

Team Role Perception as Correlate of Compliant Behaviour Among Team Sports Athletes of University of Ibadan

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Abstract

Antisocial behaviour is partly due to early childhood non-compliance that can result in serious behavioural problems and compliance with an instrumental instruction is a very useful tool for team success where roles are defined. This study investigated if team role perception was a correlate of compliant behaviour among team sports athletes of University of Ibadan. One hypothesis was tested in the study employing the Team Role Perception Scale (TRPS) and Compliant Behaviour Scale (CBS) with reliability co-efficient of 0.81 and 0.78 respectively for data collection. Employing linear regression for data analysis, the result showed that team role perception is a significant correlate of compliant behaviour among team sports athletes. It was recommended that team work should be fostered in order that all lapses are covered, and athletes should be groomed in such a way that they are ready to complement for the inadequacies of others.

Keywords: Compliant behaviour, Team role, Anti social, Cohesion, Success.

1. Introduction

Adult antisocial behaviour includes failure to conform to social norms, deceitfulness, aggressiveness, lack of remorse, and consistent irresponsibility. From early childhood to adulthood, this behaviour is identified and categorized by various mental health diagnostic schemes. Antisocial behaviour (Patterson, Reid & Dishion, 1992) is partly grounded in early childhood noncompliance as excessive non-compliance has been linked to the development of serious behavioural problems.

Compliance as a concept is very important for achievement of collective or personal goals. Where there is higher authority, compliance therefore, will be required from those under such authority before reasonable achievement can be recorded by the authority, especially, when

the instruction given by the authority is for collective benefit (Murphy & Tyler, 2008). Shields, Brawley, and Lindover (2005) stress that compliance infers the participants are in a more passive role in which they either obey the recommended activity guidelines or they do not. Obedience has a link to compliance. According to Dieckmann, Tenbrunsel and Galinsky (2003), obedience is submitting to rules, norms, orders, commands, directions, prescriptions, mandates, wishes or any other kind of injunction. They continued that in many respects, the equivalent of compliance, obedience carries the additional implied meaning that the person behaving obediently does so without actually believing in or understanding what he or she is doing. They do it because they feel obliged to do so.

Most sport activities take place in group settings, even athletes who participate in individual sports, and who are solely responsible for the performances in competitions are usually members of a team. A team is characterized by the presence of the following factors: significant performance need or opportunity, joint commitment to a common goal, real interdependency and mutual accountability, mutual success and progressive professional concern (Sugarman, 2007). Team members also need such skills as problem-solving and decision –making in order to withstand the calamities they face within the framework of interpersonal interaction. Weiberg and Gould (1998) identified a team as any group of people who interacted and showed at least one common goal to be achieved through joint actions. Sport teams are a part of a group in which relations among individuals are structured and patterned. Thus, well functioning and successful teams promote organizational stability and commitment, higher self esteem, financial advancement and a decrease in sick leave (Mc Envoy, 1997).

Perception refers to the facility to see, hear, or be aware of stimuli through the senses. It is sometimes used to denote a process of becoming, or just being aware, it also involves interpretation of stimuli (Cashmore, 2008). These are products of cognition, memory, and several other factors, including the context of the perception. This alerts us to the centrality of perception to sport and exercise psychology. According to Buodo and Palomba (2002), how someone perceives an event, a person/self, or a process is affected by the person's own quality, whether acquired or inherited. It is also affected by the context in which the perception takes place. And the perception will affect the manner in which he or she responds (Pressman & Cohen, 2005). Kernan and Greenfield (2005) submit that a person who plays or works well as a member of a group rather than as an individual, i.e. the team player, is assimilated into "a super-ordinate group identity". This is a situation in which an individual is willing to surrender self-interest, or egotism, in service to the team, and as a matter of fact, individual excellence, according to Riley (1994), is realised in the context of a team. This perhaps makes an athlete perceive that the team would not progress without him or her. However, teams comprising outstanding individual athletes often underachieve, while teams of modest players exceed all expectations (Carron & Dennis, 1998). The difference is that the latter is usually cohesive: its members selflessly work toward the aims of the team rather than their own personal ambitions (Turman, 2003).

