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The Effects of Perceived Team Cohesion on Alcohol Consumption, Aggression and Cheating

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Abstract

This study was designed to examine the effects of perceived team cohesion on alcohol consumption, aggression and cheating in athletes. Previous research suggests that alcohol consumption, aggression and cheating can be found in athletics, but the intention of this study is to examine whether or not perceived team cohesion has an impact on these variables. It was hypothesized that teams perceived to be highly cohesive would have similar views and attitudes towards aggression and cheating. It was also expected that athletes who perceived their teams to be highly cohesive would have higher rates of drinking. Participants in this study completed an online questionnaire regarding cohesion, cheating, aggression and alcohol consumption. Results show that there were no significant relationships between cohesion and all other variables, except with whom athletes reported choosing to drink with. This finding suggests that the more highly cohesive the athlete perceives his/her team to be, the more likely they are to drink with teammates. This study supports previous research with a significantly strong positive correlation between aggression and cheating. This suggests that the team influences an individual's moral reasoning and thus may lead to an individual having similar rates of aggression and cheating during a game. Findings indicate that there are relationships between many of the variables, including aggression and cheating, along with cohesion and alcohol consumption.

The Effects of Perceived Team Cohesion on Alcohol Consumption, Aggression and Cheating

All human beings have an innate desire to be part of a group or to be associated with a group of individuals (Baumeister & Leary, 1995). Team sports provide an opportunity for humans to fulfill a fundamental drive to belong in a group (Spink, 1998). In the article “Being an Athlete” (2006) it is suggested that sports teams help to fulfill this need to belong by providing a forum in which athletes can develop characteristics such as leadership skills, focusing on and working with others to achieve a common goal. Teammates must learn to trust and assist one another in order to succeed on the field, forming a unique camaraderie. The need to belong to a group, along with the elements of competition and status are often associated with various sports, which may be why sports draw so many participants.

Groups that satisfy the need to belong can become cohesive. On the athletic field or court, team cohesion is one of the factors that has been found to be associated with positive outcomes. Highly cohesive teams are more likely to succeed in achieving group goals (Carron & