chi square distribution. Siegel (1956: 172) reports that the power of the test closely approximates the F test.

The Wilcoxon Matched-Pairs Signed-Ranks Test: Where a priori predictions called for statistical comparison of repeated measures on the same group, the Wilcoxon Matched-Pairs Signed-Ranks Test for ranked data was used. This test ranks intertest differences and then sums these positive and the negative differences. These negative and positive sum of ranked differences are compared. A probability distribution for n's of 25 or less is provided in Siegel. For n greater than 25 the table of z is used. Siegel (1956: 83) reports the Wilcoxon test to have a power-efficiency of 95.5 percent when compared with the t. test.

The Mann-Whitney U Test: When independent group comparisons were required from a hypotheses, the test was made with the Mann-Whitney U test. With ordinal data or better, the U test may be used to determine whether two independent groups have been drawn from the same population. For samples of more than 9, data is ranked for both groups. The U is calculated as the number of scores of one group whose ranks precede the scores of the other group. U statistics are converted into z scores and their probability determined. Where the number and length of tied ranks are excessive, a correlation factor may be used. The calculation of a corrected z score usually results in slightly more significant findings. Siegel (1956: 125-126) recommends that no correction be made unless tie lengths are excessive.

The present investigator has followed Siegel's recommendation. Mann-Whitney scores thus may tend to be slightly conservative.

The Mann-Whitney U test is one of the most powerful of nonparametric statistics. Siegel (1956: 127) reports power of 95.5 percent.

VIII. INSTRUMENT VALIDITY AND RELIABILITY

Validity

No explicit, separate, external validity study was made of the instruments as such. However, the development techniques used, the relatively high level of hypothesis confirmation of the results, and the high degree of correspondence between the expert judges'(the coaches) evaluations of players and the players self evaluation provide strong evidence that the instrument satisfied validity requirements for an exploratory investigation of this nature. Three major aspects of validity were confirmed.

The methods used in their development ensured that the instruments would meet the face validity criterion. The self dimensions and reasons for quitting football employed in the Inventory, were derived from the pilot study, and represent the actual words teenage boys used to describe the football player role. The items used in measuring total self were those obtained from teenagers answers to the question, "What do teenage boys do in the fall of the year, besides playing football?"

Further confirmation of face validity, and evidence of the convergent validity of the instrument, was the significant consensus among team participants on the importance of attributes to their foot-

ball self. Kendall coefficient of concordance final measures for the teams were .55 and .46, a moderate, but significant measure of convergent validity (Table 1). Interteam concordance coefficient differences also correspond highly to several other indicators.

The basic question of the validity of an instrument is the degree to which its measures concur with "actual state of affairs". External validation of this instrument, thus, would have involved having an independent expert-judge rate each subject on the Inventory's attributes, and then determining the correspondence between the self ratings and the expert ratings. In having the coach rate the players and determining a difference measure between this actual coach's rating and player's perceived coach's rating, we have a direct external validity measure for selected portions of the instrument. The degree of correspondence of these is indicated in Table 2.

The close and increasing correspondence between coach's actual ratings and perceived coach's ratings suggest a high degree of external validity for the instrument. Many other items of the instrument (e.g. Coach's Actual Ideal Player Image and Perceived Coach's Ideal Player Image), similarly indicate a high level of external validity. These results will be presented in Chapter V.

A final overall indication of the validity of any instrument, "...is the degree to which empirical predictions, based on the theory from which the instrument was derived, are supported" (Sherwood, 1962: 120). In this regard, general support for the construct validity of both the theoretical model and the instruments used to operationalize it is provided by the relatively high degree of statistical confirm-

TABLE 1

CONCORDANCE COEFFICIENTS FOR FOOTBALL SELF VALUE OF ATTRIBUTES FOR PARTICIPANT TEAMS BY SCHOOL

Team	Preseason	Season	Post Season
School S_1	.502***	.440***	.537***
School S_2	.244***	.364***	.466***

*** P $\leq$ .001 (one-tailed test; n=19)

TABLE 2

CHANGES IN COACH'S EVALUATION MINUS PERCEIVED COACH'S EVALUATION DISCREPANCIES ON SELECTED ATTRIBUTES: SUM OF RANKS AND FRIEDMAN STATISTICS FOR PARTICIPANTS

	Sum of Ranks			
Attribute	Preseason	Season	Post Season	Friedman Statistic
Blocking	89.50	72.50	66.00	7.75*
Courage	95.50	72.00	60.50	16.75***
Determination	95.00	72.50	60.50	16.14***
Receiving	81.50	75.50	71.00	1.46
Pride	98.50	77.00	52.50	27.88***
Running	85.00	72.00	71.00	3.21
Confidence	93.00	75.50	59.50	14.78***
Strength	87.00	78.00	63.00	7.74*
Tackling	90.00	74.00	64.00	9.05*
Toughness	96.00	71.50	60.50	17.38***

* P $\leq$ .05; ** P $\leq$ .01; *** P $\leq$ .001 (one-tailed test; n=38)

ation of the predictions in this study. This data is displayed in Chapter V.

Reliability

An independent test-retest reliability study was carried out on the Total Self Identity instrument over a two week period in June of 1972. Subjects for the study were forty grade ten boys very similar to those used in the thesis proper, and otherwise unconnected with this research.

The reliability coefficients are given in Table 3 for Kendall's Rank Correlation Coefficient. Reliabilities are all within the acceptable range, and are slightly higher than those found by Schulberg (1961) using pairs of adjectives over a two week period (Pearson r = .78), and Sherwood (1962) under similar circumstances (Pearson r = .75 - .84).

TABLE 3

MEANS AND RANGES OF RELIABILITY COEFFICIENTS FOR SELF COMPONENT MEASURES FOR RELIABILITY GROUP

	Kendall tau	
Measure	Range	Mean
Self Value	(.65-.95)***	.85***
Self Evaluation	(.68-.96)***	.86***
Self Utilization	(.74-.90)***	.83***

* P $\leq$ .05; ** P $\leq$ .01; *** P $\leq$ .001 (one-tailed test; n=40)

IX. DELIMITATIONS AND LIMITATIONS

Delimitations

1. The sampling of subjects was delimited to grade ten and eleven male students in the Edmonton Separate and Edmonton Public School systems. The subjects ranged in age from fourteen to sixteen years. For all groups, approximately equal numbers of Catholic and Public school students were chosen.

Forty subjects were drawn for the reliability study from two schools in predominantly lower to middle class areas. The one hundred and fourteen subjects selected for the experiment itself came from similar socio-economic areas. An ethnic analysis of the samples indicated that its composition reflected adequately the multicultural nature of Edmonton.

The thirty-eight control subjects were randomly drawn from physical education classes in the same schools, and in the same ratio as the two treatment groups. Equal size samples were selected from both successful Junior Football team participants and from team drop-outs.

2. Sports participation in this study is delimited to the High School Junior Football Team experience, which extended from the first week of September until the end of October.

Limitations

1. In controlled investigations or natural, or "quasi" experimental work of this type; while the research benefits greatly from realism, some loss of control over possible influential variables may

occur. At this exploratory stage of development, it was felt that the field study approach was the most fruitful way to begin.

The "natural experiment", in this case a football candidacy, treatment variables (moderated as they are by the multiple variables of adolescent living) do not have the same strength as they do in the true experiment. Unlike Sherwood's (1962) sensitivity-training "natural experiment", where the subject group was removed from all other reference supports, in the present investigation the power of the successful and unsuccessful tryout treatment effect was moderated by other teenage involvements. This limitation, however, provides both a very realistic and a very rigorous test of the interactionist theory.

2. Longitudinal research of the type utilized here, typically suffers from subject dropout or attrition. This limitation could become more pronounced when repeated measures are attempted on dropout samples who are understandably inclined to be disgruntled with their football experience and who may resent being bothered. It was for this reason that the third measurement on the dropout group was not attempted.

The subject self selection factor at second testing may have constituted a potential moderate limitation of findings from that group. Standard followup calls at that time were pursued for all subjects, including the football dropouts. Self selected subject attrition from the dropout group could have influenced dropout findings in a number of ways. It was estimated, however, that any tendency to acquiescence which may have predisposed certain dropouts to cooperate in completing repeated questionnaires, would have affected the other sample groups to a fairly similar extent. For example, nonparticipants

who completed three administrations of the questionnaire did so with little "insider" motivation. Thus, the response set limitation, although a consideration, was not felt to be a severe one.

3. The Roman Catholic school team had the more successful won-loss record. Although no systematic bias was perceived to have resulted from this coincidence of religious variable with the team performance factor, this may be seen as a possible limitation of the study.

CHAPTER V

RESULTS

This chapter presents the statistical findings of data collected in the natural experiment. Results are presented under three major headings: demographic and athletic history data comparing subject groups; data testing hypotheses and propositions relating football self to total self and data evaluating hypotheses and propositions relating individual self perception attributes to football self and other subselves.

The rationale for, and description of, statistics used in correlational, longitudinal change evaluations, specific repeated measures evaluations, and specific group comparisons has been given in the previous chapter. Thus, the presentation of findings presented below assumes the rationale of statistics utilized, and proceeds directly with the description of results relative to research hypotheses.

I. DEMOGRAPHIC AND FOOTBALL HISTORY DATA

In order to describe the representativeness of the research samples vis a vis the Edmonton and Western Canadian population, group scores were determined on a number of demographic and football related factors. These scores are given here and summarized briefly. Because comparison of experimental groups was not a stated research problem of the present study, comparative remarks will be limited in nature.

Personal and Demographic Data

Comparative data on age, height, weight and father's Blishen

Occupational Status for schools within groups are given in Table 4. Although self selected from the same grade population, the findings bear out the expectation that participant and dropout samples tended to be older, taller and heavier than the nonparticipant groups. Little difference was found between participant and dropout groups. Inter-school differences within experimental groups were generally slight and unsystematic, although within the nonparticipant group, schools differed somewhat on weight.

While some variation on these factors occurred both between groups and between schools, this variation did not seem to suggest any systematic differences. This was best demonstrated by the between school differences within the dropout group. While one school subgroup exhibited the lowest overall occupational status, its counterpart in the other school scored highest overall.

Table 5 presents the comparative percentage distribution of ethnic backgrounds amongst schools within groups. Some variation between schools and groups was found, but given the relatively small n of the samples, little can be noted from this except that both schools' ethnic variation represented well the multicultural nature of Edmonton and Western Canada. One additional systematic interschool difference and one which was predictable, given that school S_1 was a Roman Catholic school and school S_2 was a non denominational one, is that the former showed consistently higher percentages of students from "Catholic" ethnic groupings, such as the south European cultures.

TABLE 4

AGE, HEIGHT, WEIGHT AND FATHER'S OCCUPATIONAL STATUS: MEANS AND STANDARD DEVIATIONS FOR SUCCESSFUL PARTICIPANT, NON-PARTICIPANT, AND DROPOUT FOOTBALL GROUPS

Group	School	Stat Item	Age (Yrs.)	Height (Ins.)	Weight (Lbs.)	Father Occupational Status (Blishen Index)
Part A_1	S_1	Mean	15.74	68.63	143.58	37.32
		S.D.	0.81	2.29	14.34	7.75
	S_2	Mean	15.74	68.37	145.95	40.63
		S.D.	1.15	2.48	17.68	9.42
NonP A_2	S_1	Mean	15.00	67.79	135.68	39.32
		S.D.	0.82	3.31	22.78	12.83
	S_2	Mean	14.74	66.79	125.74	36.89
		S.D.	0.65	3.10	19.91	9.89
DO A_3	S_1	Mean	15.42	68.26	145.89	32.95
		S.D.	0.51	2.23	19.47	4.88
	S_2	Mean	15.16	68.95	141.68	40.89
		S.D.	0.60	2.48	19.70	8.80

Designations: Groups: A_1 (Part)-Participants; A_2 (NonP)-Nonparticipants; A_3 (DO)-Dropouts

TABLE 5

FREQUENCY DISTRIBUTION (PERCENT) FOR ETHNIC BACKGROUNDS FOR PARTICIPANT, NON-PARTICIPANT, AND DROPOUT FOOTBALL GROUPS

Group	School / Ethnicity	Brit	Fren	Germ	Ukr	Pol	Scan	Ital	Port	Neth
Part	S_1	21.1	21.1	21.1	10.5	15.8	0.0	10.5	0.0	0.0
	S_2	31.6	5.3	21.1	26.3	5.3	0.0	5.3	0.0	5.3
NonP	S_1	31.6	10.5	15.8	10.5	0.0	0.0	31.6	0.0	0.0
	S_2	47.4	21.1	10.5	0.0	5.3	5.3	5.3	5.3	0.0
DO	S_1	26.3	15.8	21.1	15.8	5.3	10.5	5.3	0.0	0.0
	S_2	42.1	5.3	15.8	15.8	5.3	15.8	0.0	0.0	0.0

Designations:

Ethnicity: Brit - British; Fren - French; Germ - German; Ukr - Ukrainian; Pol - Polish; Scan - Scandinavian; Ital - Italian; Port - Portuguese; Neth - Netherlands.

Football History Data

Table 6 gives percentage distributions of the number of years of previous football experience by schools and groups. Nonparticipant groups demonstrated considerably less experience than dropout or participant groups. The participant group had slightly more experience. School S_1 (the more successful school) participants and dropouts showed consistently more experience.

Table 7 gives percentages of subjects for each school and group who indicated they were second year players on their school team. School S_1 showed slightly higher percentage of "returnees", while none of the other groupings contained any "returnees".

This same table shows the comparative percentages of subjects whose fathers participated in football. While differences occurred, little systematic parental "modelling" pattern was suggested. Both dropouts and participants from school S_2 indicated only slightly higher paternal participation rates.

Table 7 also presents the percentage of respondents who indicated at the precandidacy test administration they were starting players. School S_1 participants showed a slightly higher percentage of "starters".

The percentage indications as to football team position or role which the subjects sought at the precandidacy test administration is shown in Table 8. While differences were found, little systematic variation can be indicated.

TABLE 6

FREQUENCY DISTRIBUTION (PERCENT) FOR NUMBER OF YEARS OF PREVIOUS FOOTBALL EXPERIENCE FOR PARTICIPANT, NON-PARTICIPANT AND DROPOUT GROUPS

Group	School	Years of Experience 0	1	2	3
Part	S_1	57.9	5.3	36.8	0.0
	S_2	73.7	10.5	15.8	0.0
NonP	S_1	100.0	0.0	0.0	0.0
	S_2	89.5	5.3	5.3	0.0
DO	S_1	68.4	10.5	15.8	5.3
	S_2	84.2	10.5	5.3	0.0

TABLE 7

PERCENTAGE OF SUBJECTS WHO WERE RETURNING PLAYERS; WHOSE FATHERS PLAYED FOOTBALL; AND WHO WERE CURRENTLY A FIRST-STRING PLAYER: FOR PARTICIPANT, NON-PARTICIPANT AND DROPOUT GROUPS

Group	School	Item: Returnees	Father Participant	Starting Player (Post Cand)
Part	S_1	21.1	5.3	78.9
	S_2	15.8	10.5	68.4
NonP	S_1	0.0	15.8	0.0
	S_2	0.0	0.0	0.0
DO	S_1	0.0	5.3	0.0
	S_2	0.0	10.5	0.0

TABLE 8

FREQUENCY DISTRIBUTION (PERCENT) FOR FOOTBALL POSITIONS ELECTED FOR PARTICIPANT, NON-PARTICIPANT, AND DROPOUT FOOTBALL GROUPS

Group	School	Position	0	1	2	3	4	5	6
Part	S_1		0.0	36.8	21.1	10.5	5.3	21.1	5.3
	S_2		0.0	26.3	10.5	5.3	5.3	26.3	26.3
NonP	S_1		0.0	0.0	0.0	0.0	0.0	0.0	0.0
	S_2		0.0	0.0	0.0	0.0	0.0	0.0	0.0
DO	S_1		5.3	10.5	26.3	10.5	0.0	26.3	21.1
	S_2		0.0	26.3	10.5	21.1	15.8	21.1	5.3

Designations:

Football Positions: 0 - Kicking Specialist; 1 - Def. Back; 2 - Def. Line; 3 - Off. Back; 4 - Quarterback; 5 - Off. Receiver; 6 - Off. Line

II. TOTAL SELF DATA

Total Self Identity and the Value of the Football Self--Proposition I_A: Football self value will vary with the value of football to the person's referent others. Hypotheses I_{A1} to I_{A4} present a number of cross group, and repeated measure comparison predictions deduced from this proposition. Findings of statistical tests of these hypotheses provided general support for these hypotheses and for the underlying proposition.

