The Relationship Between Jealousy and Self-Esteem in Collegiate Athletes

Paula M. Parker

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THE RELATIONSHIP BETWEEN JEALOUSY 
AND SELF-ESTEEM 
IN COLLEGIATE ATHLETES

Paula M. Parker
THE RELATIONSHIP BETWEEN JEALOUSY
AND SELF-ESTEEM
IN COLLEGIATE ATHLETES

A Thesis
Presented to
the College of Graduate Studies of
Georgia Southern University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Kinesiology
with an Emphasis in Sport Psychology
In the Department of
Health & Kinesiology

by
Paula M. Parker

May 2001
May 5, 2001

To the Graduate School:

This thesis, entitled "The Relationship between Jealousy and Self-Esteem in Collegiate Athletes," and written by Paula M. Parker is presented to the College of Graduate Studies of Georgia Southern University. I recommend that it be accepted in partial fulfillment of the requirements for the Master's Degree in Health & Kinesiology with an emphasis in Sport Psychology.

A. Barry Joyner, Committee Chair

We have reviewed this thesis and recommend its acceptance:

Kevin L. Burke, Committee Member

Charles J. Hardy, Committee Member & Department Chair

Accepted for the College of Graduate Studies

G. Lane Van Tassell
Dean, College of Graduate Studies
Dedication

This thesis is dedicated to my family:

Patrick P. Parker – Daddy Pat, thank you for giving me your love of psychology. Your patience, wisdom, love, and support have helped me reach yet another of my dreams. I admire your strength and courage. By watching you I have learned that I can do anything I desire. It is great to have my own personal counselor whenever I need him.

Vivian H. Parker – Mommy, I love you more than I could ever say. You have given me your gift of helping others. I am forever grateful for your friendship. You stood by me even when you had no idea what sport psychology was. Without question, I had your support and enthusiasm with me the entire journey. And more newspaper clippings and notes than I will ever know what to do with!

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dances, the pool parties, the frozen drinks, the weekend excursions up Interstate 16,
stealing my towels, and your friendship. I will miss y'all more than I can say.
ABSTRACT

THE RELATIONSHIP BETWEEN JEALOUSY AND SELF-ESTEEM IN COLLEGIATE ATHLETES

May 2000

PAULA M. PARKER

B. A. UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
M. S. GEORGIA SOUTHERN UNIVERSITY

Directed by: Professor A. Barry Joyner

Previous research has found contradictory results when examining the possible relationship between jealousy and self-esteem (Guerrero & Afifi, 1998; Mathes & Severa, 1981; Mikulincer, Bizman, & Aizenberg, 1989; Peretti & Pudowski, 1997; Stewart & Beatty, 1985; White, 1981). Jealousy has been most often researched in romantic relationships (Peretti & Pudowski, 1997; Salovey & Rodin, 1986) and social comparison situations (Bers & Rodin, 1984, Mikulincer, Bizman, & Aizenberg, 1989). Few studies have examined jealousy in an athletic setting. Sport jealousy has received little attention because until recently, there was no reliable instrument to measure jealousy in sport. Pease (1987) investigated the relationship between social comparison jealousy and team cohesion using the Social Comparison Jealousy Scale (SCJ, Pease, 1987) and found a nonsignificant negative correlation between jealousy and team cohesion. Schelling and Huddleston (1999) administered
the Sport Jealousy Scale (SJS; Schelling & Huddleston, 1999)), a sport-specific measure of jealousy, to track and field athletes and found they were “moderately jealous.” Kamphoff (2000) utilized a newer version of the scale, the Revised Sport Jealousy Scale (SJS-IV), and found a significant negative correlation between jealousy and team cohesion, as well as gender differences in jealousy. The purpose of the present investigation was to further examine differences in jealousy among collegiate athletes. Differences in jealousy were examined among team and individual sports, starters and reserves, males and females, and classification in school (i.e., freshman, sophomore), as well as the possible relationship between jealousy and self-esteem. In addition, this research investigated the reliability and validity for Kamphoff’s (2000) Revised Sport Jealousy Scale (SJS-IV) with a new response format. Participants included 97 collegiate athletes (47 men and 50 women) attending a southeastern university, who were members of the following sports: baseball (n = 11), men’s golf (n = 9), men’s (n = 17) and women’s soccer (n = 20), softball (n = 14), women’s swimming (n = 16), and men’s tennis (n = 9). The participants completed the Rosenberg Self-Esteem Scale (RSE), the Revised Sport Jealousy Scale (SJS-IV), and a demographics questionnaire. Reliability of the scale was .88 and .86 for Factor 1, or Performance Jealousy, and .77 for Factor 2, or Personal Jealousy. For both factors, there was a gender main effect with women having higher jealousy scores than males. For Performance Jealousy, there was a 3-way interaction for sport type, class, and starting status. There was a significant negative relationship between jealousy and self-esteem for all of the athletes.
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The Relationship between Jealousy and Self-Esteem in Collegiate Athletes

Jealousy, which has been widely researched in romantic relationships, is the belief or suspicion something may be lost (Salovey & Rodin, 1986). A person in a jealous relationship is obsessed with his/her partner and is apprehensive about the loss of the partner’s devotion (Peretti & Pudowski, 1997). Jealousy is often equated with envy (Spielman, 1971), a “discontent with or a desire for the possessions of another” (Salovey & Rodin, 1986, p. 1100), although jealousy is thought to be stronger than envy. Spielman (1971) declares an envious person is upset because another has something that he/she would like to have and, therefore, feels inferior. Jealousy conversely involves feelings such as anxiety associated with the possible loss of love, affection, or some other valued possession (Spielman, 1971).

The most widely researched type of jealousy is romantic jealousy. This type of jealousy refers to the feelings and thoughts associated with a real or imagined threat that derives from the perception of a rival (White, 1981). Romantic jealousy, or social relations jealousy, occurs when the desired object is a person (Salovey & Rodin, 1986).

In comparison to romantic jealousy, social comparison jealousy occurs when the desired object is not a person (Salovey & Rodin, 1986). For example, a person may be jealous of his girlfriend’s study partner (romantic or social relations jealousy), or he may be jealous of her grades or athletic ability (social comparison jealousy). Additionally, Bers and Rodin (1984) define social comparison jealousy as “feelings, thoughts, and behavior that occur when another person enjoys more success” (p. 767).
Mikulincer, Bizman, and Aizenberg (1989) suggested this definition equates social comparison jealousy with envy.