1.1 Theoretical Overview of Team Role Perception

According to Buodo and Palomba (2002), how someone perceives an event, a person/self, or a process is affected by the person's own quality, whether acquired or inherited. It is also affected by the context in which the perception takes place. And the perception will affect the manner in which he or she responds (Pressman & Cohen, 2005). Kernan and Greenfield (2005) submit that a person who plays or works well as a member of a group rather than as an individual, i.e. the team player, is assimilated into "a super-ordinate group identity". This is a situation in which an individual is willing to surrender self-interest, or egotism, in service to the team, and as a matter of fact, individual excellence, according to Riley (1994), is realised in the context of a team. This perhaps makes an athlete perceive that the team would not progress without him or her.

However, teams comprising outstanding individual athletes often underachieve, while teams of modest players exceed all expectations (Carron & Dennis, 1998). The difference is that the latter is usually cohesive: its members selflessly work toward the aims of the team rather than their own personal ambitions (Turman, 2003). Belbin (2002), after studying teams at Henley Management College, reviewed nine team roles and grouped them into three as presented in the table below.

Overall	Belbin roles
Doing / acting	Implementer
	Shaper
	Completer/Finisher
Thinking / problem-solving	Plant
	Monitor/Evaluator
	Specialist
People / feelings	Coordinator
	Team worker
	Resource/investigator

1.1.1 Doing / Acting Role

This includes an implementer: a well-organized and predictable individual, who takes basic ideas and makes them work in practice, even though can be slow; a shaper who is characterized with lots of energy and action, challenging others to move forwards, who however, can be insensitive; and a completer / finisher, who reliably sees things through to the end, ironing out the wrinkles and ensuring everything works well. He can worry too much and not trust others.

1.1.2 Thinking / Problem-Solving Role

This is characterized with the responsibility of individual (Plant) to solve difficult problems with original and creative ideas, but who can be poor communicator and may ignore the details; to see the big picture, think carefully and accurately about things, this person (Monitor/Evaluator) may lack energy or ability to inspire others; and to have expert knowledge/skills in key areas and solve many problems (Specialist), but can be disinterested in all other areas.

1.1.3 People / Feelings Role

Respected leader who helps everyone focus on their task (coordinator), but can be seen as excessively controlling. In this category, is found a good listener (Team worker) who cares for individuals and the team, works to resolve social problems, but can have problems making difficult decisions. Resource/investigator, also in this group is a good networker who explores new ideas and possibilities with energy and with others. He can be too optimistic and lose energy after the initial flush.

Jeff Stone and his colleagues posit, "Stereotyped beliefs about Black and White athletes can influence perceptions of an athlete's performance." "Specifically, Black athletes are perceived to have natural athletic ability (which is positive sports attribute) but are thought to be less intelligent, even in a sports context (negative sports attribute)." Stereotypes can influence competitors' own perceptions, not only of others but also of themselves. According to Beilock and McConnell (2004), women have been stereotyped as not fast, strong or athletic. More so, southpaw baseball pitchers are subjects of negative stereotypes, especially when facing right-handed patters. Stereotypes can give rise to a self-fulfilling prophesy. They sometimes contribute to the creation of conditions under which it is difficult for stereotyped group to act in a way that undermines the popular image. In living up to the stereotype, (Soar, 2001) black athletes inadvertently, validate beliefs about their lack of intelligence, and in the process, they may provide dominant groups with a means to contain, control and exploit these imagined cultural and physical dispositions.

The manner in which people think of and classify themselves can significantly alter the impact that performance stereotypes has on their skill execution, or indeed on their involvement in sports (Walton & Cohen, 2003).

2. Statement of the Problem

Player-related human factor like compliant behaviour has been treated with levity among student-athletes in tertiary institutions and this seems to have resulted in the unachievable expected performance despite all efforts to improve sports outcome among student-athletes in the University of Ibadan.

Instructions from leaders before commencement of games are seldom carried out by athletes during games. This non-compliant behaviour is, no doubt, precipitated by factors which may be unknown to many. However, this study was carried out to determine if team role perception correlates with compliant behaviour among team sports student-athletes of University of Ibadan.

2.1 Hypothesis

Team role perception is not a significant correlate of compliant behaviour among team sports athletes in the University of Ibadan.