Hypothesis I_{A1}. Participants' self value of football will be greater than that of nonparticipants. Dropouts' self value of football will be greater than nonparticipants self value of football.

Hypothesis I_{A2}. Participants' self value of football will be greater than dropouts self value of football.

Table 9 presents median scores for the total self value of football and other role selves. While the football self ranks first or second in total self value for both participant and dropout groups, it ranks somewhat lower for the nonparticipant group.

Group differences on football self value predicted in Hypotheses I_{A1} and I_{A2} were tested with the Mann-Whitney U Test (Table 10). As predicted, both participant and dropout groups were significantly higher ($p \leq .001$) on football self valuing than nonparticipants. Hypothesis I_{A1} was thus strongly supported. Although participants valued football more highly than dropouts, both prior to and following team selection, only at postcandidacy did this reach the .05 level of significance. Hypothesis I_{A2} thus gained moderate, but general support. The proposition that the three samples derive from separate

TABLE 9

SELF VALUE OF FOOTBALL AND OTHER ROLE SELVES TO TOTAL SELF: MEDIANS FOR SCHOOLS BY GROUPS OVER TIME

Group	School	Role Self Time	Art	BB	Date	Dram	Sch	FB	Hock	Hunt	Job	Mus	Rug	Socc
Part	S_1	AC	1.00	5.00	6.00	1.63	9.00	8.14	5.50	2.67	5.88	2.33	4.20	5.75
		PC	1.00	4.86	5.75	1.67	9.00	9.00	6.75	3.05	5.86	4.00	4.08	5.13
		PS	0.92	5.33	5.63	0.88	8.38	9.00	4.88	2.38	4.88	3.33	4.35	5.25
	S_2	AC	1.00	4.88	6.58	1.88	6.75	8.38	6.25	4.63	7.00	4.25	4.67	5.25
		PC	1.25	4.57	7.20	1.08	8.13	9.00	6.75	4.92	5.38	4.67	4.25	3.92
		PS	0.00	3.33	6.60	1.08	7.63	9.00	7.63	5.25	6.00	4.00	4.08	4.06
NonP	S_1	AC	3.63	4.75	6.00	1.75	7.75	6.00	4.68	3.40	6.33	5.00	2.80	4.00
		PC	4.25	4.75	6.10	1.25	7.88	5.25	5.67	4.25	6.86	5.75	3.25	5.00
		PS	2.38	4.40	6.67	1.33	7.75	5.86	6.13	4.00	7.13	5.75	2.88	4.60
	S_2	AC	0.00	4.60	7.00	0.88	6.33	4.75	4.80	4.38	6.94	2.13	4.08	4.33
		PC	2.33	4.60	8.13	1.40	6.38	6.00	5.00	4.75	7.13	3.00	4.00	4.38
		PS	2.17	4.20	6.75	1.44	6.92	5.92	5.25	5.33	7.33	3.75	3.40	5.00
DO	S_1	AC	1.00	4.13	5.94	1.40	7.38	9.00	4.92	5.25	5.92	2.33	4.38	4.33
		PC	3.25	5.25	6.60	2.57	8.20	7.75	5.33	5.88	6.75	4.00	5.20	4.80
	S_2	AC	0.00	4.83	6.60	1.19	5.29	7.94	6.63	5.94	6.00	2.00	5.45	5.00
		PC	1.67	5.00	6.00	1.40	6.40	7.63	6.75	6.00	6.63	4.00	4.38	5.60

Designations: Role Selves: Art - Art; BB - Basketball; Date - Dating; Dram - Drama; Sch - School; FB - Football; Hock - Hockey; Hunt - Hunting; Job - Part-time Job; Mus - Music; Rug - Rugby; Soc - Soccer. Times: AC - PreCandidacy; PC - Post Candidacy; PS - Post Season

TABLE 10

TOTAL SELF AND FOOTBALL SELF: MANN-WHITNEY COMPARISONS ON FOOTBALL SELF VALUE, EVALUATION AND UTILIZATION, TOTAL SELF EVALUATION, AND COACH'S FAIRNESS AND JUDGEMENT FOR GROUPS OVER TIME

		Mann-Whitney "U" Statistic and Group of Higher Ranks					
Group Comparison		Part vs NonP		Part vs DO		NonP vs DO	
Time	Attribute	U	Gp H R	U	Gp H R	U	Gp H R
AC	FBS Val	196.50***	Part	697.50	Part	218.00***	DO
	FBS Eval	531.00*	Part	694.50	DO	514.00*	DO
	FBS Util	281.50***	Part	666.00	Part	314.50***	DO
	CF Eval	709.50	NonP	654.50	DO	677.50	DO
	CJ Eval	689.00	Part	722.00	Part	693.00	DO
	Tot S Eval	705.00	NonP	688.50	DO	710.00	DO
PC	FBS Val	179.00***	Part	506.50*	Part	323.00***	DO
	FBS Eval	494.50**	Part	599.00	Part	601.50	DO
	FBS Util	194.00***	Part	297.00***	Part	537.50*	DO
	CF Eval	704.00	Part	546.50*	Part	580.00	NonP
	CJ Eval	616.00	Part	541.50*	Part	647.00	NonP
	Tot S Eval	703.00	NonP	648.50	Part	657.50	NonP
PS	FBS Val	94.00***	Part				
	FBS Eval	429.00**	Part				
	FBS Util	157.50***	P				
	CF Eval	530.00*	Part				
	CJ Eval	595.50	Part				
	Tot S Eval	663.00	NonP				

* $P \leq .05$; ** $P \leq .01$; *** $P \leq .001$ (one-tailed test; n=38)

Designations:

Statistics:
- U - Mann-Whitney U Statistic
- Gp H R - Group with Higher Ranks

Groups:
- Part - Participants
- NonP - Nonparticipants
- DO - Dropouts

Time:
- AC - Precandidacy
- PC - Post candidacy
- PS - Post season

Attributes:
- FBS Val - Football Self Value
- FBS Eval - Football Self Evaluation
- FBS Util - Football Self Utilization
- CF Eval - Coach Fairness Evaluation
- CJ Eval - Coach Judgment Evaluation
- Tot S Eval - Total Self Evaluation

reference groups, was substantiated.

Hypothesis I_{A3}. The more successful school sub groups will value football more highly than the less successful school sub groups.

Table 11 gives the results of Mann-Whitney U comparisons between schools, within groups. No significant differences were found between schools within groups, suggesting further support for the prediction that each of these three major groups constitute clearcut reference groups transcending interschool performance differences.

To further determine whether the schools themselves served significant reference functions for the participants and dropouts, Mann-Whitney U intergroup comparisons were made by schools. Results of these comparisons are given in Table 12. Results which would support Hypothesis I_{A3} would have been indicated by significantly greater football self value differences for between school cross group comparisons than by intra school cross group comparisons. The results furnished somewhat contradictory evidence, and provide no sound bases of support for the prediction. In general, findings tended to support the prediction that each of three study groups constituted separate reference groups. Results failed to provide significant support for Hypothesis I_{A3}, suggesting the total self value of football was not significantly greater at the more successful Junior football school.

Hypothesis I_{A4}. Following team selection, total self value of football self will, for participants--increase; for nonparticipants--not change; and for dropouts--decrease.

Table 13 presents Wilcoxon Matched-Pairs Signed Ranks "T" scores for all three experimental groups for the repeated measures on football

TABLE 11

TOTAL SELF AND FOOTBALL SELF: MANN-WHITNEY U TEST COMPARISONS OF SCHOOLS WITHIN GROUPS ON FOOTBALL SELF VALUE, EVALUATION AND UTILIZATION, TOTAL SELF EVALUATION AND COACH'S FAIRNESS AND JUDGEMENT OVER TIME

		Mann-Whitney "U" Statistic and School with Higher Ranks					
		Participants		Non Participants		Drop Outs	
		Schools S_1 vs S_2		Schools S_1 vs S_2		Schools S_1 vs S_2	
Time	Attribute	U	Sch H R	U	Sch H R	U	Sch H R
AC	FBS Val	172.50	S_2	136.00	S_1	153.00	S_1
	FBS Eval	119.00*	S_1	168.50	S_1	122.00*	S_1
	FBS Util	130.50	S_1	141.50	S_1	149.50	S_1
	CF Eval	126.50	S_1	145.50	S_1	172.00	S_2
	CJ Eval	176.00	S_1	165.00	S_1	135.00	S_2
	Tot S Eval	134.50	S_1	143.50	S_1	159.00	S_2
PC	FBS Val	177.50	S_1	159.50	S_2	160.00	S_1
	FBS Eval	72.50***	S_1	155.50	S_1	142.00	S_1
	FBS Util	131.50	S_1	173.00	S_1	169.50	S_1
	CF Eval	115.00*	S_1	112.50*	S_1	179.00	S_1
	CJ Eval	127.00	S_1	107.50*	S_1	160.50	S_2
	Tot S Eval	147.00	S_1	117.00*	S_1	164.50	S_1
PS	FBS Val	133.00	S_1	165.50	S_2		
	FBS Eval	85.50**	S_1	174.50	S_2		
	FBS Util	130.50	S_1	167.00	S_2		
	CF Eval	148.00	S_1	133.50	S_1		
	CJ Eval	133.00	S_1	139.50	S_1		
	Tot S Eval	126.50	S_1	146.50	S_1		

* $P \leq .05$; ** $P \leq .01$; *** $P \leq .001$ (one-tailed test; n=19)

Designations: Sch H R - School with Higher Ranks

TABLE 12

TOTAL SELF VALUE OF THE FOOTBALL SELF: MANN-WHITNEY COMPARISONS OF GROUPS BY SCHOOLS (n=19) AT PRECANDIDACY AND POST CANDIDACY

				Mann-Whitney U Test and School with Higher Ranks				
				School 1		School 2		
Time	Group	School	vs Group	U	School H Rank	U	School H Rank	
AC	Part	S_1	NonP	74.00***	Part S_1	22.00***	Part	S_1
	Part	S_2	NonP	74.50***	Part S_2	26.00***	Part	S_2
	Part	S_1	DO	168.00	DO S_1	163.50	Part	S_1
	Part	S_2	DO	177.50	DO S_1	157.50	Part	S_2
	DO	S_1	NonP	81.50**	DO S_1	36.00***	DO	S_1
	DO	S_2	NonP	78.50**	DO S_2	22.00***	DO	S_2
PC	Part	S_1	NonP	50.50***	Part S_2	50.50***	Part	S_1
	Part	S_2	NonP	43.50***	Part S_2	34.50***	Part	S2
	Part	S_1	DO	141.50	Part S_1	120.00*	Part	S_1
	Part	S_2	DO	132.50	Part S_2	112.50*	Part	S_2
	DO	S_1	NonP	71.50***	DO S_1	77.50**	DO	S_1
	DO	S_2	NonP	83.00**	DO S_2	91.00**	DO	S_2

* P $\leq$ .05; ** P $\leq$ .01; *** P $\leq$ .001 (one-tailed test; n=19)

total self value. Consistent football self value increases were seen for the participant group with significant ($p \leq .01$) changes occurring from precandidacy to post season, and from post candidacy to post season ($p \leq .05$). Nonparticipants experienced a slightly downward valuation of football over the season. Dropouts devalued football after unsuccessful candidacy, although not significantly. These findings provide support for Hypothesis I_{A4}.

Football Candidacy, Performance, and Football Self Evaluation--Proposition I_B: The self evaluation of subself or self attribute, will vary directly with the person's perceived and actual referent others' evaluation of that subself or attribute, and in turn with the person's actual quality of performance.

Hypothesis I_{B1}. Football self evaluation of candidate groups will be greater than that of the nonparticipant group.

Hypothesis I_{B2}. Post candidacy football self evaluation for the successfully performing participant group will be greater than that of the unsuccessful dropout group, who have received negative public evaluation.

Hypothesis I_{B3}. The more successful school's participant group will be greater in football self evaluation at post candidacy than that of the less successfully performing school's participant group.

Median scores for the evaluation of football and other role selves are given in Table 14. Between group Mann-Whitney group comparisons of football self evaluation are given in Table 10.

Hypothesis I_{B1} received strong general support. Participants significantly surpassed nonparticipants at all times on football self

TABLE 13

TOTAL SELF AND FOOTBALL SELF: WILCOXON MATCHED-PAIR TEST CHANGES ON FOOTBALL SELF VALUE, EVALUATION AND UTILIZATION, TOTAL SELF EVALUATION, AND COACH'S FAIRNESS AND JUDGEMENT FOR GROUPS OVER TIME

		Number of Non-tied Ranks, Wilcoxon "T" and Change Direction								
Time Comparison		AC - PC			AC - PS			PC - PS		
Group	Attribute	N	T	Dir	N	T	Dir	N	T	Dir
Part	FBS Val	23	91.50	I	24	59.50**	I	10	11.50*	I
	FBS Eval	25	112.50	I	27	65.00***	I	27	107.00*	I
	FBS Util	31	159.00*	I	25	65.50**	I	17	73.00	D
	CF Eval	21	81.00	I	22	62.50*	I	23	97.50	I
	CJ Eval	20	76.00	I	24	103.00	I	19	82.00	I
	Tot S Eval	36	207.00*	I	37	223.00*	I	34	280.00	I
NonP	FBS Val	23	116.00	I	29	217.00	D	23	126.00	D
	FBS Eval	26	172.00	I	25	115.00	I	22	106.50	I
	FBS Util	30	213.50	I	29	187.00	I	24	149.50	D
	CF Eval	23	106.00	I	23	131.00	I	22	89.00	D
	CJ Eval	24	128.00	I	25	150.00	I	22	119.00	D
	Tot S Eval	35	197.50*	I	37	176.50**	I	34	205.50	I
DO	FBS Val	27	122.00	D						
	FBS Eval	19	65.00	D						
	FBS Util	30	85.00***	D						
	CF Eval	24	79.00*	D						
	CJ Eval	27	132.50	D						
	Tot S Eval	36	258.00	I						

* $P \leq .05$; ** $P \leq .01$; *** $P \leq .001$ (one-tailed test; n=38)

Designations: Times: AC - PreCandidacy; PC - Post Candidacy; PS - Post Season.
Change Direction: I - Increase, S - Same, D - Decrease.

TABLE 14

SELF EVALUATION OF FOOTBALL AND OTHER ROLE SELVES: MEDIANS FOR SCHOOLS BY GROUPS OVER TIME

Group	School	Role Self Time	Art	BB	Date	Dram	Sch	FB	Hock	Hunt	Job	Mus	Rug	Socc
Part	S_1	AC	1.67	4.58	5.57	1.88	5.57	5.75	4.25	2.60	5.60	2.38	4.00	4.89
		PC	2.13	4.29	5.75	3.00	5.69	6.08	4.00	3.60	5.00	3.20	4.00	4.43
		PS	1.75	4.89	5.33	3.00	5.29	6.42	4.33	3.71	4.75	3.60	4.36	4.42
	S_2	AC	1.33	3.80	4.67	2.25	3.77	4.44	4.00	4.88	4.25	3.54	4.34	4.20
		PC	2.88	3.71	4.75	2.75	4.58	4.71	4.20	4.40	4.06	4.14	4.19	4.14
		PS	3.80	3.81	4.44	3.00	4.42	5.20	4.38	4.60	4.22	3.96	4.09	4.06
NonP	S_1	AC	3.92	4.00	4.41	3.75	5.38	4.40	3.75	3.33	5.20	3.63	3.40	4.08
		PC	4.03	4.20	5.00	3.00	6.44	5.25	4.75	4.00	6.67	5.00	3.25	4.00
		PS	4.60	4.67	5.88	3.25	6.71	4.38	5.00	3.75	6.71	5.75	3.13	3.88
	S_2	AC	1.92	3.75	4.00	2.25	5.00	4.34	3.43	4.67	5.56	2.25	3.11	4.40
		PC	2.25	4.06	4.18	1.67	6.13	4.06	4.00	5.00	5.33	2.25	4.19	4.40
		PS	2.88	4.06	4.42	2.80	5.80	4.71	4.20	4.67	4.80	2.33	3.60	4.08
DO	S_1	AC	2.67	3.75	4.25	2.58	4.00	6.00	2.80	4.33	4.40	2.75	3.86	3.94
		PC	3.42	3.80	4.00	2.86	5.33	5.25	3.25	4.75	4.13	3.88	4.29	4.00
	S_2	AC	2.75	4.25	4.29	2.25	4.58	4.63	4.63	4.88	4.92	1.00	4.18	4.80
		PC	2.63	4.06	4.42	2.75	4.00	4.67	4.25	4.25	5.33	3.63	4.06	4.88

Designations: Role Selves: Art - Art; BB - Basketball; Date - Dating; Dram - Drama; Sch - School; FB - Football; Hock - Hockey; Hunt - Hunting; Job - Part-time Job; Mus - Music; Rug - Rugby; Socc - Soccer. Times: AC - PreCandidacy; PC - Post Candidacy; PS - Post Season

evaluation. This superiority increased at post candidacy and post season ($p \leq .01$). Dropouts, although significantly greater ($p \leq .05$) in football self evaluation than nonparticipants at precandidacy, were only slightly greater at post candidacy. This diminished superiority reflected their failure and reduced public evaluation.