Bers and Rodin (1984) showed elementary school children (6-11 years) do compare themselves socially and are jealous. Neither significant age, nor gender differences in these children's social comparison jealousy were found. Older children were discovered to be more selective in how jealousy was expressed. These children were more jealous in situations that were important to them, whereas younger children showed jealousy even when the situation was not important. The researchers also stated older children may have been aware of negative connotations associated with jealousy, thereby answering questions with social desirability in mind.

Other social comparison jealousy research suggested people were more jealous when perceived failure was due to internal and stable causes (Mikulincer, Bizman, & Aizenberg, 1989). Salovey and Rodin (1984) found significantly greater social comparison jealousy when participants received negative feedback regarding performance than when receiving positive feedback, and when comparisons were made on the same characteristic. In addition, participants expressed anxiety and depressed feelings in these situations (Salovey & Rodin, 1984).

Jealousy has also been defined as the consequence of threats to self-esteem (White, 1981). Previous research has found contradictory results when examining the possible relationship between jealousy and self-esteem (Stewart & Beatty, 1985). Some studies have found jealousy is a result of low self-esteem in both males and females (Mikulincer, et al., 1989; Peretti & Pudowski, 1997), while another has
suggested this negative correlation is only true with males (White, 1981). Other research has found nonsignificant correlations between jealousy and self-esteem (Mathes & Severa, 1981). Guerrero and Afifi (1998) suggested individuals with a high need for self-esteem may protect themselves by avoiding jealous situations. Further research is needed to determine if there is a relationship between social comparison jealousy and self-esteem.

Jealousy has been most often researched in romantic relationships, but few studies have examined jealousy in the athletic setting. Sport jealousy has received little attention because until recently, there was no reliable instrument to measure jealousy in sport. Sport researchers have found jealousy disrupts team cohesion, and there are gender and team type differences (Kamphoff, 2000; Pease, 1987; Schelling & Huddleston, 1999).

One of the few studies on jealousy in sport (Pease, 1987) researched the relationship between social comparison jealousy and team cohesion using the Social Comparison Jealousy Scale (SCJ). Pease found a nonsignificant negative correlation between jealousy and team cohesion. The sample size (n = 71) was small and no validity and reliability have been reported for the SCJ scale.

In 1999, Schelling and Huddleston developed a sport-specific measure of jealousy. The Sport Jealousy Scale (SJS), which consists of 26 items, was used to examine jealousy in track and field athletes. Schelling and Huddleston (1999) found track and field athletes were “moderately jealous.” Their research was limited because only three track and field coaches gave input for the development of the
scale. It is possible the scale was too narrowly focused and the SJS may not be suitable for other sports.

Kamphoff (2000) developed a final version of the SJS, known as the Revised Sport Jealousy Scale (SJS-IV). Kamphoff used the SJS-IV to examine social comparison jealousy in 236 Division I athletes participating in soccer, basketball, track and field, and tennis. She found a significant negative correlation between jealousy and team cohesion. Her research also indicated male team and male individual athletes had similar jealousy scores, and female team and female individual athletes differed in their SJS-IV scores. Female athletes competing individually had higher jealousy scores than those who participated in a team sport (Kamphoff, 2000). There have been no cut-off scores for the SJS-IV, and the scale needs additional psychometric examination.

The purpose of this investigation was to further examine the differences in jealousy among collegiate athletes. Comparisons were made between team and individual sports, starters and reserves, males and females, and classification in school (e.g., freshman, sophomore). The possible relationship between jealousy and self-esteem was studied. In addition, the current research examined reliability and validity for the Revised Sport Jealousy Scale (SJS-IV) with a new response format. The independent variables were gender, starting status, classification in school, and type of sport (individual or team). The dependent variables were the athletes' scores on the SJS-IV and Rosenberg's Self-Esteem Scale (RSE). It was hypothesized that:
(a) Athletes participating in individual sports would be significantly more jealous than those participating in team sports; (b) Starters would be significantly more jealous than reserve, or non-starter athletes; (c) Senior and junior athletes would be significantly more jealous than sophomore and freshmen athletes; (d) Female athletes would be significantly more jealous than male athletes; and (e) There would be a negative relationship between jealousy and self-esteem.

Method

Participants

Participants were 97 collegiate athletes (47 men and 50 women) attending a southeastern Division I university. The athletes (62 individual sport participants and 35 team sport participants) had been involved in their sport for an average of 11.94 years ($SD = 3.35$). The participants ($M$ age = 19.73 years, $SD = 1.40$) were members of the following sports: men's golf ($n = 10$), women's swimming and diving ($n = 16$), softball ($n = 14$), baseball ($n = 11$), men's tennis ($n = 9$), and men's ($n = 17$) and women's soccer ($n = 20$).

Participants took part in the research during a team practice or a team meeting. The coach granted written permission and the athletes read and signed an informed consent form. The Georgia Southern University Institutional Review Board approved all procedures.
Instrumentation

Questionnaires used in this research were the Revised Sport Jealousy Scale (SJS-IV), the Rosenberg Self-Esteem Scale (RSE), and a short demographics questionnaire. The demographics questionnaire provided information about the athlete’s race, gender, age, type of sport played, playing status, scholarship status, and how long the athlete had been playing competitively.

The SJS-IV (Kamphoff, 2000) measures social comparison jealousy in an athletic setting. This 11-item scale presents situations to the athletes in which they are asked to respond with regard to how they would feel if presented with each situation.

Kamphoff’s SJS-IV used a 5-point Likert scale with “1” representing “pleased.” Kamphoff has mentioned (through personal communication, summer 2000) several athletes had questions about the “pleased” response. The original response set for the SJS-IV did not allow athletes to choose an answer that indicated they did not care about a situation. Kamphoff recommended changing the “pleased” response to “not at all upset.” In the current study, the response format of the SJS-IV was changed so athletes could choose an impartial response. The current SJS-IV uses a 5-point Likert scale with “1” representing “not at all upset” and “5” representing “extremely upset.” Scores range from 11 to 55 with a high score representing high jealousy. Kamphoff’s (2000) factor analysis supported all 11 items of the Revised Sport Jealousy Scale (SJS-IV) loading on the same factor. For this study, participants were asked to indicate in which of the described situations on the SJS-IV they had
been involved to determine how many of the athletes had experienced the jealous situations in the SJS-IV.