3. Materials and Methods

The descriptive survey research design was used for this study and the population comprised all male and female student-athletes in the University of Ibadan. 432 respondents, 65% of the population, drawn from eleven (11) halls of residence within the main campus of University of Ibadan were sampled in this study, using the multistage sampling technique. In the first stage, team sports athletes were purposively sampled, they were proportionately selected in the second stage, and in the last stage, the athletes were randomly picked to participate in the study. Data collected were analysed, using inferential statistics of linear regression.

3.1 Instrumentation

The research instruments for this study were standardized. The Team Role Perception Scale (TRPS) and Compliant Behaviour Scale (CBS) with reliability co-efficient of 0.81 and 0.78 respectively.

3.2 Data Collection

With the help of hall sports directors who were research assistants, copies of the questionnaire were administered on the respondents with the intent and effort to retrieve them on the spot but the target was not met. This resulted from the fact that some of the respondents felt reluctant to complete the questionnaire, complaining they were tired for the day. However, the research assistants were implored to later distribute more copies to replace the missing ones and collect along with the copies not returned on the spot, previously.

4. Results and Discussion

Table 1 Regression analysis on team role perception as a correlate of compliant behaviour among student athletes of University of Ibadan

Variable	Beta	β	Std. Error of β	R ²	Adj R ²	t	F	P
Team role perception	0.537	0.63	0.06	0.206	0.204	12.287	111.4	0.000

The regression analysis in table 11 above shows that team role perception predicted compliant behaviour among team sports athletes of University of Ibadan. The predictive values are $\beta = 0.63$, Beta = 0.537, $t = 12.287$ and $p < 0.05$. Therefore, the null hypothesis II which states "team role perception will not be a significant predictor of compliant behaviour among team sports athletes of University of Ibadan" is not accepted, hence, team role perception is a significant predictor of compliant behaviour among team sports athletes of University of Ibadan. Kernan and Greenfield (2005) submit that a person who plays or works well as a member of a group rather than as an individual, i.e. the team player, is assimilated into "a super-ordinate group identity". This is a situation in which an individual is willing to surrender self-interest, or egotism, in service to the team.

Individual excellence, according to Riley (1994), is realised in the context of a team and this perhaps makes an athlete perceive that the team would not progress without him or her, therefore, ignoring leaders' instructions. This corroborates the finding of this study. Team sports athletes of the University of Ibadan perceive themselves as playing certain vital roles that could not be handled by any other athlete, so they view leaders' instructions as irrelevant thereby, not complying with them. This earns support from Belbin's (2002) position about the role of a completer / finisher, who reliably sees things through to the end, ironing out the wrinkles and ensuring everything works well but can worry too much and not trust others. Others in this perspective include the leaders. Also, team athletes may play the role of the "Plant" who is characterized with the responsibility to solve difficult problems with original and creative ideas, but who can be a poor communicator and may ignore the details. In this case, athletes would seldom comply with leaders' instructions. Stereotype is also possible of influencing the athlete's team role perception in relation to his compliant behavior to instruction.

Stereotypes can influence competitors' own perceptions; not only of others but also of themselves (Stone, Lynch, Sjomeling & Darley, 1999). Stereotypes can give rise to a self-fulfilling prophesy. They sometimes contribute to the creation of conditions under which it is difficult for stereotyped group to act in a way that undermines the popular image. Cashmore (2008) postulated that "one of the prominent features of the stereotype is its degree of permanence." Once fixed in the popular imagination, it is extremely difficult to damage even in the presence of evidence that contradicts it. Therefore, no matter how salient an instruction is, a stereotyped athlete would not comply with it.

4.1 Conclusion

It could be concluded that team role perception is a significant correlate of compliant behaviour among team sports athletes of University of Ibadan. A situation whereby the athlete feels he is all in all would have a significant influence on his compliant behaviour.

4.2 Recommendations

1. Coaches and those who handle team sports in the University of Ibadan should clearly define athletes' duty to avoid irresponsibility in the team.
2. Team work should be fostered in the team in order that all lapses are covered, and athletes should be groomed in such a way that they are ready to complement for the inadequacies of others.
3. All members of the team should be able to play more than a role competitively in a particular sport to avoid domineering.

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