Successful participants were found to be initially below the future dropout group on this characteristic. This unrealistically high self evaluation demonstrated by the dropout group was seen consistently in other results. Post candidacy participant scores became greater than that of the dropouts. This difference did not reach significance, thus the null hypothesis could not be clearly rejected, although repeated measures tests of hypotheses evaluating the same proposition strongly supported this notion that self evaluation varies with public evaluation.

Mann-Whitney U comparison of football self evaluation differences between schools within groups (Hypothesis I_{B3}) are given in Table 11. As the observation of median scores suggests, less successful school S_2 participants were consistently, significantly lower than S_1 throughout the football season. No school differences were found between nonparticipants, although the more successful school S_1 was again generally higher on football self evaluation. School S_2 dropouts at precandidacy were significantly lower than S_1 dropouts. This difference pattern continued following unsuccessful candidacy, but not at a significant level. Thus, all school S_1 groups were generally higher than S_2 groups on football self evaluation.

These findings provided general support for Hypothesis I_{B3}

predictions that football self evaluation would vary with school performance success.

Hypothesis I_{B4}. On football self evaluation, over time, successful participants will increase, nonparticipants will not change, and dropouts will decrease.

Results for this hypothesis are given in Table 13. Wilcoxon matched-pairs, signed ranks repeated measures comparisons provided moderate support for this prediction. All results were in the predicted directions, although the precandidacy (AC) --post candidacy (PC) comparisons were not significant. Over the longer time period, the successful participant group showed significant ($p \leq .001$) positive change on this variable. Nonparticipants, although experiencing some positive evaluation effects of their physical education class experiences, fail to show significant change.

Football Self Evaluation and Total Self Evaluation--Proposition I_C: Total self evaluation, a resultant summation of the person's valued subselves and self attributes, will vary directly with the self evaluation of those valued subselves and self attributes.

Hypothesis I_{C1}. Successful football candidates (participants) who experience an increase in football total self evaluation will also increase total self evaluation. Unsuccessful football candidates (dropouts) who experience a decrease in football total self value will also decrease total self evaluation.

This hypothesis and relationship involves a number of moderating and confounding variables. As stated, it assumes both groups hold football in equal and high value to total self. It also assumes that

both increased and decreased public re-evaluation after candidacy is truly a publicly observable event. In the case of the natural experiment reported here, involving voluntary dropouts, both variables were left relatively uncontrolled.

Mann-Whitney between group comparisons are given in Table 10. Although no significant differences were found between groups, mild support for the hypothesis is suggested by the finding that the dropout group, which initially assigned itself the greatest total self evaluation of all groups, at post tryout ranked lowest of all groups.

Wilcoxon Signed Ranks repeated measures comparisons (Table 13, p. 140) indicated significant increases in total self evaluation for both participant and nonparticipant groups, while dropouts showed no significant change. These findings provided only moderate support for Hypothesis I_{C1}.

Since the nonparticipants also experienced increased total self evaluation, it is not feasible to explain the increased participant total self evaluation totally in terms of spread of positive effect from the successful experience. However, if the control or nonparticipants' positive change is seen as a baseline for comparison of the dropout experience, then the failure of the latter group to show increased total self esteem may be interpreted as a diminishment in normal increase in self esteem. Thus, although dropouts seemed to be able to isolate their negative football experience from total self, this role separation appears to have been only partially successful.

Total Self Organization; Football Self Value, Evaluation and Utilization--Proposition I_D: Self perceptions of subself value, evaluation and utilization will vary directly for all subjects and subselves.

Hypothesis I_{D1}. For all subjects, the level of utilization of a subself or attribute will vary directly with the self value of that subself or attribute.

Hypothesis I_{D2}. For all subjects, the level of utilization of a subself or attribute will vary directly with the self evaluation assigned to it.

Hypothesis I_{D3}. For all subjects, the self value assigned to a subself or self attribute will vary directly with the self evaluation on that subself or attribute.

These hypotheses were first evaluated by intercorrelating all subself utilization, value, and evaluation for all subjects (n=114) at precandidacy.

As Table 15 indicates, all Kendall rank correlations were significant beyond $p \leq .001$ except for school which reached $p \leq .01$. School utilization and participation, unlike the other roles, involves the required or compulsory attendance factor which may account in part for the slightly lower correlation significance. Although the correlations for the three comparisons are roughly of the same magnitude, the evaluation by utilization relationship is generally higher than the others. Correlational results thus strongly supported Hypotheses I_{D1}, I_{D2}, and I_{D3}.

TABLE 15

ORGANIZATION OF TOTAL SELF: KENDALL CORRELATIONS BETWEEN SELF VALUE AND SELF EVALUATION, SELF VALUE AND SELF UTILIZATION, AND SELF EVALUATION AND SELF UTILIZATION FOR SELECTED ROLE SUBSELVES FOR COMBINED GROUPS FOR PRECANDIDACY.

Role Self	Value to Evaluation	Value by Utilization	Evaluation by Utilization
Art	.50***	.59***	.69***
Basketball	.54***	.57***	.67***
School	.19**	.18**	.15**
Football	.41***	.53***	.53***
Hockey	.62***	.64***	.71***
Soccer	.5?**	.46***	.52***

* P $\leq$ .05; ** P $\leq$ .01; *** P $\leq$ .001 (one-tailed test; n=114).

TABLE 16

PRE AND POST CANDIDACY REASONS FOR QUITTING FOOTBALL: MEDIANS AND RANKS FOR ALL GROUPS BY SCHOOLS (n=19)

Reason for Quitting			a		b		c		d		e	
Group	School	Time	Med	Rank	Med	Rank	Med	Rank	Med	Rank	Med	Rank
Part	S_1	AC	1.75	1.5	5.13	6.5	7.00	9	3.67	5	6.00	8
		PC	2.88	2	4.33	6	7.67	10	3.88	5	5.00	7
	S_2	AC	3.75	4	2.60	3	7.25	10	2.35	1	6.67	8
		PC	4.38	6	2.20	2	7.08	8	3.65	4	7.63	10
NonP	S_1	AC	3.75	4	5.25	7	6.81	9	4.80	6	7.25	10
		PC	5.25	8	4.25	4.5	5.25	8	4.25	4.5	6.75	10
	S_2	AC	3.00	2.5	2.67	1	5.38	8	4.25	6	7.69	10
		PC	5.33	9	4.00	4	4.75	6	3.75	2	6.67	10
DO	S_1	AC	2.75	2	2.67	1	7.00	8	4.00	4	6.00	7
		PC	2.00	1	4.25	6	6.88	9.5	3.33	3.5	6.00	8
	S_2	AC	3.20	3	2.33	1	4.67	6	2.67	2	5.75	8
		PC	2.88	2	2.30	1	6.38	9	3.55	3	6.25	8

Designations: Reasons for Quitting: a - Losing interest; b - Not enough playing time; c - Coach unfair judge of ability; d - Lack ability; e - Parents won't allow

TABLE 16 (continued)

Reason for Quitting			f		g		h		i		j	
Group	School	Time	Med	Rank	Med	Rank	Med	Rank	Med	Rank	Med	Rank
Part	S_1	AC	2.67	3	5.13	6.5	3.13	4	7.75	10	1.75	1.5
		PC	3.25	4	6.00	9	3.00	3	5.75	8	2.38	1
	S_2	AC	4.63	6.5	4.25	5	4.63	6.5	7.00	9	2.56	2
		PC	4.80	7	3.75	5	3.25	3	7.19	9	0.67	1
NonP	S_1	AC	2.63	1	4.75	5	2.75	2	5.38	8	3.67	3
		PC	3.38	1.5	3.38	1.5	2.25	6	6.75	8	2.38	3
	S_2	AC	3.00	2.5	3.75	4	4.00	5	5.00	7	6.13	9
		PC	3.25	1	3.88	3	5.13	7	5.25	8	4.13	5
DO	S_1	AC	4.33	6	4.25	5	7.13	9.5	7.13	9.5	3.75	3
		PC	3.82	5	5.33	7	3.33	3.5	6.88	9.5	2.13	2
	S_2	AC	4.33	5	4.00	4	6.88	10	6.40	9	5.00	7
		PC	3.67	4	4.00	6	5.67	7	7.00	10	3.75	5

Designations: Reasons for Quitting: f - Lack motivation; g - Need time for other things; h - Don't really give 100% effort; i - Can't afford to play; j - Don't like tough training

Causal data related to these three hypotheses is given in Table 13 (p.140). While participants show general consistent and corresponding increases in football self value, evaluation, and utilization, nonparticipants show little consistent significant change and dropouts decrease all three ratings. Causal findings also provide strong support for Proposition I_D and its hypotheses.

Perceptions of Reasons for Quitting Football: Median group rankings and overall ranks of the ten reasons for quitting are given in Table 16. Considerable variation in rankings was found. Only a selected number of systematic similarities and differences require comment. No specific a priori predictions were made on this question. Results are thus of descriptive interest primarily.

"Losing interest in football" and "lack of motivation" became a slightly more important reason for quitting at post season for dropouts, while it became generally slightly less important for both participants and nonparticipants.

"Coaching unfairness" was consistently seen as relatively unimportant as was "lack of parental consent" and "can't afford to play".

Participants and dropouts agreed that "not giving 100% effort" and "not liking the tough training" became more important reasons for quitting after they had experienced the football team tryout--perhaps reflecting increased realism as a result of their experience.

Evaluation of the Coach--Proposition I_E: Evaluation of the coach will vary directly with the perceived coach's evaluation of football self.

Hypothesis I_{E1}. Successful football candidates will evaluate the coach more highly on fairness and judgment than unsuccessful candidates.

Hypothesis I_{E2}. Successful candidates whose perceived public evaluation is increased, will increase their evaluation of the coach, while unsuccessful candidates will reduce their evaluation of the referent other.

Table 10 (p. 135) presents findings of Mann-Whitney U group comparisons of ratings of coach's fairness and judgment. No significant differences were found between participants and dropouts at precandidacy (AC). At post candidacy (PC) the successful football candidates rated their coach significantly ($p \leq .05$) higher than the unsuccessful dropout group, on both fairness (CF Eval) and judgment (CJ Eval).. These findings supported Hypothesis I_{E1}.

Hypothesis I_{E2}, predicting post candidacy directional changes in rating of the coach, was tested with the Wilcoxon test. Findings strongly bore out the hypothesis. While nonparticipants showed little change, successful participants consistently increased their evaluation of the coach. This increase was significant for the precandidacy to post season period ($p \leq .05$) for coach's fairness (CF Eval). As predicted, from the congruency proposition, the unsuccessful dropouts decreased their evaluation of the coach. This devaluation was significant ($p \leq .05$) for coach's fairness (CF Eval), (Table 13).

Effects of Controlling for Football Self Value on Congruency Processes: The theoretical discussion of the self organizational pro-

cesses suggested that the value or coreness of a subself or self attribute strongly related to the self evaluation and utilization of that self aspect. Self value, thus serves as a strong control variable which conditioned or mediated changes in related aspects of self.

Control Hypothesis I_{E3}. Dropouts valuing football highly will evaluate both themselves and their coach more highly than dropouts valuing football less highly.

Control Hypothesis I_{E4}. Dropouts who value football highly will utilize different congruency strategies than low football value dropou

Table 17 presents Mann-Whitney U comparisons of dropouts who scored below the dropout median on football self value and those who scored above the median. All three dependent variables further supported the predictions that football self value, football self evaluation, and evaluation of coach would be positively related. In all cases the high football self value group was higher on football self evaluation than the low value group. This difference was significant in three of six subgroup comparisons, suggesting moderate support for Control Hypothesis I_{E3}.

Table 18 presents Wilcoxon Signed Rank comparisons of pre and post candidacy scores for the dropout group, split at the median on football self value. The dependent variables were football self evaluation, and evaluation of the coach's fairness and judgment. As expected from general overall group downward changes given in Table 13 (p.140), both high and low groups decreased their ratings on all three

variables. This provides directional support for the congruency prediction, although no changes reached the .05 level of confidence, hence the null hypothesis could not be rejected.

Effects of Controlling for Total Self Evaluation on Congruency Processes: Total self evaluation was presented in the theoretical discussion as an overriding affective variable whose effects spread to or control affective aspects of other subselves or self attributes. This statement is also a corollary to Proposition I_D, which refers to the interrelatedness of self attribute value, evaluation and utilization.

Control Hypothesis I_{E5}. High total self evaluation dropouts will evaluate both football self and the coach higher than low total self evaluation dropouts.

Control Hypothesis I_{E6}. High total self evaluation dropouts will, following unsuccessful candidacy, utilize different congruency strategies than low total self evaluation dropouts.

Table 17 presents Mann-Whitney U independent group comparisons of the dropout group split at the median on total self evaluation for the dependent variables football self evaluation, and evaluation of the coach on fairness and judgment. As per the congruency predictions, (Hypothesis I_{E5}) the high total self evaluation subgroup scores higher on all variables and significantly higher at precandidacy on football self evaluation. These findings provide moderate support for this hypothesis.

Wilcoxon repeated measures comparisons for the high and low total self evaluation subgroups on football self evaluation (Hypothesis I_{E6}), and evaluation of coach's fairness and judgment is given in

TABLE 17

DROPOUTS' EVALUATION OF FOOTBALL SELF AND COACH AS A FUNCTION OF FOOTBALL SELF VALUE AND TOTAL SELF EVALUATION: MANN-WHITNEY U TEST COMPARISONS OF HIGH AND LOW FOOTBALL SELF VALUE AND TOTAL SELF EVALUATION SUB GROUPS OVER TIME

Mann-Whitney "U" Statistic of Low and High Football Value

Time Comparison Control Variable	Attribute	PreCandidacy U	PreCandidacy Gp H R	Post Candidacy U	Post Candidacy Gp H R
FBS Value	FBS Eval	123.50	High	121.50*	High
	CF Eval	158.50	High	129.50	High
	CJ Eval	108.50*	High	118.00*	High
Tot S Eval	FBS Eval	72.50***	High	129.00	High
	CF Eval	157.00	High	164.00	High
	CJ Eval	141.50	High	124.00	High

* P $\leq$ .05; ** P $\leq$ .01; *** P $\leq$ .001 (one-tailed test; n=19)

TABLE 18

DROPOUTS' CHANGES IN EVALUATION OF FOOTBALL SELF AND COACH AS A FUNCTION OF FOOTBALL SELF VALUE AND TOTAL SELF EVALUATION: WILCOXON MATCHED-PAIR TEST CHANGES OVER TIME FOR HIGH AND LOW FOOTBALL SELF VALUE AND TOTAL SELF EVALUATION SUB GROUPS

Number of Non-tied Ranks, Wilcoxon "T" and Change Direction

Att/Time Con Sub Group		FBS Eval AC-PC N	FBS Eval AC-PC T	FBS Eval AC-PC Dir	CF Eval AC-PC N	CF Eval AC-PC T	CF Eval AC-PC Dir	CJ Eval AC-PC N	CJ Eval AC-PC T	CJ Eval AC-PC Dir
FBS Value	Low	7	8.00	D	14	24.00	D	14	39.00	D
FBS Value	High	12	30.00	D	10	17.00	D	13	29.00	D
Tot S Eval	Low	9	18.00	I	11	18.00	D	12	20.00	D
Tot S Eval	High	10	8.00*	D	13	23.50	D	15	52.50	D

* P $\leq$ .05; ** P $\leq$ .02; *** P $\leq$ .01 (two-tailed test; n=19)

Designations: Att/Time - Attribute Time Comparison
Con Sub Group - Control Variable Sub Group

Table 18. All findings are in the expected downward direction, with the one exception of a very slight increase in low group football self evaluation. The only significant change occurred as a decrease in high group football self evaluation. Other variables changed in the negative direction as predicted. Although high-low group differences were not consistently great enough to reject the null hypotheses, this finding that dropouts high on total self evaluation decreased football self evaluation significantly, while the low total self esteem group increased their football self evaluation slightly is suggestive of differing congruency processes. The high total self evaluation dropout tended to more realistically adjust football self evaluation downwards to regain congruency after his failure, while also devaluing the coach slightly. Low total self evaluation dropouts appeared to utilize misperception of self as a congruency strategy.