The reliability of the original Sport Jealousy Scale (SJS) (Schelling & Huddleston, 1999), was $r = .79$ and the concurrent validity with Bringle’s (1982) Revised Self-Report Jealousy Scale (SRJS-II) non-romantic items was $r = .43$. The reliability of the revised scale (SJS-III) was also high ($r = .86$) and the concurrent validity with the non-romantic items on the SRJS-II was $r = .46$. Bringle’s SRJS-II, which was used as a basis to develop the original Sport Jealousy Scale, measures the daily interactions of athletes both on and off the playing field.

The Rosenberg Self-Esteem Scale (RSE; Rosenberg, 1979) measures global self-esteem. This 10-item scale consists of four negative statements and six positive ones. The RSE uses a 4-point Likert scale with “1” representing “strongly agree” and “4” representing “strongly disagree.” Items 3, 8, 9, and 10 are reverse scored. RSE scores may range from 10 to 40 with a low score indicating higher self-esteem. Test-retest reliability for the RSE ranges from .63 to .85 and validity is .83 when correlated with the Health Self-image Questionnaire (Wylie, 1989; 1974).

**Design and Procedure**

The researcher contacted the coaches in person to request permission for the athletes to participate in the study. The coaches received a letter to give some background on jealousy in athletics and to describe possible benefits for teams.

The researcher attended a practice or team meeting and administered the informed consent form (see Appendix F), a demographics questionnaire, the SJS-IV,
and the RSE. A pilot study (n = 17) suggested these questionnaires would take approximately 15 minutes to complete.

**Results**

Frequencies were run to determine descriptives about the sample. Cronbach’s alpha was used to determine the reliability of the SJS-IV. A principle components factor analysis with varimax rotation and a principle components factor analysis with oblique rotation were performed to examine the factor structure of the scale. A Pearson correlation was done to determine the relationship between jealousy and self-esteem. To test the hypotheses about differences in amounts of jealousy, a $2 \times 2 \times 2 \times 2$ (gender x team type x starting status x year) analysis of variance was performed for each of the two factors of the SJS-IV score.

The percentage of athletes who indicated having experienced at least one of the situations described in the Revised Sport Jealousy Scale (SJS-IV) was 77.3% (n = 75), with a range of 19% on Item 9 to 42% on Item 5. Refer to Table 1 for percentages for individual questionnaire items. A Chi-square analysis showed there was a significant associate between gender and whether or not the athletes had experienced one of the situations ($p < .05$). Females (88%) were significantly more likely than males (66%) to have experienced one of the situations. Other descriptives about the sample are shown in Tables 2-4.

Cronbach’s alpha of the Revised Sport Jealousy Scale (SJS-IV) was .88 indicating acceptable internal consistency reliability. A principal components factor analysis with varimax rotation was performed and found a two-factor solution.
Cronbach's alpha for the first factor was .86 and .77 for the second factor. Some items loaded on both factors so an oblique rotation was performed and the double loadings were no longer present (see Table 5 for the pattern matrix for the SJS-IV). These two factors accounted for 58% of the variance explained.

Factor 1, or Performance Jealousy, was the sum of items 1, 2, 3, 4, 5, and 6. Items loaded on this factor were all comparisons based on performance and performance contingent items such as scholarship money and recognition. A high score on Factor 1 indicated high performance jealousy, a low score indicated low performance jealousy.

For Performance Jealousy, there was no 4-way interaction. There was a 3-way interaction for sport type, class, and starting status, p < .05. For athletes participating in a team sport, freshmen and sophomore starters (M = 15.91, SD = 4.83) had higher jealousy scores than freshmen and sophomore non-starters (M = 11.70, SD = 5.32). Also for team athletes, junior and senior starters (M = 11.33, SD = 3.09) had lower jealousy scores than junior and senior non-starters (M = 13.00, SD = 5.23). For athletes participating in an individual sport, freshmen and sophomore starters (M = 15.63, SD = 4.84) scored lower in jealousy than freshmen and sophomore non-starters (M = 17.67, SD = 4.53). Also for individual sport athletes, junior and senior starters (M = 17.33, SD = 6.24) scored higher in jealousy than junior and senior non-starters (M = 12.50, SD = 3.54). There was a gender main effect, p < .05. Females (M = 16.04, SD = 5.46) scored significantly higher in Performance Jealousy than males (M
= 12.35, \(SD = 4.27\)). For Performance Jealousy, there were no 2-way interactions, \(p > .05\).

Factor 2, or Personal Jealousy, was the sum of items 7, 8, 9, 10, and 11. Items that loaded on this factor were comparisons based on personal attributes such as personality and work ethic. A high score on Factor 2 indicated high personal jealousy, a low score indicated low personal jealousy.

For Personal Jealousy, there were no 4-way, 3-way, or 2-way interactions, \(p > .05\). The only main effect was a gender main effect, \(p < .05\). Females (\(M = 11.24, SD = 4.14\)) scored significantly higher on Factor 2 of the SJS-IV than males (\(M = 7.16, SD = 2.23\)).

The correlation with self-esteem and Factor 1, or Performance Jealousy, was .348 (\(p < .05\)) and for Factor 2, or Personal Jealousy, the correlation with self-esteem was .532 (\(p < .05\)). There was a significant relationship between both types of jealousy and self-esteem; as self-esteem increased, jealousy decreased.

Discussion

Unlike previous research (Kamphoff, 2000), the current investigation found the Revised Sport Jealousy Scale (SJS-IV) to be a two-factor scale. Performance Jealousy and Personal Jealousy were the two components of sport jealousy. Performance Jealousy comparisons were based on scholarship money, interest and treatment by coaching staff, and recognition. Personal Jealousy comparisons were based on work ethic, personal relationship with the coach, physique, and popularity.
It was hypothesized that female athletes would be significantly more jealous than male athletes. The investigation supported this hypothesis for both Performance and Personal Jealousy. Females scored significantly higher than males for both factors of the SJS-IV. These findings support research that found females to be more jealous than males when making social comparisons in sport (Kamphoff, 2000; Pease, 1987; Schelling & Huddleston, 1999).

**Performance Jealousy**

It was hypothesized that (a) athletes participating in individual sports would be more jealous than team sport athletes, (b) starting athletes would be more jealous than non-starter athletes, and (c) upperclassmen would be more jealous than sophomore and freshmen athletes. There were no main effects for any of these hypotheses; however, there was a 3-way interaction for sport type, class, and starting status.

Freshmen and sophomore team sport athletes who started were more jealous than freshmen and sophomore non-starters. Underclassmen who start may feel pressure to keep their position, creating more jealousy toward their teammates. Underclassmen non-starters may be more comfortable in their roles because they may not expect a starting position as a freshman. It is possible that these players may view the first years of college as time to develop their sport skills.

Junior and senior team sport starters were less jealous than non-starting junior and senior teammates. Upperclassmen may have felt they have practiced and gave as much effort as other athletes during college and deserve more playing time. The
underclassmen who did start were possibly happier because with a starting position usually comes acceptable playing time.

Freshmen and sophomores individual sport athletes who started were less jealous than freshmen and sophomore teammates who did not start. Underclassmen on individual teams, such as swimming and tennis, are competing for seeds. Starter athletes, or those with top seedings, are most likely less jealous because they have an important position on the team. Their teammates are not only trying to move into those positions, but also may feel they have given as much effort as other teammates, thereby leading to an increase in sport jealousy.

Junior and senior individual sport athletes who started were more jealous than non-starter upperclassmen. Again, individual sport athletes compete for playing time and seed positions concurrently. These upperclassmen athletes have earned starting status, and may fear losing the position to other teammates. This fear may have been manifested as excessive jealousy.

**Personal Jealousy**

Performance Jealousy comparisons were almost certainly based on the athlete’s sport performance. Athletes’ jealousy surrounding performance was much higher than personal jealousy. There were no interactions for this factor, but there was a gender main effect, just as with Performance Jealousy. Female athletes were more jealous with regards to personal attributes, such as personality, than male athletes.

It is quite possible that many athletes base a portion of their identity on athletic ability. Athletes may be more comfortable personally due to participation in
The Relationship Between collegiate athletics. These accomplishments may increase feelings about personal characteristics.

**Relationship between Jealousy and Self-esteem**

The final hypothesis was there would be a negative relationship between jealousy and self-esteem. For both Performance Jealousy and Personal Jealousy, there was a significant positive correlation between the Revised Sport Jealousy Scale (SJS-IV) score and Rosenberg's Self-Esteem (RSE) score. Athletes who had high SJS-IV scores had lower self-esteem. As self-esteem increased, jealousy decreased. The relationship between Performance Jealousy and self-esteem (r = .348) was not as strong as the relationship between Personal Jealousy and self-esteem (r = .532). This seems reasonable because self-esteem is a general assessment of self (Zimbardo & Gerrig, 1996). Bringle (1995) suggested people with low self-esteem are more likely to perceive jealousy in a situation than a person with higher self-esteem. It may be possible that the collegiate athletes in this investigation feel competent in sport and are less sure about personal attributes than athletic or performance attributes.

By understanding factors that can work together to produce jealousy, coaches and athletes may organize interventions, such as team building, to increase team cohesion and, according to Kamphoff (2000) and Pease (1987), reduce jealousy among teammates. Also, coaches may become more aware of how and why athletes become jealous of each other and ways to reduce jealousy.

During the pilot study and after some of the data collection sessions, athletes mentioned that these situations occur quite often in sport. These athletes felt that
jealousy was high among their teammates. These feelings were supported by the participants’ responses when asked to indicate if they had experienced any of the situations in the Revised Sport Jealousy Scale (SJS-TV). Of the sample, 77.3% of the athletes experienced at least one of the situations depicted in the questionnaire. Women indicated significantly more often than men that they had been involved in the situations. It is probable that women are more likely than men to admit that they have experienced jealous situations. It is also possible that men may not experience jealousy as often as women.

Romantically, gender differences in jealousy are attributed to evolution (Buss, Larsen, Westen, & Semmelroth, 1992). Men are more likely to become jealous when the partner is sexually unfaithful rather than emotionally unfaithful. Buss et al. (1992) assumed that this is due to reproduction of one’s genes. Women are more likely to become jealous when the partner is emotionally unfaithful. The emotional attachment that women have in romantic relationships may carry over to teammates and sport. As with romantic jealousy, female athletes may care more about emotional infidelity, thereby producing higher jealousy in sport than men.

Aside from Item 7, which pertains to work ethic, participants indicated most frequently they had been involved in Items 2, 3, 5, and 8; these were all items that involved the coach and coaching staff’s treatment of the athletes. Many of the athletes mentioned to the researcher these occurrences created a great deal of dissonance on their teams, and they were most concerned about the situations that suggested preferential treatment.
The present research findings were limited in that only athletes from one university completed the questionnaires. Athletes at other universities, such as Division II or III, or other areas of the United States may differ in the reporting of jealousy. Also, the population was racially homogenous except for a few participants. These conclusions may be different with a more racially or ethnically diverse group of athletes.

It appeared that participants in this investigation were a fairly non-jealous group. Out of a possible high score of 30 for Factor 1, the mean score for participants was 14.29 ($SD = 5.24$) and out of a possible high score of 25 for Factor 2, the mean score for participants was 9.41 ($SD = 3.98$). A larger sample may produce a more heterogeneous jealous group.

To improve the measurement of jealousy in sport it is possible the order of the items on the SJS-IV should be rearranged. All of the items related to Performance Jealousy are at the beginning of the scale and the final items are measures of Personal Jealousy. Rearranging the order of the items, may better disguise the purpose of the questionnaire.

The exploratory factor analysis found the Revised Sport Jealousy Scale (SJS-IV) to be a two-factor scale consisting of Performance and Personal Jealousy. Confirmatory factor analysis with larger samples is needed to verify that the SJS-IV is indeed a two-factor scale and Performance and Personal Jealousy are appropriate names for the factors. Also, as of yet, no cut-off scores have been determined in
regards to jealousy. Further research is needed to determine score ranges for jealousy and what scores equal high jealousy.