III. FOOTBALL SELF DATA

Football Self Identity; Attribute Value--Proposition II_A: Through interaction with his reference other (coach) the player learns the value of various attributes to the football player role or subself. Median scores are given for each group, over time, for football self value assigned to each of eighteen attributes (Table 19). These findings suggest considerable differences on perception of the football player identity or image between groups and over time. As would be expected, the more experienced participants generally demonstrated more "realistic" definitions of the football player role than either dropouts or

TABLE 19

FOOTBALL SELF VALUE AND EVALUATION OF SELECTED ATTRIBUTES: MEDIANS FOR GROUPS OVER TIME (n=38)

Group	Time	Attribute	Athletic Ability		Blocking		Build		Courage		Determination		Good Looks	
			FV	FE	FV	FE	FV	FE	FV	FE	FV	FE	FV	FE
Part	AC		7.83	5.05	7.07	4.35	6.14	4.35	7.17	5.00	8.41	5.57	4.07	4.29
	PC		7.77	5.57	7.50	5.29	6.38	4.72	7.75	5.94	8.36	6.35	4.00	4.29
	PS		7.27	5.89	7.58	5.75	6.33	5.10	7.89	6.50	9.00	6.81	3.50	4.77
NonP	AC		7.70	4.17	6.90	3.68	7.17	3.89	7.14	4.83	8.00	5.30	3.68	4.41
	PC		7.25	4.50	6.61	4.14	6.36	4.22	7.36	5.30	8.36	5.25	3.61	4.67
	PS		7.72	4.93	7.07	4.40	6.83	4.80	7.25	5.14	7.97	5.60	4.05	5.07
DO	AC		8.03	5.38	7.67	4.63	6.04	4.18	7.31	5.58	8.33	5.83	3.83	4.40
	PC		7.86	4.88	6.83	4.30	5.27	4.18	7.68	5.00	8.07	5.28	4.05	4.12

TABLE 19 (continued)

Group	Attribute / Time	Intelligence FV	Intelligence FE	Kicking Ability FV	Kicking Ability FE	Passing Ability FV	Passing Ability FE	Physical Fitness FV	Physical Fitness FE	Popularity FV	Popularity FE	Pride FV	Pride FE
Part	AC	6.93	5.05	5.19	3.93	5.88	3.96	8.17	5.08	4.75	4.29	6.14	5.28
	PC	6.79	5.08	5.04	3.94	5.38	3.92	7.28	5.57	4.05	4.67	7.23	6.14
	PS	6.73	5.21	5.04	4.13	4.83	4.07	7.29	5.81	4.06	4.83	7.80	6.32
NonP	AC	6.93	5.30	5.83	3.90	6.93	4.19	8.39	4.43	4.93	4.21	5.92	4.94
	PC	6.63	5.63	5.90	4.57	6.68	4.50	7.65	4.50	4.00	4.59	5.79	5.06
	PS	6.28	5.79	6.04	4.70	6.50	4.88	7.60	5.17	3.96	4.79	5.50	5.57
DO	AC	6.83	5.30	5.41	4.06	6.36	4.21	7.27	4.64	4.58	4.20	5.96	4.85
	PC	6.83	4.88	4.94	3.86	5.83	4.25	7.83	4.88	4.13	4.21	5.88	4.67

TABLE 19 (continued)

Group	Attribute / Time	Receiving Ability FV	Receiving Ability FE	Running Ability FV	Running Ability FE	Self Confidence FV	Self Confidence FE	Physical Strength FV	Physical Strength FE	Tackling Ability FV	Tackling Ability FE	Physical Toughness FV	Physical Toughness FE
Part	AC	6.04	4.75	6.50	5.00	6.75	4.70	5.61	4.88	6.50	4.61	5.50	4.70
	PC	6.61	5.00	6.70	5.10	6.30	5.64	5.63	5.22	6.25	5.78	6.50	5.91
	PS	5.90	5.10	6.64	5.50	6.70	6.39	6.17	5.68	7.00	5.71	6.17	6.06
NonP	AC	6.93	4.50	6.50	4.50	6.38	5.00	5.42	4.21	5.25	4.06	5.00	4.17
	PC	6.61	4.83	7.25	4.88	6.39	5.00	6.50	4.31	6.25	4.17	5.50	4.37
	PS	6.20	4.83	7.1	5.00	6.36	5.40	5.70	5.06	5.71	4.63	6.50	4.88
DO	AC	7.07	5.13	6.90	4.72	6.30	4.70	6.07	4.89	6.30	4.67	5.36	4.83
	PC	6.20	4.75	6.96	4.42	7.10	4.63	6.13	4.44	7.42	4.22	6.67	4.50

nonparticipants. This "realism" of football role perception became more pronounced as the season progressed. Unrelated items and position specific items such as receiving, passing, and kicking generally became less valued, while attributes such as pride, a concept widely utilized by the football "in group" to define a psychological football requisite, became dramatically more valued. "Pride" is perhaps best illustrative of this "insider" learning of team social knowledge.

A central postulate of the social behaviorist perspective holds that person and self perceptions are learned from reference groups and significant others.

Hypothesis II_{A1}. Agreement on the perceived valuing of attributes for the ideal football player identity between the player and his coach should increase with time, if that coach serves as a reference person and if effective social interaction takes place.

To test this hypothesis, group differences between the actual coach's attribute valuing of the ideal football player identity and the players perception of that valuing were compared over the season. Results of Friedman repeated measures analysis are given in Table 20. If communication of ideal player attributes was more effective, and if the coach served a more important and respected reference function for participants than for nonparticipants, the former group would be expected to have a significantly smaller coach-perceived coach value difference than the latter group. This consensus would only be expected on those items which were salient to the team and communicated about frequently.

Table 20 data suggests mild support for these contentions. For

TABLE 20

ACTUAL MINUS PERCEIVED COACH'S IDEAL FOOTBALL SELF VALUING OF SELECTED SELF ATTRIBUTES FOR PARTICIPANT AND NON PARTICIPANT GROUPS: SUM OF RANKS AND FRIEDMAN STATISTICS OVER TIME

Time Group	Attribute	Sum of Ranks AC	PC	PS	Friedman Statistic
Part	Ath Ability	72.50	75.00	80.50	0.88
	Blocking	80.00	72.00	76.00	0.84
	Build	78.00	78.00	72.00	0.63
	Courage	85.00	70.50	72.50	3.25
	Determination	79.00	79.50	69.50	1.67
	Good Looks	67.00	76.50	84.50	4.04
	Kicking	74.00	79.50	74.50	0.49
	Popularity	67.00	74.50	86.50	5.09*
	Pride	94.50	73.00	60.50	15.57***
	Confidence	83.00	79.00	66.00	4.16
	Tackling	93.50	76.00	58.50	16.12***
	Toughness	98.00	67.00	63.00	19.32***
NonP	Ath Ability	73.00	86.00	69.00	4.16
	Blocking	80.50	79.00	68.50	2.25
	Build	67.50	84.00	76.50	3.59
	Courage	79.00	76.00	73.00	0.47
	Determination	73.50	77.50	77.00	0.25
	Good Looks	77.00	82.00	69.00	2.26
	Kicking	81.50	73.00	73.50	1.20
	Popularity	62.50	89.50	76.00	9.59***
	Pride	76.00	77.50	74.50	0.12
	Confidence	84.00	77.50	66.50	4.12
	Tackling	87.00	79.00	62.00	8.58**
	Toughness	83.50	79.00	65.50	4.62*

* $P \leq .05$; ** $P \leq .01$; *** $P \leq .005$ (one-tailed test; n=38)

ttribute	Sum of Ranks AC	PC	PS	Friedman Statistic
th Ability	72.50	75.00	80.50	0.88
locking	80.00	72.00	76.00	0.84
uild	78.00	78.00	72.00	0.63
ourage	85.00	70.50	72.50	3.25
etermination	79.00	79.50	69.50	1.67
ood Looks	67.00	76.50	84.50	4.04
icking	74.00	79.50	74.50	0.49
opularity	67.00	74.50	86.50	5.09*
ride	94.50	73.00	60.50	15.57***
onfidence	83.00	79.00	66.00	4.16
ackling	93.50	76.00	58.50	16.12***
oughness	98.00	67.00	63.00	19.32***
th Ability	73.00	86.00	69.00	4.16
locking	80.50	79.00	68.50	2.25
uild	67.50	84.00	76.50	3.59
ourage	79.00	76.00	73.00	0.47
etermination	73.50	77.50	77.00	0.25
ood Looks	77.00	82.00	69.00	2.26
icking	81.50	73.00	73.50	1.20
opularity	62.50	89.50	76.00	9.59***
ride	76.00	77.50	74.50	0.12
onfidence	84.00	77.50	66.50	4.12
ackling	87.00	79.00	62.00	8.58**
oughness	83.50	79.00	65.50	4.62*

.05; ** P $\leq$ .01; *** P $\leq$ .005 (one-tailed test; n=38)

Table 1 (p. 120) presented Kendall concordance coefficients for school teams within the participant group. At the outset, and throughout the season, the more successful team displayed considerably higher ideal player identity consensus than the less successful team. Both teams demonstrated increased consensus over time. This was particularly true of the less successful school, which began considerably lower than the more successful school. All consensus levels were found to be significant at the .001 level. The findings provide strong support for both Hypotheses II_{A2} and II_{A3}.

Football Self Organization and Change; Attribute Evaluation--Proposition II_B: The self evaluation of a subself or self attribute will vary directly with the person's perceived and actual public evaluation and the person's quality of performance of that role or attribute.

Hypothesis II_{B1}. At post candidacy, successful candidates will demonstrate higher on football related self evaluations than unsuccessful candidates.

Hypothesis II_{B2}. Over time, on football related self evaluations, successful participants will increase while unsuccessful dropouts will decrease.

Independent group comparisons using the Mann-Whitney U test for the four attribute subsets are given in Table 21 for all three times. Results provide strong general support for the hypotheses.

Prior to team tryout, the participant group was significantly higher than nonparticipants on general athletic self, but not significantly different on other subselves. The dropout group, in turn,

TABLE 21

GROUP COMPARISONS ON SELF EVALUATION OF GENERAL FOOTBALL SELF, POSITION SPECIFIC FOOTBALL SELF, GENERAL ATHLETIC SELF, AND UNRELATED SELF: MANN-WHITNEY U TESTS INDICATING GROUP OF HIGHER RANKS

		Mann-Whitney "U" Statistic and Group of Higher Ranks					
Group Comparison		Part vs NonP		Part vs DO		NonP vs DO	
Time	Attribute	U	Gp H R	U	Gp H R	U	Gp H R
AC	Gen FBS Eval	574.00	Part	686.00	DO	557.50*	DO
	P S FBS Eval	689.50	Part	643.50	DO	602.50	DO
	G Ath S Eval	445.00**	Part	705.50	Part	457.50***	DO
	Unrel S Eval	703.00	NonP	710.50	DO	696.00	DO
PC	Gen FBS Eval	328.50***	Part	337.50***	Part	714.50	DO
	P S FBS Eval	689.50	NonP	710.00	Part	675.50	NonP
	G Ath S Eval	449.00**	Part	465.00*	Part	682.00	DO
	Unrel S Eval	625.00	NonP	600.00	Part	512.50*	NonP
PS	Gen FBS Eval	310.00***	Part				
	P S FBS Eval	671.00	NonP				
	G Ath S Eval	477.00**	Part				
	Unrel S Eval	642.00	NonP				

* $P \leq .05$; ** $P \leq .01$; *** $P \leq .001$ (one-tailed test; n=38)

Designations: Gen FBS Eval - General Football Self Evaluation;
P S FBS Eval - Position Specific Football Self Evaluation;
G Ath S Eval - General Athletic Self Evaluation;
Unrel S Eval - Unrelated Self Evaluation.

evaluated itself slightly higher than participants on all subselves except general athletic self, which shows the opposite finding. Dropouts proved to be significantly higher than nonparticipants only on general athletic self evaluation.

Post-candidacy results bear out Hypothesis II_{B1} strongly. The unsuccessful dropouts' self evaluation on all subsets became lower than that of participants. These differences were significant for general football self ($p \leq .001$) and general athletic self ($p \leq .05$). Post failure dropout self evaluations even fell below the level of the nonparticipants on football position specific and unrelated selves. Inferior public performance and explicit or implied negative public evaluation and sanction resulted in devaluation.

Repeated measures results from the Wilcoxon Matched-Pair analysis are given in Table 22. As predicted, successful candidates experienced increased general football related attribute self evaluation ($p \leq .001$), while dropouts significantly ($p \leq .05$) lowered their self evaluations on both general and position specific football traits. These findings provide strong support for Hypothesis II_{B2}. Again, nonparticipants displayed a strong positivity in self ratings over time.

Football Self Evaluation, Referent Other and Change:

Hypothesis II_{B3}. Differences between actual and perceived coach's evaluation will be less, over time, for the more successful team than for the less successful team.

To evaluate this hypothesis the school teams within the participant group were compared over time. Wilcoxon repeated measures analysis of coach-perceived coach evaluation differences (Table 23) indic-

TABLE 22

GENERAL FOOTBALL SELF, POSITION SPECIFIC FOOTBALL SELF, GENERAL ATHLETIC SELF, AND UNRELATED SELF: WILCOXON MATCHED-PAIR TEST AND DIRECTION OF CHANGE OF EVALUATION OVER TIME BY GROUPS

		Number of Non-tied Ranks, Wilcoxon "T" and Change Direction								
Time Comparison		AC - PC			AC - PS			PC - PS		
Group	Attribute	N	T	Dir	N	T	Dir	N	T	Dir
Part	Gen FBS Eval	36	1.00***	I	38	22.50***	I	36	157.00**	I
	P S FBS Eval	31	240.00	D	30	168.50	I	32	207.50	I
	G Ath S Eval	33	107.50***	I	33	65.00***	I	34	134.00**	I
	Unrel S Eval	30	156.00	I	29	84.50**	I	34	202.50	I
NonP	Gen FBS Eval	34	186.00*	I	34	99.50***	I	32	141.50**	I
	P S FBS Eval	29	150.00	I	31	83.00***	I	33	175.00*	I
	G Ath S Eval	35	162.00**	I	38	91.50***	I	33	126.00**	I
	Unrel S Eval	32	113.50**	I	33	86.00***	I	31	159.50*	I
DO	Gen FBS Eval	32	177.50*	D						
	P S FBS Eval	27	121.00*	D						
	G Ath S Eval	31	200.00	D						
	Unrel S Eval	27	76.00**	D						

* $P \leq .05$; ** $P \leq .01$; *** $P \leq .001$ (one-tailed test; n=38)

Designations: Gen FBS Eval - General Football Self Evaluation;
P S FBS Eval - Position Specific Football Self Evaluation;
G Ath S Eval - General Athletic Self Evaluation;
Unrel S Eval - Unrelated Self Evaluation.

TABLE 23

COACH'S EVALUATION MINUS PLAYER'S PERCEIVED COACH'S EVALUATION ON SELECTED FOOTBALL ATTRIBUTES: WILCOXON MATCHED-PAIR TEST AND DIRECTION OF CHANGE OVER TIME FOR SCHOOLS WITHIN PARTICIPANT GROUP

	Number of Non-tied Ranks, Wilcoxon "T" and Change Direction									
	Time Comparison	AC - PC			AC - PS			PC - PS		
	School Attribute	N	T	Dir	N	T	Dir	N	T	Dir
S_1	Blocking	14	13.00**	D	14	10.50**	D	12	17.50*	
	Courage	13	10.00**	D	16	7.00***	D	15	29.50*	D
	Determin	13	24.00	D	17	0.00***	D	13	0.00***	D
	Receiving	11	23.50	I	15	47.00	I	15	57.00	I
	Pride	16	13.50**	D	18	7.50***	D	16	30.00*	D
	Running	14	36.00	D	15	30.00*	D	11	25.50	D
	Confidence	12	20.00	D	15	0.00***	D	13	0.00***	D
	Strength	11	19.00	D	12	12.00*	D	11	18.00	D
	Tackling	10	15.00	D	14	4.00***	D	16	26.00*	D
	Toughness	15	6.00***	D	15	3.00***	D	14	34.00	D
S_2	Blocking	11	23.00	D	14	43.00	D	12	35.00	D
	Courage	9	0.00**	D	15	23.50*	D	13	42.50	D
	Determin	10	4.00**	D	16	48.50	D	17	72.50	I
	Receiving	13	40.00	D	14	28.50	D	12	22.50	D
	Pride	10	13.00	D	17	12.00***	D	16	33.50*	D
	Running	16	25.50*	D	11	16.00	D	13	33.50	D
	Confidence	16	27.50*	D	13	25.50	D	10	23.50	I
	Strength	11	20.00	D	14	15.00**	D	13	21.11*	D
	Tackling	12	21.50	D	16	51.50	D	12	30.50	I
	Toughness	14	30.50	D	14	19.50*	D	14	33.50	D

* P $\leq$ .05; ** P $\leq$ .01; *** P $\leq$ .001 (one-tailed test; n=19)

acted that the more successful school S_1 team had considerably better coach-player communication. Differences decreased for both teams over time, but this occurred to a greater extent with the more successful team.