More research is needed to determine if jealousy may have trait and/or state components. Bringle (1995) notes that most jealousy research focuses on the jealousy-evoking situation instead of the emotions that make up jealousy. This may be because researchers either do not know if jealousy is state or trait, or do not know how to emotionally define jealousy (Hupka, 1984). If jealousy is state, or situational, then coaches’ and players’ actions may influence jealousy more than if it is a trait characteristic of personality. Situational jealousy could possibly be less avoidable than if jealousy is a personality trait.
The Relationship Between

References


Table 1

Frequencies of Involvement in Described Situations in Revised Sport Jealousy Scale (SJS-IV)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>36</td>
<td>61</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>57</td>
</tr>
<tr>
<td>3</td>
<td>36</td>
<td>61</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
<td>76</td>
</tr>
<tr>
<td>5</td>
<td>42</td>
<td>55</td>
</tr>
<tr>
<td>6</td>
<td>30</td>
<td>67</td>
</tr>
<tr>
<td>7</td>
<td>39</td>
<td>58</td>
</tr>
<tr>
<td>8</td>
<td>34</td>
<td>63</td>
</tr>
<tr>
<td>9</td>
<td>19</td>
<td>78</td>
</tr>
<tr>
<td>10</td>
<td>28</td>
<td>68</td>
</tr>
<tr>
<td>11</td>
<td>35</td>
<td>62</td>
</tr>
<tr>
<td>Year in School</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>Freshman</td>
<td>42</td>
<td>43.3</td>
</tr>
<tr>
<td>Sophomore</td>
<td>20</td>
<td>20.6</td>
</tr>
<tr>
<td>Junior</td>
<td>23</td>
<td>23.7</td>
</tr>
<tr>
<td>Senior</td>
<td>10</td>
<td>10.3</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Table 3

Frequencies and Percentages for Starting Status of Athletes

<table>
<thead>
<tr>
<th>Starting Status</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starter</td>
<td>66</td>
<td>68.0</td>
</tr>
<tr>
<td>Nonstarter</td>
<td>11</td>
<td>11.3</td>
</tr>
<tr>
<td>Nonstarter with acceptable playing time</td>
<td>18</td>
<td>18.6</td>
</tr>
<tr>
<td>Scholarship</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>Scholarship</td>
<td>90</td>
<td>92.8</td>
</tr>
<tr>
<td>Academic Scholarship</td>
<td>35</td>
<td>36.1</td>
</tr>
<tr>
<td>Athletic Scholarship</td>
<td>79</td>
<td>81.4</td>
</tr>
<tr>
<td>Both athletic and academic</td>
<td>25</td>
<td>25.8</td>
</tr>
</tbody>
</table>
### Table 5

**Pattern Matrix for Principal Component Analysis with Oblique Rotation**

<table>
<thead>
<tr>
<th>Item</th>
<th>Component 1</th>
<th>Component 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 4</td>
<td>0.885</td>
<td>-0.087</td>
</tr>
<tr>
<td>Item 3</td>
<td>0.830</td>
<td>-0.008</td>
</tr>
<tr>
<td>Item 5</td>
<td>0.824</td>
<td>-0.091</td>
</tr>
<tr>
<td>Item 2</td>
<td>0.700</td>
<td>0.067</td>
</tr>
<tr>
<td>Item 6</td>
<td>0.582</td>
<td>0.340</td>
</tr>
<tr>
<td>Item 1</td>
<td>0.552</td>
<td>0.153</td>
</tr>
<tr>
<td>Item 10</td>
<td>-0.264</td>
<td>0.903</td>
</tr>
<tr>
<td>Item 11</td>
<td>0.135</td>
<td>0.634</td>
</tr>
<tr>
<td>Item 8</td>
<td>0.293</td>
<td>0.575</td>
</tr>
<tr>
<td>Item 9</td>
<td>0.328</td>
<td>0.537</td>
</tr>
<tr>
<td>Item 7</td>
<td>0.308</td>
<td>0.532</td>
</tr>
</tbody>
</table>

*Note.* Bold indicates items that were included in that Factor.
APPENDICES
The Relationship Between

APPENDIX A

Hypotheses, Limitations, Delimitations, Assumptions, and Definitions

Research Hypotheses

The research hypotheses were as follows:

1. Athletes participating in individual sports will be significantly more jealous than those participating in team sports.
2. Starters will be significantly more jealous than reserve, or non-starter athletes.
3. Senior and junior athletes will be significantly more jealous than sophomore and freshmen athletes.
4. Female athletes will be significantly more jealous than male athletes.
5. There will be a significantly negative relationship between jealousy and self-esteem.

Limitations

The study was limited by the following:

1. Participants will not be randomly chosen. A convenience sample will be used.

Delimitations

The study was delimited by the following:

1. Only collegiate athletes from Georgia Southern University will participate.
2. Only athletes from men’s golf, women’s swimming and diving, softball, baseball, men’s tennis, and men’s and women’s soccer will participate.
Assumptions

The following assumptions were made for the study:

1. Participants will answer truthfully when completing the SJS-IV and RSE.

Definitions

**Envy** - Desiring or wanting another’s possessions or attributes (Salovey & Rodin, 1986)

**Gender** – The classification as a male or a female.

**Individual Sport** – A sport in which the athletes are ranked or seeded. In this study, individual sports include tennis, swimming, and golf.

**Reserve or non-starter** – An athlete that is not in the starting line-up.

**Romantic Jealousy** – “reaction to a perceived threat to a valued relationship” (Pines & Friedman, 1998, p. 54); desired object is a person (Salovey & Rodin, 1986)

**Self-Esteem** – general assessment of the self (Zimbardo & Gerrig, 1996) measured in this study by the score on the Rosenberg Self-Esteem Scale (RSE).

**Social Comparison Jealousy** – “Feelings, thoughts and behaviors that occur when one person enjoys more success, attention and/or rewards than another in sport” (Bers & Rodin, 1984, p. 767); desired object or goal is not a person (Salovey & Rodin, 1986)

**Sport Jealousy** – Score on the Revised Sport Jealousy Scale (SJS-IV)

**Starter** – An athlete that is in the starting line-up.

**Student-Athlete** - A student at a southeastern university during the 2000-2001 school year who is an active member of an intercollegiate sport team.
The Relationship Between

Team Sport – A sport in which the athletes work together for a win and are not seeded or ranked. In this study, team sports include baseball, soccer, and softball.

Underclassman – A student-athlete that is classified academically as either a freshman or sophomore.

Upperclassmen – A student-athlete that is classified academically as either a junior, senior, or graduate student.
APPENDIX B
Demographics Questionnaire

What sport do you participate in and how long (in years) have you been participating competitively?