Table 24 presents the results of Mann-Whitney independent group comparisons between schools within the participant group. School S_2 team generally demonstrated greater differences between actual and perceived coach's evaluation of self on selected football self attributes than school S_1 team. Differences were significantly greater with three variables. These findings moderately support Hypothesis II_{B3} and reinforce a number of other results which suggest school S_2 group communication was considerably less effective than that of school S_1.

Hypothesis II_{B4}. Differences between actual and perceived coach's evaluation will decrease over time.

Table 26 presents Friedman repeated measure analysis of variance results for the participant group. As predicted, all public evaluation-reflected public evaluation differences decrease over time, most decreasing significantly, thus supporting Hypothesis II_{B4}.

Wilcoxon Signed Ranks test between team comparisons are given in Table 23. The general decrease in actual-perceived coach's evaluation was again found for both teams. School S_1 team (the more successful) shows considerably more significant reductions in this perception discrepancy.

Hypothesis II_{B5}. Self evaluation and changes in self evaluation will vary directly with reflected or perceived public evaluation and to

TABLE 24

PARTICIPANTS' ACTUAL MINUS PERCEIVED COACH'S EVALUATION OF SELF ON SELECTED ATTRIBUTES: MANN-WHITNEY SCHOOL COMPARISONS AND SCHOOL OF GREATER DIFFERENCES

Mann-Whitney "U" Statistic and School of Higher Ranks

	PreCandidacy		Post Candidacy		Post Season	
Attribute	U	Sch H R	U	Sch H R	U	Sch H R
Blocking	160.50	S_1	166.00	S_2	150.50	S_2
Courage	169.50	S_1	174.00	S_2	135.00	S_2
Determination	176.50	S_1	170.00	S_1	88.00**	S_2
Receiving	161.50	S_2	161.00	S_2	176.50	S_2
Pride	135.00	S_1	177.00	S_1	149.00	S_2
Running	155.50	S_1	131.00	S_1	138.00	S_1
Confidence	178.00	S_2	166.50	S_1	114.50*	S_2
Strength	143.00	S_2	134.50	S_2	163.50	S_2
Tackling	162.00	S_2	170.00	S_2	109.00*	S_2
Toughness	176.00	S_2	143.50	S_2	137.00	S_2

* $P \leq .05$; ** $P \leq .01$; *** $P \leq .001$ (one-tailed test; n=19)

TABLE 25

PARTICIPANTS' PERCEIVED COACH'S EVALUATION MINUS SELF EVALUATION ON SELECTED ATTRIBUTES: MANN-WHITNEY SCHOOL COMPARISONS AND SCHOOL OF GREATER DIFFERENCES

Mann-Whitney "U" Statistic and School of Higher Ranks

	PreCandidacy		Post Candidacy		Post Season	
Attribute	U	Sch H R	U	Sch H R	U	Sch H R
Blocking	170.00	S_2	164.50	S_1	175.00	S_1
Courage	156.00	S_1	178.00	S_1	145.50	S_1
Determination	153.50	S_2	144.50	S_2	110.50*	S_1
Pride	133.00	S_2	178.50	S_1	180.00	S_2
Confidence	163.50	S_2	107.50	S_2	172.50	S_1
Tackling	164.50	S_1	168.50	S_1	150.50	S_1
Toughness	162.00	S_1	154.00	S_1	168.50	S_1

* $P \leq .05$; ** $P \leq .01$; *** $P \leq .001$ (one-tailed test; n=19)

changes in reflected public evaluation.

Perceived evaluation-self evaluation median difference scores are given in Table 28. An interesting, if serendipitous, finding was that dropouts, both before and after candidacy, tended to expect or perceive that their coach would rate them lower than they evaluated themselves. This suggestion, although far from a conclusive finding, indicates the negative expectancy or negative self-fulfilling prophecy the potential dropout holds, upon entering a tryout.

Results of Friedman repeated measures analysis shown in Table 27 suggest only moderate support for Hypothesis II_{B5}. Although not reaching significance, difference scores, with the exception of the attribute "pride", showed a general decrease, as predicted. Pride, a central valued attribute for football identity, increased significantly. Apparently players consistently felt their coaches did not credit them with as much pride as they attributed to themselves.

Table 25 presents interteam Mann-Whitney U comparisons on perceived coach evaluation-self evaluation differences. Little quantitative significant difference was found between school teams. However, over time, school S_1 perceived coach-self differences became generally larger than school S_2.

As Table 28 indicates, most dropout differences tended to be negative (the dropout felt his coach would evaluate him lower than he would rate himself). Nonparticipants tended to be positive in their coach's rating expectancy. Participants were evenly split on positive versus negative coaching expectancies at precandidacy. Over the football season the successful participant group became increasingly pos-

TABLE 26

PARTICIPANTS' COACH'S EVALUATION MINUS PERCEIVED COACH'S EVALUATION DIFFERENCES OVER TIME: SUM OF RANKS AND FRIEDMAN STATISTICS

Time Attribute	Sum of Ranks AC	PC	PS	Friedman Statistic
Blocking	89.50	72.50	66.00	7.75*
Courage	95.50	72.00	60.50	16.75***
Determination	95.00	72.50	60.50	16.14***
Receiving	81.50	75.50	71.00	1.46
Pride	98.50	77.00	52.50	27.88***
Running	85.00	72.00	71.00	3.21
Confidence	93.00	75.50	59.50	14.78***
Strength	87.00	78.00	63.00	7.74*
Tackling	90.00	74.00	64.00	9.05**
Toughness	96.00	71.50	60.50	17.38***

* $P \leq .05$; ** $P \leq .01$; *** $P \leq .001$ (one-tailed test; n = 38)

TABLE 27

PARTICIPANTS' PERCEIVED COACH'S EVALUATION MINUS SELF EVALUATION DIFFERENCES OVER TIME: SUM OF RANKS AND FRIEDMAN STATISTICS

Time Attribute	Sum of Ranks AC	PC	PS	Friedman Statistic
Blocking	83.00	71.50	73.50	1.99
Courage	80.50	72.00	75.50	0.96
Determination	79.50	68.50	80.00	2.22
Pride	69.00	70.50	88.50	6.20*
Confidence	82.50	77.00	68.50	2.62
Tackling	80.50	68.00	79.50	2.54
Toughness	78.50	73.50	76.00	6.33

* $P \leq .05$; ** $P \leq .01$; *** $P \leq .001$ (one-tailed test; n = 38)

TABLE 28

PERCEIVED COACH'S EVALUATION MINUS SELF EVALUATION ON SELECTED FOOTBALL SELF ATTRIBUTES: MEDIANS FOR GROUPS BY SCHOOLS OVER TIME (n=19)

Group	School	Time	Blocking	Courage	Determination	Pride	Confidence	Tackling	Toughness
Part	S_1	AC	0.25	0.18	-0.19	-0.75	0.00	0.31	0.09
		PC	0.00	0.05	-0.56	-0.18	-0.43	0.06	0.11
		PS	0.09	0.25	0.73	0.58	-0.19	0.25	0.25
	S_2	AC	0.42	-0.06	0.00	-0.11	0.11	0.11	-0.05
		PC	0.00	0.00	0.08	-0.29	0.31	-0.20	1.14
		PS	0.06	-0.20	-0.29	0.58	-0.19	0.08	-0.08
NonP	S_1	AC	0.71	0.20	0.06	0.13	-0.20	0.44	0.40
		PC	0.83	0.25	0.20	0.29	0.43	0.86	0.81
		PS	-0.13	-0.20	-0.60	-0.57	-0.58	-0.08	0.08
	S_2	AC	0.33	0.14	0.08	-0.06	0.08	0.13	0.29
		PC	0.56	-0.11	0.33	-0.05	0.15	0.33	0.35
		PS	0.22	0.31	0.09	-0.05	0.04	-0.14	0.11
DO	S_1	AC	-0.11	-0.00	0.08	0.19	0.33	-0.19	-0.15
		PC	-0.05	-0.04	-0.11	-0.09	-0.00	-0.29	-0.13
	S_2	AC	0.06	-0.57	-0.44	-0.33	-0.25	-0.00	-0.25
		PC	0.00	-0.05	-0.15	-0.19	-0.04	-0.04	-0.04

itive in this regard.

Mann-Whitney group comparisons (n=38) on selected football self attributes are given in Table 29. Few significant differences were found at precandidacy (AC) between groups. Only on tackling, blocking and toughness were significant ($p \leq .05$) differences found, with nonparticipants displaying greater perceived coach evaluation minus self evaluation differences.

At post candidacy no significant differences were found between successful (Part) and unsuccessful (DO) groups. Nonparticipants were considerably greater on this variable than both participants and dropouts at post candidacy. Nonparticipants were found to be significantly greater than participants on four attributes, and greater than dropouts on five of seven attributes.

Post season participant-nonparticipant comparisons showed little difference between the groups on perceived coach-self evaluation differences.

Wilcoxon repeated measures analysis results are given in Table 30. While showing relatively few significant changes over time, moderate directional change trends were observed. Thus, for participants, while the majority of attributes displayed reductions in difference from precandidacy to post candidacy and from precandidacy to post season, most differences increased slightly from post candidacy to post season. Pride, once again, was found to move counter to the dominant trends.

Nonparticipants generally increased perceived coach-self eval-

TABLE 29

REFLECTED SELF MINUS SELF EVALUATION DIFFERENCES FOR SELECTED FOOTBALL SELF ATTRIBUTES: MANN-WHITNEY U TESTS INDICATING GROUP OF HIGHER RANKS FOR COMPARISONS OF GROUPS OVER TIME

		Mann-Whitney "U" Statistic and Group of Higher Rank					
Group Comparison		Part vs NonP		Part vs DO		NonP vs DO	
Time	Attribute	U	Gp H R	U	Gp H R	U	Gp H R
AC	Blocking	635.50	NonP	591.50	Part	501.50*	NonP
	Courage	717.50	NonP	578.50	Part	573.50	NonP
	Determin	692.50	NonP	680.00	Part	648.50	NonP
	Pride	608.00	NonP	612.50	DO	690.50	NonP
	Confidence	665.00	Part	685.00	DO	642.50	DO
	Tackling	696.00	NonP	581.50	Part	560.00*	NonP
	Toughness	639.50	NonP	603.50	Part	542.00*	NonP
PC	Blocking	468.00**	NonP	702.50	Part	399.50***	NonP
	Courage	711.00	NonP	681.00	Part	677.50	NonP
	Determin	530.00*	NonP	695.50	DO	532.50*	NonP
	Pride	564.50	NonP	672.00	DO	606.50	NonP
	Confidence	566.50	NonP	718.50	Part	554.50*	NonP
	Tackling	468.50**	NonP	682.00	Part	410.00***	NonP
	Toughness	450.00**	NonP	688.50	Part	401.00***	NonP
PS	Blocking	702.00	NonP				
	Courage	685.00	NonP				
	Determin	612.00	Part				
	Pride	500.50*	Part				
	Confidence	706.00	NonP				
	Tackling	636.00	Part				
	Toughness	695.00	NonP				

* P $\leq$ .05; ** P $\leq$ .01; *** P $\leq$ .001 (one-tailed test; n=38)

TABLE 30

REFLECTED SELF EVALUATION MINUS SELF EVALUATION DIFFERENCES FOR SELECTED FOOTBALL ATTRIBUTES: WILCOXON MATCHED-PAIR TEST AND DIRECTION OF CHANGE OVER TIME BY GROUPS

	Number of Non-tied Ranks, Wilcoxon "T" and Change Direction								
Time Comparison		AC - PC			AC - PS			PC - PS	
Group	Attribute	N	T	Dir	N	T	Dir	N	T	Dir
Part	Blocking	24	97.00	D	26	139.50	D	25	156.00	I
	Courage	23	106.50	D	26	147.00	D	21	114.50	I
	Determin	19	60.00	D	30	223.50	I	26	127.00	I
	Pride	30	211.50	I	26	85.50*	I	31	144.50*	D
	Confidence	28	154.50	D	23	79.50*	D	24	118.00	I
	Tackling	27	130.50	D	26	156.50	D	25	138.50	I
	Toughness	25	134.00	D	28	197.00	D	28	186.00	D
NonP	Blocking	20	92.00	I	29	163.50	D	28	109.00*	D
	Courage	28	187.00	D	26	154.69	D	25	156.50	D
	Determin	29	163.50	I	29	188.00	D	30	149.00*	D
	Pride	31	188.00	I	29	182.50	D	27	118.50*	D
	Confidence	26	112.50	I	27	181.00	D	24	57.50**	D
	Tackling	25	96.00*	I	32	220.50	D	27	94.50**	D
	Toughness	19	44.50*	I	26	170.00	D	27	106.00*	D
DO	Blocking	26	173.00	D						
	Courage	22	93.00	D						
	Determin	29	195.00	D						
	Pride	19	88.00	D						
	Confidence	28	158.00	D						
	Tackling	25	146.50	I						
	Toughness	24	133.50	D						

* P $\leq$ .05; ** P $\leq$ .01; *** P $\leq$ .001 (one-tailed test; n = 38)

uation differences during the first time period, but decreased the difference over the season long period with most items showing significant ($p \leq .05$) reductions on six of seven attributes, from post candidacy to post season.

Dropouts' differences were generally initially negative (i.e., coaches were felt to rate them lower than they rated themselves) and became consistently negative at post candidacy, as predicted in the social interactionist theory. Dropouts decreased their perceived coach-self evaluation differences over the candidacy period. In most cases this reduction resulted from the lowering of self evaluation in the direction of an even lower expected coach's rating.

Self Evaluation and Organization; Interrelatedness of Attribute Sets--Proposition II_C: The component attributes of total self perception are arranged into sets according to perceived role attribute requirements. Sets of attributes and role or subselves are related to the extent that they have attributes in common. Changes in the evaluation of one set of attributes or subself, will spread or be generalized to other sets, subselves, or to the total self to the extent that the same attributes constitute valued components of both sets of attributes.

Hypothesis II_{C1}. Change of one subself will result in the spread of change to another subself to the extent that the two subselves are related through common attributes. Thus, highly related subselves will change most, while highly unrelated selves will change least.

Hypothesis II_{C2}. Highly position specific football attributes will change less than general football attributes.

Table 22 (p. 164) presents Wilcoxon repeated measures analysis of self evaluation on four self subsets--general football self, position specific football self, general athletic self, and unrelated self. Successful candidates (Part) showed significant ($p \leq .001$) increase in general football self evaluation and a related change in general athletic self evaluation. Unrelated self also showed significant ($p \leq .01$) change over the length of the season. Position specific self showed no change. Participant findings thus provide strong support for Hypothesis II_{C2}, i.e., general football self changed significantly while the group as a whole did not change on position specific football traits. Hypothesis II_{C1} received only moderate support. The positive "treatment effect" of successful football tryout spread to general athletic self, but less so to unrelated self. In this regard, no change on unrelated self occurred from pre to post candidacy.

Nonparticipants, subjects who did not experience the football team tryout and participation but who took part in both physical education classes and to varied degrees unorganized flag football, showed consistent increases in self evaluations on all subsets and on total self over the season. If this group had experienced absolutely no football or other athletic involvements over the experimental period, i.e., if it constituted a true experimental control group, then it would be necessary to seriously consider accepting the "positivity" explanation of this increased self evaluation. While positivity may have played a part in this increase, it is also possible to attribute a portion of this increase to the positive effects of the physical edu-

cation class programme on improving football performance and to overall positive experience in their high school environment. Hence, increased football self evaluation may still possibly be attributable to objectively increased public evaluation of football attributes and their environment as a whole.

The unsuccessful candidates devalue themselves significantly on all subsets except on general athletic self. Thus, although the devaluation effects of tryout failure was spread to most aspects of self, it seems to have been isolated somewhat from general athletic self. Dropout findings, like nonparticipant results, provide only moderate support for Hypotheses II_{C1} and II_{C2}.

Self Aspiration and Self Fulfillment--Proposition II_F: Successful candidates will exhibit lower aspired self minus present self evaluation differences than unsuccessful candidates.

Hypothesis II_{F1}. The unsuccessful dropouts will demonstrate a greater aspiration discrepancy than the successful participants.

Hypothesis II_{F2}. Successful candidates will experience greater self fulfillment (greater aspired self-self evaluation discrepancy reduction) than unsuccessful candidates.

Hypothesis II_{F3}. Members of the less successful team will demonstrate greater football aspiration discrepancy and less self fulfillment than members of the more successful team.

Table 31 presents Mann-Whitney between-group comparisons of aspired self discrepancies over time. Although none of the group differences reached significance, and hence the null hypothesis cannot be rejected, differences are consistently in the hypothesized direction.

Although not reaching significance, findings are of sufficient practical importance to deserve some discussion here. As predicted, the dropouts consistently, over time, possessed larger discrepancies. The participants generally enter candidacy with a larger aspiration discrepancy than the nonparticipants, but smaller than the unrealistically large dropout group discrepancy. Dropouts generally display larger aspiration discrepancies than nonparticipants. At post candidacy and post season, the successful participant discrepancy becomes smaller than the nonparticipants. As expected, the unsuccessful candidates, from the beginning, tend to have perhaps unrealistically large aspired self-present self evaluation discrepancies. Failure does not seem to cause this discrepancy to be adjusted to lower, more realistic, levels. The nonparticipants in the beginning demonstrated very little aspiration discrepancy, perhaps reflecting their lack of motivation in football success. Participants began with an intermediate, "realistic" level of aspiration discrepancy which was reduced over time relative to the nonparticipants. This participant reduction, generally not found to the same extent with the other two groups, provides some support for the prediction of "self-fulfillment" of the football self.

Interschool Mann-Whitney comparisons (n=19) are given in Table 32. These findings suggest that the less successful team, at all three time periods, generally displayed higher aspiration discrepancy. These findings support the notion that there is an optimum, realistic level of aspiration which typifies the effective performer. However, comparison of the overall interschool group aspiration levels suggests that school S_2 generally tends to display greater aspiration discrep-

TABLE 31

ASSIGNED EVALUATION MINUS SELF EVALUATION DISCREPANCY: MANN-WHITNEY COMPARISONS AND GROUP HAVING GREATER DISCREPANCY

		Mann-Whitney "U" Statistic and Group of Higher Ranks					
Group Comparison		Part vs NonP		Part vs DO		NonP vs DO	
Time	Attribute	U	Gp H R	U	Gp H R	U	Gp H R
AC	Blocking	654.50	Part	666.00	DO	611.50	DO
	Courage	674.00	NonP	613.00	Part	574.00	NonP
	Determin	630.00	Part	623.50	Part	709.00	NonP
	Pride	623.00	Part	713.00	DO	635.50	DO
	Confidence	632.50	Part	636.00	DO	557.50*	DO
	Tackling	625.00	Part	696.50	DO	633.00	DO
	Toughness	687.00	Part	711.00	DO	697.50	DO
PC	Blocking	669.50	NonP	587.50	DO	656.50	DO
	Courage	675.50	Part	632.00	DO	585.50	DO
	Determin	719.50	NonP	593.50	DO	596.00	DO
	Pride	719.00	NonP	695.50	DO	703.00	DO
	Confidence	720.50	Part	612.50	DO	614.00	DO
	Tackling	660.00	Part	665.00	DO	661.00	DO
	Toughness	687.50	NonP	636.00	Part	613.00	NonP
PS	Blocking	681.00	NonP				
	Courage	592.50	NonP				
	Determin	648.50	NonP				
	Pride	722.00	Part				
	Confidence	643.50	NonP				
	Tackling	676.00	NonP				
	Toughness	599.50	NonP				

* P $\leq$ .05; ** P $\leq$ .01; *** P $\leq$ .001 (one-tailed test; n=38)

ancies. Whether this is related to differential winning traditions or other factors could not be determined. These aspiration discrepancy findings provide general support for Hypothesis II_{F3}.

Wilcoxon repeated measures analysis results for all three groups is given in Table 33. Findings provide moderate support for Hypothesis II_{F2}. The successful participants generally reduced their aspiration discrepancy and hence demonstrate "self fulfillment". These trends are especially apparent following the initial successful candidacy and over the long term, where four of seven attributes reached significance ($p \leq .05$). Nonparticipants, although showing some reduction initially, then display a mixed pattern of increases and decreases. Dropouts show a slight, but generally insignificant tendency to discrepancy reduction, but as the Mann-Whitney comparisons of Table 32 indicate, they continue at post candidacy to demonstrate the greatest aspiration discrepancies of all groups.

TABLE 32

ASPIRED SELF EVALUATION MINUS SELF EVALUATION DIFFERENCES BY SCHOOLS WITHIN GROUPS ON SELECTED FOOTBALL ATTRIBUTES: MANN-WHITNEY U COMPARISONS AND SCHOOL OF GREATER DIFFERENCES

		Mann-Whitney "U" Statistic and School of Greater Differences					
		PreCandidacy		Post Candidacy		Post Season	
Group	Attribute	U	Sch H R	U	Sch H R	U	Sch H R
Part	Blocking	164.50	S_1	153.00	S_1	162.50	S_2
	Courage	144.00	S_2	86.00**	S_2	153.50	S_2
	Determin	118.50*	S_2	114.50*	S_2	149.50	S_2
	Pride	154.50	S_2	105.50*	S_2	130.00	S_2
	Confidence	150.00	S_2	104.00	S_2	129.00	S_2
	Tackling	161.50	S_1	128.00	S_2	157.00	S_2
	Toughness	169.50	S_2	110.50*	S_2	171.00	S_1
NonP	Blocking	167.50	S_1	173.50	S_2	158.00	S_1
	Courage	150.00	S_2	163.50	S_2	171.00	S_2
	Determin	166.00	S_1	89.00	S_2	136.00	S_2
	Pride	172.00		118.50	S_2	159.00	S_2
	Confidence	173.00		162.00	S_2	166.00	S_1
	Tackling	142.00	S_2	173.50	S_1	132.50	S_1
	Toughness	164.50	S_2	142.00	S_2	158.50	S_1
DO	Blocking	166.50	S_1	146.50	S_2		
	Courage	167.00	S_2	141.50	S_2		
	Determin	136.50	S_2	126.00	S_2		
	Pride	142.00	S_1	156.00	S_2		
	Confidence	169.50	S_2	152.50	S_2		
	Tackling	147.50	S_1	140.50	S_2		
	Toughness	175.50	S_2	177.00	S_1		

* $P \leq .05$; ** $P \leq .01$; *** $P \leq .001$ (one-tailed test; n=19)

TABLE 33

ASPIRED EVALUATION MINUS SELF EVALUATION CHANGES OVER TIME BY GROUPS: WILCOXON MATCHED-PAIR TEST AND DIRECTION OF CHANGE

Time Group	Comparison Attribute	AC - PC N	AC - PC T	AC - PC Dir	AC - PS N	AC - PS T	AC - PS Dir	PC - PS N	PC - PS T	PC - PS Dir
Part	Blocking	27	129.50	D	25	141.50	D	25	138.00	I
	Courage	23	59.00**	D	27	101.00*	D	27	174.00	D
	Determin	19	48.00*	D	28	110.00*	D	24	116.00	D
	Pride	25	88.50*	D	28	187.50	D	24	91.00*	I
	Confidence	26	75.00**	D	24	73.50*	D	27	172.00	I
	Tackling	30	162.00	D	27	173.50	D	22	91.00	I
	Toughness	28	163.50	D	23	84.00*	D	22	95.00	D
NonP	Blocking	26	164.00	I	25	143.00	I	22	121.00	D
	Courage	26	47.50***	D	25	122.00	D	20	39.00**	I
	Determin	24	138.00	D	16	62.50	D	18	77.50	D
	Pride	21	97.00	D	21	105.00	I	25	125.00	I
	Confidence	18	48.00	D	25	145.00	D	22	93.00	I
	Tackling	24	141.00	D	27	149.00	I	19	52.50*	I
	Toughness	27	188.00	D	24	148.50	D	20	102.00	D
DO	Blocking	30	193.00	D						
	Courage	20	90.00	I						
	Determin	24	117.50	I						
	Pride	19	55.50	D						
	Confidence	29	167.50	D						
	Tackling	23	107.00	D						
	Toughness	27	100.00*	D						

* P $\leq$ .05; ** P $\leq$ .01; *** P $\leq$ .001 (one-tailed test; n=38)

CHAPTER VI

DISCUSSION

I. METHODOLOGICAL EVALUATION AND IMPLICATIONS

Instrumentation: Reliability and Validity

This study set out to synthesize a social behaviorist sporting self perspective together with appropriate methods to both evaluate that perspective and to utilize it in physical activity research. A test-retest reliability study was carried out on the instrument, using grade ten male physical education students. Results provided strong confirmation for the stability form of reliability of the instrument.

While no explicit external validity study was done, the method of instrument development determined that the inventory would have construct validity. Bantam football players, similar to those Junior high school players used as subjects in the natural experiment reported here, were inventoried to obtain the actual words they use in perceiving and describing the ideal football player, teenagers' outside interests, and reasons for quitting football. The most frequently used responses were utilized in developing the present inventory (Appendix B). The study's high level of hypotheses confirmation, and the inventory's ability to discriminate participants from nonparticipants and successful from unsuccessful football candidates provide further indirect, but substantial evidence of the validity of the methodology and instrumentation.

One particular proposition provided confirmation of a form of

external validity check on the instrument. Hypotheses II_{B3}, II_{B4} and II_{B5} predicted and confirmed a strong correspondence between the coach's expert evaluation of the player's characteristics, the player's perceived coach's evaluation, and his own self evaluation. The high level of affirmative findings also provided further substantial support for the instrument's external validity.

II. THEORETICAL EVALUATION AND IMPLICATIONS

The symbolic interactionist, or social behaviorist, "self" perspective of G.H. Mead was applied to the social world of the participant in physical activity. A specific application and exploratory theoretical development was begun for the particular case of candidacy for, and participation on, a competitive sports team. Although admittedly exploratory in nature, selected aspects of the resultant perspective were tested in the present natural experiment. This research then was carried out both to test and evaluate the theory in a football candidacy case study, and to study the practical effects of that competitive sports team tryout on the teenage boys.

As the previous section noted, a reasonably reliable and valid methodology and instrumentation was evolved from the perspective. This methodology attempted to avoid the interval scale assumptions usually made with these kinds of attitude scales, by utilizing nonparametric data analysis. The nonparametric analysis utilized in the present research proved to be neither restricting nor overly conservative.

Total Self Propositions

The limited results of the study serve to moderately support the

theory. Section I propositions dealt with the composition, development, organization and change of the total self. Total self is conceptualized as comprised of both personally descriptive self attributes and role or situationally based subselves. The value importance of each of these attributes and roles to the self as a whole relates to the salience or value of those roles to the person in his reference groups or publics. Should the reference group importance of a role or subself change, or should the social reward or status value of that role change, then the total self value of that subself will tend to undergo a corresponding change.

Findings of the present research provide strong empirical support for the hypotheses derived from this proposition, and hence for the postulate itself. The value of the football player subself for the successful and unsuccessful football candidates was found to be much greater than for the nonparticipants, supporting the contention that the football team serves as an important reference public for the former, but less so for the latter groups. Intergroup differences proved to be generally more important than interschool differences. The relative success of the junior football team at these schools did not seem to influence appreciably the value of football in the schools. Repeated measures analysis for the three groups strongly supported the theoretical notion that positive or negative social status change in a role will result in positive or negative self value changes respectively for that role.

Proposition I_B states that levels and changes of subself evaluation vary with actual levels and changes in performance of the cor-

responding role, and hence with levels and changes in public evaluation of that performance. Both the results of independent group comparisons and those of repeated measures analyses supported this postulate.

Proposition I_C contends that total self evaluation or esteem is a function of the summation of a person's evaluation of his subselves, weighted as to total self value. Levels of and changes in total self evaluation will vary with levels of and changes in self evaluation of valued subselves.

Independent group findings mildly supported this notion that total self evaluation will change correspondingly with significant changes in football self evaluation. Repeated measures results provided mixed support for the proposition. While the positive effects of the successful candidacy spread to participant's total self evaluation, dropouts seemed moderately able to isolate their football self devaluation from total self. Nonparticipants showed general increases in total self evaluation over the fall season. A number of confounding variables allowed to operate freely in the natural experiment may have affected results.

As results of the independent group comparisons demonstrated (Table 10, p. 135), the nonparticipant sample was slightly, but consistently higher on total self evaluation than participants. The nonparticipant increase in total self evaluation (which is unaccompanied by a significant football self evaluation change) may have resulted in part from this general "positivity effect" (Secord, 1968). It may also have resulted from a general positive change in self confidence in the early months of Senior High School, resulting from increased positive,

objective, feedback from the school environment.

The failure to find instead of negative treatment effect from decreased [illegible] to total self evaluation for the unsuccessful candidates may be interpreted as support for the "positivity of self actualization" explanation proposed by Rogers (1959) et al. However, it may also be interpreted as support for the interactionist notion of segregation or role distance, proposed by Goffman (1961). The unsuccessful candidates, because their failure of "dropout" did not involve the customary public status denigration ritual called "cutting", were able to separate their football self devaluation from their evaluation of self as a whole. This kind of private "rationalization" of candidacy failure is commonly observed by coaches of all sports. Quitting players commonly explain their departure by saying that football is no longer important to them. This latter "role distance" symbolic interactionist interpretation of the dropout data was felt to be a plausible explanation of the findings. Results of tests on proposition I_C suggest the complexity of moderating variable effects relating subself evaluation to total self. A number of control variables could be studied, e.g., the weighting of subselves as to self value relative to effect on total self evaluation. Another factor limiting the precision of testing this and other propositions was the complexity of variables affecting subjects in the natural experiment situation.

Proposition I_D states that evaluation, valuation, and utilization of a subself or self attribute are positively correlated and will vary together. Hypotheses I_{D1}, I_{D2} and I_{D3} attempted to evaluate this

contention. Both correlational and causal data strongly confirmed these hypotheses and the underlying proposition. This proposition provides an interesting basis for further study of the participation process.

Proposition I_E dealt with aspects of the congruency processes: self or cognitive strategies the person may utilize when facing an incongruent interpersonal self matrix. Hypotheses I_{E1} and I_{E2} predict that the person's evaluation of the referent other (the coach) will vary with the referent other's perceived public evaluation of that person. Both independent group and repeated measures comparisons for groups and schools provided significant support for both hypotheses.

Propositions I_D and I_E both dealt with the organizational processes interlinking the components of the self which underly the congruency processes. Hypotheses I_{E3}, I_{E4} and I_{E5} all provide moderate confirmation of the congruency notions advanced. As predicted, dropouts who valued the football role highly were less prone to devaluing their coach than dropouts who did not value the subself highly. Football self value, self evaluation, and evaluation of the person's coach were strongly related as congruency theory postulates.

Interactionist self theory attempts to deal with the overriding or controlling function of total self evaluation or esteem on interpersonal self congruency strategies (Hypotheses I_{E5} and I_{E6}). Findings suggested that the high self evaluation dropouts were more willing to accept the devaluation of their performance without devaluing their coach, than the low total self evaluation group. In this study, higher

total self evaluation seemed to serve as a mediation variable which allowed the unsuccessful candidate to more realistically adjust his interpersonal self matrix to the tryout failure. This part of the study deserves further exploration.

Football Self Propositions

Results of the present "natural experiment" generally served to support this section of the theoretical perspective. Section II propositions deal with the composition, development, organization, and change of the football subself.

Proposition II_A postulates that the perceived football self identity--that hierarchy of attributes held to be more or less related and valuable to the football player role, varies with that of the person's reference groups and referent others. This perceived ideal football player identity hierarchy undergoes change as the candidate becomes socialized into the team. Results generally supported this theoretical postulate.

Hypotheses II_{A2}, II_{A3}, II_{A4}, and II_{A5} tested aspects related to this proposition--namely that team consensus on the ideal player identity will increase with coach-player and player-player communication and interaction. Over time, given that the coach is accepted as a valued reference public, team consensus should increase. Team consensus, as an indicator of team cohesion, should relate to team success. These predictions were all borne out to varying degrees in the research findings. As expected, high agreement on football attribute value occurred only on those attributes discussed because of their importance in the football situation. Intergroup differences on ideal football

player identity, although in the predicted direction, were not as marked as anticipated. It was felt these ingroup-outgroup differences may have been moderated by the fact that the team opinion leader, the coach, also served as physical education class football instructor. It was thus expected that his perception of the ideal football player could well have been communicated to nonparticipants in the class setting, thereby predictably decreasing the coach-subject discrepancy for that outgroup.