__________________________________________

Gender Female _______  Male _______

Race ______________

Age __________

Year in School (e.g., freshman, sophomore) _____________

Are you a:
_____ Starter
_____ Non-starter
_____ Non-starter but still receive acceptable playing time

Do you receive a scholarship?  
If yes, is it an academic or an athletic scholarship?
APPENDIX C

Revised Sport Jealousy Scale (SJS-IV)

Below are some situations in which you may have been involved, or in which you could be involved. Rate each with regard to how you would feel if you were confronted with the situations by circling the number that corresponds with your answer.

Please check the box if you have been involved in the described situation.

<table>
<thead>
<tr>
<th>Not at all upset</th>
<th>Mildly upset</th>
<th>Upset</th>
<th>Very upset</th>
<th>Extremely upset</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A teammate receives more scholarship money even though you both have equal ability.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. No matter what you do, your coach seems to be more interested in a teammate’s performance than in your performance.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. In practice, your coach encourages another athlete more than you.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. You and your teammates have worked hard all season. When the team wins a big competition, you are not recognized for your contribution to the win.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. A teammate seems to be receiving preferential treatment by the coaching staff.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not at all upset</td>
<td>Mildly upset</td>
<td>Upset</td>
<td>Very upset</td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td>--------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>6. The local paper interviews many of your teammates and fails to interview you.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. A teammate rarely works hard in practice, however, during competitions he/she performs better than you.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Your coach seems to have a better relationship with your teammate than with you.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Teammates' names are mentioned on the radio from your last contest. Your name is not mentioned.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Some teammates never seem to worry about their weight. On the other hand, you have to monitor what you eat.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. A teammate is more popular than you are with the other members of the team.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
APPENDIX D

Rosenberg Self-Esteem Scale (RSE)

Please read each item and then indicate using the following scale the feeling you experience when reading each item.

1  2  3  4
strongly agree agree disagree strongly disagree

1. ______ I feel that I am a person of worth, at least on an equal plane with others.

2. ______ I feel that I have a number of good qualities.

3. ______ All in all, I am inclined to feel that I am a failure.

4. ______ I am able to do things as well as most other people.

5. ______ I feel that I have much to be proud of.

6. ______ I take a positive attitude about myself.

7. ______ On the whole, I am satisfied with myself.

8. ______ I wish I could have more respect for myself.

9. ______ I certainly feel useless at times.

10. ______ At times, I think I am no good at all.
Dear Coach,

I am a graduate student in the Department of Health & Kinesiology. I am working toward my Master’s Degree with an emphasis in Sport Psychology. In partial fulfillment of my coursework, I must complete a thesis. My thesis project is entitled “The Relationship Between Jealousy and Self-Esteem In Collegiate Athletes.” I am writing to request your assistance in helping me collect my data.

Jealousy has been a widely researched topic in the field of psychology. Recently some authors have begun to examine jealousy in the athletic domain. By acknowledging that jealousy exists in athletics, coaches may better be able to deal with and prevent it among their players. Coaches can see how it affects their team’s cohesion and self-esteem and therefore, the team’s performance. Coaches and athletes will become more aware of jealousy and how it may determine or direct their feelings toward other teammates. Understanding one’s feelings can give athletes a chance to better control their feelings and react to them.

The Georgia Southern University Internal Review Board has approved my research and has determined that my questionnaires will present little or no risk to your athletes. I would like to use your team for my research. My research involves three questionnaires, which, according to a trial run, should take no more than 20 minutes of your time. I would like to distribute the questionnaires at either a team practice or team study hall.

I will be contacting you to further discuss my research project and any questions that you may have. In the meantime, if you have any questions regarding this research, please contact me at 468-7077 or Dr. Barry Joyner at 681-0775.

Sincerely,

Paula M. Parker
Graduate Assistant
Georgia Southern University
APPENDIX F

Informed Consent

GEORGIA SOUTHERN UNIVERSITY
Department of Health & Kinesiology
College of Health & Professional Studies

CONSENT TO PARTICIPATE IN A RESEARCH PROJECT FORM

I understand that the questionnaire I am about to complete is part of a research project currently entitled "Relationships in Collegiate Athletics" conducted by Paula M. Parker under the supervision of Dr. A. Barry Joyner.

This research is designed to examine aspects of relationships between college athletes. By signing below, I am agreeing to allow Paula M. Parker to use the information I provide in presentations and publications with the understanding that results will be disseminated in group fashion only. I understand that any relationship between myself and the information I contribute to this study will be kept confidential.

I understand that I may terminate my participation in this study at any time without prejudice to myself. Given the nature of this questionnaire, I further acknowledge that the investigator may, at her discretion, terminate my participation in this project at any time deemed appropriate.

Should I have any questions concerning this research project, I may contact Paula M. Parker at (912) 764-9484 or Dr. Barry Joyner at (912) 681-0775. If I have any questions or concerns about my rights as a research participant in this study, I may contact Dr. Matt Williamson, Chair of the Departmental Internal Review Board, at (912) 871-1820, or the Institutional Review Board Coordinator at the Office of Research Services and Sponsored Programs (912) 681-5465.

_________________________  __________________________
Signature                  Date

_________________________
Printed Name
APPENDIX G

Institutional Review Board (IRB) Approval

To: Paula Parker
Health and Kinesiology

Cc: Dr. Barry Joyner, Faculty Advisor
Health and Kinesiology

From: Mr. Neil Garretson, Coordinator
Research Oversight Committees (IACUC/IBC/IRB)

Date: December 6, 2000

Subject: Status of Application for Approval to Utilize Human Subjects in Research

After an expedited review of your proposed research project titled “Relationships in College Athletes,” it appears that the research subjects are at minimal risk and appropriate safeguards are in place. I am, therefore, on behalf of the Institutional Renew Board able to certify that adequate provisions have been planned to protect the rights of the human research subjects. This proposed research is approved through an expedited review procedure as authorized in the Federal Policy for the Protection of Human Subjects (45 CFR §46.110(7)), which states:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

However, this approval is conditional upon the following revisions and/or additions being completed prior the collection of any data:

1. Due to the fact that the areas of inquiry are de facto of a sensitive nature, you will need to revise your methodology and data collection techniques so that the completed questionnaires are returned to the coaches in such a manner that they cannot be viewed (i.e., provide envelopes so that the respondent can seal their completed questionnaire, a centrally located locked box, etc...). THIS CONDITION MUST BE REVIEWED AND APPROVED BY THE IRB COORDINATOR PRIOR TO THE COLLECTION OF ANY DATA.

2. Furthermore, you will need to obtain a written letter of permission/support from each coach involved in this study. These letters of agreement must be in writing, on letterhead. These letters of agreement should grant you permission to solicit their students/athletes for possible participation in this research project.
If you have any questions, comments, or concerns about these conditions of approval, please do not hesitate to contact the IRB Coordinator. Please send a copy of all revised and/or additional materials to the IRB Coordinator at the Office of Research Services and Sponsored Programs (PO Box 8005).

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the exempted research protocol, you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, whether or not it is believed to be related to the study, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator prior to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, please notify the IRB Coordinator so that your file may be closed.

Oversight Coordinator
Research Oversight Committees
Georgia Southern University
PO Box 8005
Statesboro, GA 30460
P: 912-681-5465 F: 912-681-0719
APPENDIX H

Review of Literature

Romantic Jealousy

Jealousy is the belief or suspicion something may be lost (Salovey & Rodin, 1986) or an emotional reaction to a threat to a valued relationship. A person in a jealous relationship is obsessed with his/her partner and is apprehensive about the loss of the partner's devotion (Peretti & Pudowski, 1997). Jealousy can occur in any close relationship. It is not a primary emotion, but rather a combination of primary emotions such as anger and fear (Bringle, 1995). Threat is the central component of many definitions of jealousy (Guerrero & Andersen, 1998).

In social psychology, romantic jealousy is the most widely researched type of jealousy. This jealousy, also known as social relations jealousy, originates from the perception of a rival. This perception may be real or imagined, yet it still produces threatening feelings or thoughts (White, 1981).

Peretti and Pudowski (1997) studied college dating relationships by having 384 students complete an open-ended questionnaire about the influence of jealousy on relationships. Men felt jealousy was associated with high feelings of loss of affection and rejection. Women perceived jealousy as being associated with feelings of anxiety, insincerity, inadequacy, and rivalry. These women also reported feelings of low self-esteem when being jealous. The researchers suggested college women were more susceptible to jealousy than men.
Pines and Friedman (1998) suggested other gender differences in romantic jealousy. They propose men are more upset by the thought of sexual infidelity while women are more upset by the thought of emotional infidelity. A threat to self-esteem was also perceived to have a greater jealousy reaction with men attempting to maintain self-esteem, while women attempted to maintain the relationship. Harris and Christenfeld (1996) also supported this belief, but found no differences among men and women in regards to jealousy. In another college relationship study, Knox, Zusman, Mabon, and Shriver (1999) had 185 college students complete a 9-item questionnaire to examine jealousy in college relationships. No gender differences in jealousy were found. Also, Knox et al. (1999) stated jealousy is higher for shorter relationships. Students who had been dating for more than 13 months had significantly lower levels of jealousy than those who had been dating for under a year.

**Social Comparison**

Festinger proposed the theory of social comparison in 1954 (Wood, 1989). This theory suggested people are motivated to evaluate themselves by comparing themselves to similar others. This comparison allows people to evaluate abilities, thoughts, physical attributes, and other personal aspects. Diener (1984) suggested personal satisfaction depends less on objective situations and more on how one compares to others. Festinger suggested the purpose of social comparison was accurate self-evaluation; however, people may still be biased in the comparisons and assessment of these comparisons (Wood, 1989).
Social Comparison Jealousy

Romantic jealousy often involves three persons and the object of desire is one of these people. Social comparison jealousy, however, occurs when the desired object is not a person (Salovey & Rodin, 1986). To illustrate, athletes may be jealous of teammates who receive more scholarship money, even though the perceived skill levels are identical (social comparison jealousy). In contrast, an athlete may be jealous when she sees her boyfriend talking to an old girlfriend (romantic jealousy). Additionally, Bers and Rodin (1984) define social comparison jealousy as "feelings, thoughts, and behavior that occur when another person enjoys more success" (p. 767).

Salovey and Rodin (1986) produced a list of 53 jealous situations, which were presented to 174 introductory psychology students to determine the emotions associated with each situation. A 7-point Likert scale was used to measure jealousy/envy, anger, sadness, and embarrassment associated with the situations. Social comparison situations were given somewhat higher jealousy/envy ratings than situations that were romantic. Social comparison and romantic jealousy situations appeared to differ in the amount of anger and sadness caused to the jealous individual. People usually feel worse when imagining situations of romantic jealousy.

Bers & Rodin (1984) presented 12 stories, six involved a child who did not succeed, while a second child did (comparison-failure situation) to 72 children. The other six stories did not include a second child (noncomparison-failure situation).
Children then rated their responses to the stories by marking boxes of differing sizes. Neither gender nor age differences in jealous thoughts and motivation were found among the children.

**Envy and Jealousy**

Jealousy is often equated with envy (Spielman, 1971; Mikulincer, Bizman, & Aizenberg, 1989), a “discontent with or a desire for the possessions of another” (Salovey & Rodin, 1986, p. 1100). Spielman (1971) stated that an envious person is upset because another person has something that he or she would like to have and, therefore, feels inferior. Jealousy conversely involves feelings such as anxiety associated with the possible loss of love, affection, or some other valued possession (Spielman, 1971).

Social comparison jealousy occurs when an individual desires superiority on a dimension (Salovey & Rodin, 1984). Parrott (1991) suggested that envy is central to social comparison and many laypeople view jealousy and envy as the same (Bers & Rodin, 1984).

**Jealousy and Social Desirability**

Participants in a Salovey and Rodin (1986) investigation indicated being more embarrassed if others knew they experienced social comparison jealousy than romantic jealousy. These findings suggested that jealousy is a more socially accepted response in romantic situations.

Past jealousy research has used the term “upset” rather than “jealous.” Researchers believe that “jealous” is a socially undesirable emotion and participants
would be less likely to admit feeling jealous because jealousy has a negative connotation in Western cultures (Wiederman, Allgeier, & Ragusa, 1995). Mathes, Roter, and Joerger (1982) also suggest jealousy is viewed as a socially undesirable emotion.

Self-Esteem

Self-esteem is one of the most researched topics in personality psychology (Gray-Little, Williams, & Hancock, 1997). Global self-esteem has been defined as "an individual's positive or negative attitude toward the self as a totality" (Rosenberg, Schooler, Schoenbach, & Rosenberg, 1995, p. 141). This global self-esteem is related to psychological well-being (Rosenberg et al., 1995). Rosenberg (1979) defines persons with high self-esteem as having self-respect; seeing themselves as people of worth.