Proposition II_B states that self evaluation levels and changes on subselves and self attributes will vary with actual levels in performance of that role or attribute and hence with levels and changes in public evaluation of that performance. Results confirmed all aspects of this proposition.

This central proposition is a circular postulate contending that self evaluation varies with reflected or perceived public self evaluation, which in turn varies with public evaluation. The public evaluation may also reflect the actual public performance or behavior associated with the subself or attribute evaluated. Present findings tended to strongly confirm the causal relationship between public evaluation and perceived public evaluation (Hypothesis II_{B3}). This finding was somewhat variable between teams, perhaps reflecting communication differences. The self evaluation-perceived self evaluation prediction (Hypothesis II_{B4}) was borne out to only a moderate degree, giving the social determinance position taken here only limited support. This looseness in the theory may be interpreted as support for the

limiting conditions on social determinance discussed above (p. 85). Thus, although the individual may be able to accurately perceive how the coach evaluates him on an attribute, he may reject the coach's evaluation and choose to evaluate himself quite differently. The unexpected finding that future dropouts tended to expect their coach's to rate them lower than they rated themselves, is of practical importance and deserves further study.

Proposition II_C states that the treatment effects of the football tryout will spread from the football self directly evaluated, to sets of attributes or subselves to highly related subselves, but not to unrelated subselves. Subselves are held to be related through attributes held in common. Findings supported the contention that self may be profitably conceived of as a composite set of person attributes which may be grouped into sets according to roles or functions. Change in one subself may result in a gradient of changes in subselves as a function of their perceived relatedness. As previously discussed, where a subself such as football player is highly valued, this generalization of treatment effect may spread to the total self evaluation.

Proposition II_F deals with aspired self evaluation and self fulfillment. It states that the aspiration discrepancy--the aspired self evaluation-self evaluation difference, will be greater for unsuccessful candidates. Successful performance will result in reduced aspiration discrepancy or self fulfillment. All three Hypotheses (II_{F1}, II_{F2}, and II_{F3}) were supported by the data.

Thus, given the complexity and control limitation of the natural experiment, the selected aspects of the symbolic interactionist

self theory tested, received moderate, but general support, in the controlled investigation reported here.

III. IMPLICATIONS OF THE FINDINGS OF THE NATURAL EXPERIMENT FOR SPORT AND PHYSICAL EDUCATION PRACTICE

Total Self and Football Self

Results suggested that the football player role still ranks high in the status hierarchy of today's high school social system. While this football self value may vary slightly from school to school with such factors as winning tradition, the successful football candidate is generally held in high regard by his peers.

Successful football tryout results in the individual increasing the value of that subself as part of his overall congruency processes. The unsuccessful candidate tends to decrease the value of the football role in order to reestablish the correlation or congruency between subself value, evaluation and utilization in his self system.

Successful football team tryout resulted in significant increases in football self evaluation, while a failed candidacy resulted in a reduced football self evaluation. Voluntary withdrawal or dropout proved to be of sufficient negative importance to inhibit the normal development of total self evaluation found in both successful participants and nonparticipants. Making the football team proved to be a powerful self confidence builder, while failure, even when masked by "voluntary" dropout, may result in decreased general self confidence development.

The general and persistent differences on self evaluation vari-

ables between schools may reflect possible important differences in the communicated person-evaluative environment of the two schools. Possibly the significant precandidacy differences on football self evaluation may have had considerable influence on the different success expectations and objective success rates of the schools.

The positive correlation between subself evaluation, and its value and utilization has considerable implications for an increased conceptual understanding of participation. Many physical educators are greatly concerned about the low levels of physical activity participation of our population, yet our understanding of the process itself is very limited. Further pursuit of some of the relationships explored here may prove useful.

Analysis of the congruency strategies used by the dropouts led to some interesting findings. In general, as expected, dropouts tended to devalue their coach, the football role, and themselves following failure to make the team. The strategy of devaluation of the coach was used slightly more heavily by dropouts who were lower in total self evaluation and who valued football relatively less. Candidates who were high in overall self esteem appeared to be able to be more "honest" and realistic in dealing with their failure, than those with low total self evaluation.

Football Self: Composition, Organization and Change

Findings of the research suggested successful candidates had a somewhat more realistic image of the ideal football player and football role, upon entering into the tryout. Although more realistic than nonparticipants, unsuccessful aspirants tended to value unrelated skills

and characteristics too highly, and ignored some of the more "hard-nosed" prerequisites of football success.

While members became more accurate and cohesive in their assess ideal player image as the season wore on, the more successfu on a won-loss basis) began with and persistently displayed a superior consensus on perception of these role requirements. This evidence, together with a number of other findings, suggested much greater coach-player and player-player interaction and communication effectiveness on the more successful team. This was also the school that had generally an overall more positive evaluation of most attributes. Coach-player communication of the coaching staff's evaluation of the player's football attributes was also much more accurate for the successful team.

The theory stated that athletic self or personality may be profitably construed as a number of more or less related roles or sports activity selves. The present research strongly supported that contention. Successful football participation resulted in changes in related subselves (subselves with common self attribute elements), such as the more general attribute grouping, general athletic self and in total s Lesser changes were found in position specialized football attributes such as kicking and in unrelated attributes. Unsuccessful candidates, however, more generally isolated their devaluation within football related aspects of the athletic self. Unrelated self attributes were devalued, but total self showed little change.

Of central concern to the interactionist self position is the

notion that self perception and description is learned from significant others. While results offered moderate support for this prediction, successful participants in particular also demonstrated a strong degree of reliance on their own direct perceptions of performance in setting their self evaluation level.

A serendipitous result from this hypothesis was the finding that dropouts generally expected their coach to rate them lower than they rated themselves. This negative expectancy, or self fulfilling prophecy finding could have important ramifications for coaching, and deserves further research.

A final important, practical implication of the research lies in the area of aspired self evaluation. As expected, successful candidates reduced their aspired self evaluation discrepancy. This self fulfillment or "self actualization" results from their successful achievements. This does not occur with the dropout group.

At precandidacy, the future dropouts displayed a slightly higher aspiration discrepancy. This higher aspiration level, perhaps characteristic of the more defensive or unrealistic self in general, was not decreased to any significant extent, as a result of the failure experience.

A similar, somewhat unrealistically high team finding was noted for the less successful team throughout the season. The assisting of team goal setting at attainable levels is a vital function of the coaching staff. This seems to have occurred more in the case of school S_1 than of school S_2.

IV. IMPLICATIONS FOR FURTHER RESEARCH

Utility of the Theory and Methodology

The perspective put forward here is in the exploratory stages. Much remains to be done by way of improving the logical linkages between statements. While the Meadian and congruency aspects of the perspective appear to be reasonably well developed and testing begun, the integration begun by Sherwood (1962) of this tradition, with the aspiration level literature and the self actualization work of Carl Rogers (1959), requires much further work. Application of this branch of self theory has always suffered from problems of operationalization, yet offers sufficiently important insights to justify further work.

The present work dealt only briefly with the aspiration level, self fulfillment notion. This brief study yielded some of the more interesting insights for further research. As Wylie (1961) suggested, the potential failure group was characterized by unrealistically high aspired-present evaluation discrepancy. This insight would seem to be of considerable utility to both coach and sports psychologist and deserves further study.

Within the general social behaviorist aspect of the perspective, one of the most interesting, if unexpected findings, was that the dropouts generally expected their coach to rate them lower than they rated themselves. This negative expectancy, an indication of the more general negative self fulfilling prophecy is highly suggestive for predicting failure oriented performers, and for prescribing preventive coaching measures. While a highly speculative finding at this time,

it is deserving of further research.

The instrumentation and methodology, although far from completed, provided sufficiently reliable and valid data to recommend it for further development and utilization. The simplicity of application and analysis recommends it to coaches and others who have a minimum of training in research techniques.

Suggestive areas of practical study would include analysis and evaluation of coach-player communication, and team consensus, and group cohesion. The respondent-oriented, open-ended nature of the inventory and underlying perspective lends itself to getting at the situational social-reality of the particular team, coaches and players.

While the present research dealt with a broad array of theoretical hypotheses of the theory, much remains to be done by way of evaluating the perspective. Its utility would seem to be applicable to the many self-group situations typical of physical education and sports situations. The outdoor education group is a prime example of where interactionist self theory may be utilized to study self development in a group setting.

CHAPTER VII

SUMMARY AND CONCLUSIONS

I. SUMMARY

A number of social behaviorist and symbolic interactionist viewpoints were utilized in synthesizing a social interactionist view of sporting self. The theory was presented as a set of propositions, assumptions, and working definitions. Hypotheses derived from the theory's propositions and related literature were tested in a natural experiment. The natural experiment involved a longitudinal study of teenage self perception in competitive sports team candidacy, participation and dropout.

The Social Interactionist Sporting Self Theory

An overview of the perspective described how the sports candidate's views of himself as a sportsman are shaped through symbolic interaction with referent others, such as coaches and player leaders. His self evaluations vary with these public evaluations of his performance. Where a previously reinforced sports self perception or expectation does not receive confirmation, the player must resort to one of a number of self strategies to restore perceived congruency in the interpersonal self matrix.

The theory integrated postulates from Secord and Backman (1961; 1964; 1965), Sherwood (1962), Haas and Maehr (1965) and Kinch (1963). These propositions were stated and begun to be organized into an interrelated set of propositions. It is assumed that self

perception is a form of interpersonal judgmental and descriptive person perception. The player constructs sets of perceptual categories or attributes from his interpersonal interaction with referent others, and from his direct activity experience. These attributes and attribute sets he uses in perceiving, describing, and acting towards his human and non human environment and himself. Self attribute perceptions serve both as plans for organizing performance and as impetus for that behavior. Self is an ongoing process and not a fixed conformity.

The total self is assumed to be a dynamic composite of self attributes the person uses in perceiving himself. These may be grouped by him into sets called subselves which incorporate the characteristics, skills and abilities required in his valued roles and situations. This ideal player image for a specific sport or as an all round athlete he may have learned through his observation of sports star models, or through his symbolic interaction with coaches and referent others. He learns their images of the ideal player self and the value of various attributes to that subself.

A central circular causal proposition postulates that the athlete's self perceptions, both in terms of descriptions and evaluations, are learned from the reflected descriptions and evaluations made of him by his coaches and referent others. These perceived coach's evaluations will, in turn, reflect both the coach's actual evaluations and the player's actual performance quality. Aspired self evaluation levels are also learned in performance experience and in interaction with referent others. These learned self perceptions serve to select and predict participation and performance. The player with a negative

self perception and expectancy hence performs in that manner. The person will tend to participate in those activities and interact with those referent others who serve to provide "payoff" for, and confirm his previously reinforced self perceptions. This "self fulfilling prophecy" constitutes a most important prediction of the social interactionist sporting self theory.

Positive or negative changes occurring in the coach's public evaluation of the player are predicted to result not only in self evaluation changes in the specific sport self criticized, but also in those related subselves which comprise attributes in common with the criticized self. Total self evaluation, the summation of subselves and attributes weighted as to their total self value, may also experience corresponding change if the sport self criticized is a highly valued one.

Sporting team candidacy, a form of socialization, involves entering new self-other interaction matrices where existing self perceptions may receive disconfirmation. The resulting incongruent interpersonal self matrix may be returned to congruency through the use of a number of congruency strategies. The player may simply reevaluate his sport self, he may choose to reevaluate the coach, he may misperceive the disconfirming public evaluation, or he may utilize some combination of these strategies. He may also devalue the activity and reduce his utilization of that self or attribute. Dropout represents an extreme form of this strategy.

A final proposition of the theory contended that the aspired self evaluation minus present self evaluation discrepancy or incon-

gruency serves as a measure of optimal motivational level. This self aspiration incongruity is assumed to function to drive and direct performance. Successful performance is expected to reduce this discrepancy and result in self fulfillment.

Methodological Development and Research

The theoretical propositions and hypotheses were tested and utilized in exploring a number of sports participation and interpersonal self problems important to physical education and sport. A controlled investigation or natural experiment was carried out involving a longitudinal, repeated measures study of teenage self perception processes associated with football team candidacy, participation and dropout.

The study involved pre and post candidacy self rating measures by three samples of thirty-eight adolescent high school boys--football participants, nonparticipants and dropouts. Successful or unsuccessful football candidacy was the overriding independent variable and was hoped to provide sufficiently strong treatment effect to counter all the other various factors affecting the subjects in their complex teenage society. Although the treatment effect of the more highly esteemed senior high school football team participation would have been greater, practical control limitations of natural experimental design forced the use of the less socially valued junior team.

A self rating inventory was administered to the participant, nonparticipant, and future dropout groups prior to and following football team candidacy. Participant and nonparticipant groups were also administered the inventory following the season.

A football player self rating inventory was developed in accord with the theory and hypotheses. The words and attributes were derived from a pilot study carried out with a similar group of adolescent football players.

The self rating inventory utilized ten-point unipolar scales previously substantiated by Haas and Maehr (1965), among others. The sections of the inventory asked the subject to: rate the value, evaluation and utilization of various subselves relative to total self; rate the value, current evaluation and aspired evaluation of various attributes relative to football self; rate their perception of their coach's valuing of the above mentioned football self attributes and of his evaluation of themselves on those attributes; rank a number of reasons why teenagers quit football; and evaluate their coach on four coaching role related attributes.

The coach was also given a player rating inventory on which he was asked to: rate the football self attributes relative to his ideal football player image, and to evaluate each participant on selected football self attributes.

The inventory was found to meet a number of criteria for validity. A major proposition of the theory--the prediction of coach-player attribute evaluation congruency--constituted a direct check on external criterial validity. The strong validation of this proposition and a large number of hypotheses, provided confirmation of instrument validity.

A separate pre test-post test reliability study done on similar subjects confirmed the stability of the instrument (mean Kendall tau =

.85).

Most theoretical hypotheses and tests were causal in nature and were carried out using sum of ranks tests for both repeated measure and independent group comparisons. A few hypotheses, however, called for correlational analysis. Data was run using nonparametric statistics except in those cases where the demographic data was clearly interval in nature.

II. CONCLUSIONS

A working paper for a social interactionist perspective of sporting self was presented, which reasonably met a number of logical, intuitive and empirical criteria for beginning theory. The instrumentation and methodology derived out of the perspective provided both a valid and reliable operationalization of the perspective.

Hypotheses derived from theoretical propositions were tested and received moderate but fairly general support, thus providing general support for the theory. Tests of these research hypotheses, each of which also explored a specific research problem of practical concern, provided support for the following specific conclusions:

Total Self Perceptions

1. Football and other athletic subselves constitute highly valued aspects of the male teenager's total self.

2. From precandidacy onward, successful participants valued the football subself significantly higher than dropouts and nonparticipants. Dropouts valued the role more highly than nonparticipants.

3. No significant differences were found between schools on the value or utilization of the football self.

4. Successful candidates increased the value of the football subself significantly, while dropouts devalued it slightly following candidacy.

5. Both football tryout groups evaluated themselves significantly higher on football self than nonparticipants, at precandidacy, with dropouts being higher than participants. At post candidacy, dropouts were slightly lower than the successful candidates.

6. As a result of candidacy and change in public evaluation on the football self, successful participants increased football self evaluation significantly, while dropouts decreased slightly. These post candidacy football self evaluation changes resulted in increased total self evaluation for successful participants, while the dropouts' decreased football self evaluation was found to spread to the total self and inhibit normal self evaluation development.

7. All subject groups from the more successful school were higher on football self evaluation than those from the less successful school. These differences were significant for both participant and dropout groups. The more successful school also showed a slight general superiority in total self evaluation when compared with the other school.

8. Participation in, and self value of, an activity, role or subself was found to vary directly with the self evaluation on that item.

9. Football candidates' reasons for quitting became more realistic following candidacy.

10. Successful football candidates generally evaluated their coach higher than unsuccessful candidates. The former group increased their evaluation following team selection, while the latter lowered their coach ratings. The more successful team were also found to rate their coach more highly than the less successful team.

11. Dropouts who valued the football self or who evaluated total self more highly, were also found to evaluate their coach and themselves more highly than dropouts who valued football less highly.

12. Dropouts who valued football less highly and who had lower total self evaluations were found to devalue their coach more, following unsuccessful candidacy than those who valued football self more highly or who had higher total self evaluations.

Football Self Propositions

1. Correspondence between coach's ideal player image and player's perception of the coach's ideal became significantly higher over the football season for salient attributes. Nonparticipants' correspondence did not improve to the same extent.

2. At precandidacy successful participants displayed a more realistic image of the ideal football player identity than future dropouts or nonparticipants.

3. Participant team consensus increased significantly over the se

4. The more successful team displayed considerably higher ideal player image consensus, indicating a higher level of task cohesion.

5. While at precandidacy future dropouts were significantly higher on football related attribute self evaluation than participants and nonparticipants, following team selection they dropped and were significantly lower than both successful candidates and nonparticipants.

6. Actual minus perceived coach's player evaluation discrepancy was smaller for the more successful than for the less successful team. This discrepancy decreased significantly over the season, with communication being most accurate for the more successful team.

7. The participants' perceived coach's evaluation discrepancy was reduced only moderately over the season. Dropouts generally negatively expected the coach to rate them lower than they evaluated themselves on football attributes.

8. The positive effect of successful football tryout spread significantly to general athletic self image and to a lesser extent to unrelated self aspects. No change was found in football position specific attributes.

9. Dropouts' negative treatment spread slightly to both related and unrelated aspects of self. This devaluation was spread significantly only for position specific football attributes. Dropouts, however, seemed to more generally isolate their football devaluation from unrelated subselves, than do successful candidates in the case of their positive experience.

10. Future dropouts demonstrated slightly higher aspiration discrepancies both prior to and following football tryout, than successful candidates.

11. Less successful team members displayed significantly higher aspiration discrepancies than the more successful team.

12. Successful football candidates experienced significant self fulfillment (decreased aspiration discrepancy), while the unsuccessful candidates demonstrated little self fulfillment.

General Conclusions

Several general conclusions arise out of the findings of the research:

1. The coach plays a very important role in shaping both the players' ideals and aspirations, and their self evaluation and descriptions.

2. Football and other sport, as valued subselves in the adolescent total self image, may cause significant changes in total self evaluation when the subself receives public praise or criticism. Making or failing to make the school sports team may have a significant effect on the total self evaluation or on related aspects of self.

3. Sport dropouts, when compared with successful candidates, may demonstrate both higher aspirations for performance, and negative reflected self perceptions. This negative expectancy and the associated negative "self fulfilling prophecy" strongly shapes the poorer performance and failure-proneness that characterizes the unsuccessful sports candidate.

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APPENDIX A

FOOTBALL PLAYER INTERESTS AND ATTITUDE INVENTORY

THE UNIVERSITY OF ALBERTA
Faculty of Physical Education
H.A. SCOTT
FORM A-1

Football Player's Interests and Attitudes Inventory

Research is being done at the University of Alberta which is aimed at helping both players and coaches improve their performance. This questionnaire is part of one such study.

Your cooperation is very much appreciated. Please answer as quickly as possible and as you really feel about the questions. All of your answers will be kept completely confidential. No one except researchers at the University will see the answers and this will be done anonymously. Thank you for your assistance.

A. Name: _____ Team: _____

Address _____ Present Position _____

Age: _____ Height: _____ Weight: _____

Previous Team _____ Years with team _____

Position last played _____ Position you like best _____

Last season were you: a league all star _____
a starting player _____
an alternate _____
did not play _____

Father's occupation _____

Did your father ever play football? _____

What position did he play? _____

B. Your Interests

(a) What interests and activities are you and other boys your age involved in in addition to football, during the football season? In the spaces provided at the left of page two please list ten such interests and activities. Please list these in terms of their importance to you as a total person. Note that there are two spaces provided at each level of importance. Thus, you are able to assign up to two activities to each importance level.

(b) How do you rate or evaluate yourself on each interest or activity? Please rate yourself by circling the number which you feel best describes your ability or performance in each activity. Remember, we are concerned with how you see yourself, not how you think others may see you!

Importance	Activity	Best	Excel -lent	Very Good	Good	Above Av.	Av.	Below Av.	Poor	Very Poor	Worst
10. Most Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
9. Extremely Imp.		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
8. Very Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
7. Quite Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
6. Somewhat Imp.		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
5. Somewhat Unimportant		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
4. Quite Unimportant		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
3. Very Unimportant		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
2. Extremely Unimportant		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
1. Least Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
(c) Participation		Most Part	Extra Part.	Very Much Part	Much Part	Above Av. Part	Below Av. Part	Little Part	Very little Part	Ext little Part	Least Part

(c) How much do you participate in each of the above interests or activities? Along the bottom of page two you will notice a description word for each number indicating amounts of participation. Please indicate how much you participate in each activity by placing an X over the appropriate number in the row adjacent to each activity you have listed.

C. Your Picture of Yourself as a Football Player

(a) What words do you use to describe the characteristics (skills, abilities, characteristics, traits, etc.) of your image of the ideal football player? In the spaces provided at the left of page four, please list ten such characteristics. Please list these in terms of their importance to your picture of yourself as a football player. Note that there are three spaces provided at each level of importance. Thus, you are able to assign up to three activities to each importance level.

(b) How good or how high a rating do you aspire to become or obtain? In terms of how you see your potential on each characteristic, what level of proficiency or ability are you aiming for? Indicate that level with a "G" over the appropriate number.

(c) How good or how high a rating do you give yourself at present on each characteristic? How do you presently rate yourself on each characteristic? Please mark this present level with a "P".

Importance	Activity	Best	Excel -lent	Very Good	Good	Above Av.	Av.	Below Av.	Poor	Very Poor	Worst
10. Most Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
9. Extremely Imp.		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
8. Very Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
7. Quite Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
6. Somewhat Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
5. ~~Somewhat~~ Unimportant		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
4. Quite Unimportant		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
3. Very Unimportant		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
2. Extremely Unimportant		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
1. Least Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1

D. How You Think Your Coach Pictures the Ideal Football Player and You

(a) Which of the characteristics you listed on page four do you think your coach would value highly in his image of the ideal football player? How would your coach rate these characteristics in importance to a football player? Place the characteristics in the spaces to the left of page six. Again, note that only three spaces are available for each level.

(b) What rating do you think your coach would assign to you on these characteristics? Mark a "C" at that level.

Importance

10. Most Important
9. Extremely Imp.
8. Very Important
7. Quite Important
6. Somewhat Important
5. Somewhat Unimportant
4. Quite Unimportant
3. Very Unimportant
2. Extremely Unimportant
1. Least Important

Activity	Best	Excel -lent	Very Good	Good	Above Av.	Av.	Below Av.	Poor	Very Poor	Worst
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1
______	10	9	8	7	6	5	4	3	2	1

E. Reasons Why Boys Quit Football

Please list ten reasons why you feel boys quit football. Then, rank these in order of importance to you. That is, to the most important reason assign the number "1", to the second most important reason assign the number "2".

Rank	Reason
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

F. How You See Your Coach

(a) What words would you use to describe the characteristics of the ideal coach? Please list five of these in the spaces provided on the left.

(b) Please rate your coach on each of these characteristics on the scale from 1-10 by circling the appropriate number. Note that a "1" means the coach rates very low on this characteristic.

Characteristic	Most									Least
_____	10	9	8	7	6	5	4	3	2	1
_____	10	9	8	7	6	5	4	3	2	1
_____	10	9	8	7	6	5	4	3	2	1
_____	10	9	8	7	6	5	4	3	2	1
_____	10	9	8	7	6	5	4	3	2	1

APPENDIX B

A SELF-RATING INVENTORY OF FOOTBALL PLAYER ATTITUDES

THE UNIVERSITY OF ALBERTA
Faculty of Physical Education
H.A. SCOTT
FORM B-1

A Self-Rating Inventory of Football Player Attitudes

Research is being done at the University of Alberta which is aimed at helping both players and coaches improve their performance. This questionnaire is part of one such study.

Your cooperation is very much appreciated. Please answer as quickly as possible and as you really feel about the questions. All of your answers will be kept completely confidential. No one except researchers at the University will see the answers and this will be done anonymously. Thank you for your assistance.

A. Name: _____ Team: _____

Address _____ Present Position _____

Age: _____ Height: _____ Weight: _____

Previous Team _____ Years with team _____

Position last played _____ Position you like best _____

Last season were you: a league all star _____
a starting player _____
an alternate _____
did not play _____

Father's occupation _____

Did your father ever play football? _____

What position did he play? _____

B. Your Interests

Below are listed a number of interests and activities: Art, Basketball, Dating Girls, Drama, School, Football, Hockey, Hunting, Part-time Job, Music, Rugger (Rugby), Soccer.

(a) How important are each of the above activities to you as a total person? Rate how important each of these are to you by printing them in the spaces to the left of page two. Note that each space is given a description of its importance level. You are allowed to place up to two activities at each importance level. Please add any activities of importance to you that have been omitted.

(b) How do you rate or evaluate yourself on each interest or activity? Please rate yourself by circling the number which you feel best describes your ability or performance in each activity. Remember, we are concerned with how you see yourself, not how you think others may see you!

Importance	Activity	Best	Excel -lent	Very Good	Good	Above Av.	Av.	Below Av.	Poor	Very Poor	Worst
10. Most Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
9. Extremely Imp.		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
8. Very Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
7. Quite Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
6. Somewhat Imp.		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
5. Somewhat Unimportant		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
4. Quite Unimportant		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
3. Very Unimportant		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
2. Extremely Unimportant		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
1. Least Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
(c) Participation		Most Part	Extra Part	Very Much Part	Much Part	Above Av. Part	Below Av. Part	Little Part	Very little Part	Ext ltl Part	Least Part

(c) How much do you participate in each of the above interests or activities? Along the bottom of page two you will notice a description word for each number indicating amounts of participation. Please indicate how much you participate in each activity by placing an X over the appropriate number in the row adjacent to each activity you have listed.

C. Your Picture of Yourself as a Football Player

Listed below are a number of characteristics and abilities: All-round athletic ability, blocking ability, body build, courage, determination, good looks, intelligence, kicking ability, passing ability, physical fitness, popularity, pride, receiving ability, running ability, self-confidence, strength, tackling ability, toughness.

(a) How important is each of these attributes to your image of yourself as a football player? Please rate how important each of these characteristics is to your picture of yourself as a football player. On page four place the characteristics in the spaces provided on the left. Note that only three characteristics may be placed in each level. Please add any characteristics of importance to you which have been omitted.

(b) How good or how high a rating do you aspire to become or obtain? In terms of how you see your potential on each characteristic, what level of proficiency or ability are you aiming for? Indicate that level with a "G" over the appropriate number.

(c) How good or how high a rating do you give yourself at present on each characteristic? How do you presently rate yourself on each characteristic? Please mark this present level with a "P".

Importance	Activity	Best	Excel -lent	Very Good	Good	Above Av.	Av.	Below Av.	Poor	Very Poor	Worst
10. Most Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
9. Extremely Imp.		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
8. Very Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
7. Quite Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
6. Somewhat Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
5. Somewhat Unimportant		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
4. Quite Unimportant		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
3. Very Unimportant		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
2. Extremely Unimportant		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
1. Least Important		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1
		10	9	8	7	6	5	4	3	2	1

D. How You See Your Coach Pictures the Ideal Football Player and You

Below are listed the characteristics given on page 3
All-round athletic ability, blocking ability, body build, courage, determination, good looks, intelligence, kicking ability, passing ability, physical fitness, popularity, pride, receiving ability, running ability, self-confidence, strength, tackling ability, toughness.

(a) What characteristics would your coach value highly in his ideal image of a football player? How would your coach rate these characteristics in importance to a football player? Place the characteristics in the spaces to the left of page six. Again, note that only three spaces are available for each level.

(b) What rating do you think your coach would assign to you on these characteristics? Mark a "C" at that level.

Importance	Activity	Best	Excel -lent	Very Good	Good	Above Av.	Av.	Below Av.	Poor	Very Poor	Worst
10. Most Important	________	10	9	8	7	6	5	4	3	2	1
	________	10	9	8	7	6	5	4	3	2	1
	________	10	9	8	7	6	5	4	3	2	1
9. Extremely Imp.	________	10	9	8	7	6	5	4	3	2	1
	________	10	9	8	7	6	5	4	3	2	1
	________	10	9	8	7	6	5		3	2	1
8. Very Important	________	10	9	8	7	6	5	4	3	2	1
	________	10	9	8	7	6	5	4	3	2	1
	________	10	9	8	7	6	5	4	3	2	1
7. Quite Important	________	10	9	8	7	6	5	4	3	2	1
	________	10	9	8	7	6	5	4	3	2	1
	________	10	9	8	7	6	5	4	3	2	1
6. Somewhat	________	10	9	8	7	6	5	4	3	2	1
Important	________	10	9	8	7	6	5	4	3	2	1
	________	10	9	8	7	6	5	4	3	2	1
5. Somewhat	________	10	9	8	7	6	5	4	3	2	1
Unimportant	________	10	9	8	7	6	5	4	3	2	1
	________	10	9	8	7	6	5	4	3	2	1
4. Quite	________	10	9	8	7	6	5	4	3	2	1
Unimportant	________	10	9	8	7	6	5	4	3	2	1
	________	10	9	8	7	6	5	4	3	2	1
3. Very	________	10	9	8	7	6	5	4	3	2	1
Unimportant	________	10	9	8	7	6	5	4	3	2	1
	________	10	9	8	7	6	5	4	3	2	1
2. Extremely	________	10	9	8	7	6	5	4	3	2	1
Unimportant	________	10	9	8	7	6	5	4	3	2	1
	________	10	9	8	7	6	5	4	3	2	1
1. Least Important	________	10	9	8	7	6	5	4	3	2	1
	________	10	9	8	7	6	5	4	3	2	1
	________	10	9	8	7	6	5	4	3	2	1

E. Reasons Why Boys Quit Football

Please rate the following reasons in terms of how important they seem to you. Rank them from 1-10 in the space provided. Assign a "1" to the most important, "2" to the next most important and so on.

_____ (a) Losing interest in football

_____ (b) Not enough playing time. Bench-warming

_____ (c) Coach is not fair judge of ability

_____ (d) Lack ability

_____ (e) Parents won't let me play

_____ (f) Lack motivation

_____ (g) Need my time for other things

_____ (h) Didn't really give 100% effort

_____ (i) Can't afford to play

_____ (j) Don't like the tough training and practice

F. How You See Your Coach

How do you rate your coach? Please rate your coach on the following characteristics on the scale from 1-10 by circling the appropriate number. Note that a "1" means that the coach rates very low on that characteristic.

	Most									Least
Toughness	10	9	8	7	6	5	4	3	2	1
Discipline	10	9	8	7	6	5	4	3	2	1
Fairness	10	9	8	7	6	5	4	3	2	1
Good Judge of Ability	10	9	8	7	6	5	4	3	2	1

APPENDIX C

THE COACH'S FOOTBALL PLAYER INVENTORY

THE UNIVERSITY OF ALBERTA
Faculty of Physical Education
H.A. SCOTT
FORM C-1

The Coach's Football Player Inventory

As part of our study of the football player's attitudes it is important that we get his coaches' ratings of him on a number of characteristics. We appreciate your assistance and cooperation.

In answering we hope you will answer as you really feel. All information will be kept completely confidential.

A. Your Picture of the Ideal Football Player

Please rate how important each of the following characteristics is to your picture of the ideal player. Place the characteristics in the spaces provided on the left. Note that only three characteristics may be placed in each level.

Characteristics and Abilities: All-round athletic ability, blocking ability, body build, courage, determination, good looks, intelligence, kicking ability, passing ability, physical fitness, popularity, pride, receiving ability, running ability, self-confidence, strength, tackling ability, toughness.

10 Most NB	9 Extremely NB	8 Very NB	7 Quite NB

6 Somewhat NB	5 Somewhat Unimportant	4 Quite Unimportant

3 Very Unimportant	2 Extremely Unimportant	1 Least Important

B. Your Rating of your Players

How do you presently rate each player on the characteristics listed below? Please circle the appropriate number.

Player's Name: _____

Characteristic or Ability	Best	Excel -lent	Very Good	Good	Above Av.	Av.	Below Av.	Poor	Very Poor	Worst
Blocking	10	9	8	7	6	5	4	3	2	1
Courage	10	9	8	7	6	5	4	3	2	1
Determination	10	9	8	7	6	5	4	3	2	1
Receiving	10	9	8	7	6	5	4	3	2	1
Pride	10	9	8	7	6	5	4	3	2	1
Running	10	9	8	7	6	5	4	3	2	1
Self-Confidence	10	9	8	7	6	5	4	3	2	1
Strength	10	9	8	7	6	5	4	3	2	1
Tackling	10	9	8	7	6	5	4	3	2	1
Toughness	10	9	8	7	6	5	4	3	2	1