Gender differences in self-esteem are apparent when examining athletes. High self-esteem is found in women who participate in team sports and men who participate in individual sports (De Man & Blais, 1982).

Jealousy and Self-Esteem

Jealousy has also been “defined as the consequence of threats to self-esteem” (White, 1981, p. 129). Guerrero and Andersen (1998) stated that low self-esteem is both a predisposing characteristic and consequence of jealousy. Previous research has found contradictory results when examining the possible relationship between jealousy and self-esteem (Stewart & Beatty, 1985). Some studies have found that
jealousy is a result of low self-esteem in both men and women (e.g., Peretti & Pudowski, 1997; Mikulincer, Bizman, & Aizenberg, 1989) while another has suggested this negative correlation is only true with men (White, 1981). Other research has found nonsignificant correlations between jealousy and self-esteem (e.g., Mathes & Severa, 1981; Salovey & Rodin, 1984). Guerrero and Afifi (1998) suggested individuals with a high need for self-esteem may protect themselves by avoiding jealous situations. Therefore, these individuals may not get into relationships in which they may become jealous.

Mathes and Severa (1981) developed the Interpersonal Jealousy Scale. The authors defined jealousy as "the negative emotion resulting from actual or threatened loss of love to a rival" (Mathes & Severa, 1981, p. 24). They presented 39 items to 84 participants who were asked to personalize each item by adding in the name of their partner, and then express their feelings toward that situation. The 28 items that correlated .30 (p < .005) or greater were included in the Interpersonal Jealousy Scale.

In the second part of the Mathes and Severa (1981) investigation, 79 couples completed the following: the Interpersonal Jealousy Scale (Mathes & Severa, 1981), Rubin's (1973) Romantic Love and Liking Scales, the Insecurity Scale of Maslow, Birsh, Stein, and Honigmann (1945), and Rosenberg's (1979) Self-Esteem Scale. Results indicated men were more jealous than women and the correlation between jealousy and self-esteem was nonsignificant.
The Relationship Between Stewart and Beatty (1985) studied the relationship of jealousy and self-esteem in men and women. Participants completed the Interpersonal Jealousy Scale and the Self-Acceptance Scale (Berger, 1952). The results showed jealousy was significantly related to self-esteem \( (r = -0.38, p < .001) \) and women \( (r = -0.40, p < .001) \) and men \( (r = -0.38, p < .001) \) did not differ significantly on correlations between jealousy and self-esteem measures \( (z = 0.48, p > 0.05) \).

**Jealousy in Sport**

Few studies have examined jealousy in an athletic setting. This may be because, until recently, there was no reliable instrument to measure jealousy in sport. One of the few studies on jealousy in sport by Pease (1987), investigated the relationship between social comparison jealousy and team cohesion. Pease used the Social Comparison Jealousy scale (SCJ) to measure jealousy and the Group Environment Questionnaire (GEQ, Carron, Widmeyer, & Brawley, 1985) to measure group cohesion among 71 team sport athletes. Pease found a nonsignificant negative correlation between jealousy and team cohesion.

The Sport Jealousy Scale (Schelling & Huddleston, 1999) was created to measure jealousy in track and field athletes. The scale originated from Bringle’s Self-Reported Jealousy Scale (SJS; 1979) that measures jealousy across many situations that evoke jealousy. Schelling and Huddleston found track and field athletes were “moderately jealous.” Only three track and field coaches helped with
the development of the scale used in this research so the SJS may not be suitable for other sports.

Kamphoff (2000) continued research in jealousy by furthering the development of the SJS. The final version of the scale is known as the Revised Sport Jealousy Scale (SJS-IV). Kamphoff administered the SJS-III, the Revised Self-Report Jealousy Scale (SRJS-II; 1982), the Group Environment Questionnaire (GEQ; Carron et al., 1985), a Satisfaction Questionnaire based on Widmeyer and Williams (1991), and a demographics questionnaire. The SJS-III, which measures an athlete’s amount of social comparison jealousy, is a 13-item questionnaire with a response set of “1” representing “pleased” and “5” representing “extremely upset.” Two of the thirteen items were later deleted from the scale to produce the Revised Sport Jealousy Scale (SJS-IV).

Carron, Widmeyer, and Brawley’s (1985) Group Environment Questionnaire (GEQ) was used to measure the amount of team cohesion. The athletes’ satisfaction was assessed by a set of five satisfaction questions adapted from Widmeyer and Williams (1991). For example, athletes were asked how satisfied they were with their social interaction with their teammates and role on the team. Using the SJS-IV for data analysis, Kamphoff (2000) found a significant negative correlation between jealousy and team cohesion \( (r = -0.23, p < 0.01) \). Satisfaction had a significant positive relationship with group cohesion \( (r = 0.51, p < 0.01) \). A multivariate analysis of variance (MANOVA) revealed a main effect for team and individual sports in regards
to their GEQ scores. This research also indicated that male team and individual athletes had similar jealousy scores, and female team and individual athletes differed on SJS-IV scores. Female athletes competing individually had higher jealousy scores than those who participated in a team sport.
References


APPENDIX I

Biographical Sketch

Paula Marie Parker

Paula M. Parker is a Master of Science graduate student in the Department of Health and Kinesiology with an emphasis in Sport Psychology at Georgia Southern University. She is originally from Williamston, North Carolina. In high school, she participated in track and field and was a statistician for the baseball team, which won the North Carolina High School Athletic Association Class A State Championship in 1995. Paula received her Bachelor of Arts in Psychology from the University of North Carolina at Chapel Hill in 1999. While attending UNC-CH, Paula made the Dean’s List for five semesters. Paula is a member of the Association for the Advancement of Applied Sport Psychology and Psi Chi, the National Honor Society in Psychology. Paula has worked in merchandising for the Durham Bulls Baseball Club for the past four seasons (1997-2000). She was a volunteer for the Special Olympics World Games held in North Carolina in 1999. Currently, she is a teaching assistant at Georgia Southern University. Her research interests include: jealousy in sport, athletes with physical and cognitive disabilities, injury, transitions, and dance. Paula plans to enter the Doctoral program in Sport Psychology at West Virginia University en route to becoming a professor and working with collegiate and high school athletes. Paula enjoys University of North Carolina basketball, watching baseball, reading, and is currently learning to play soccer and flag football.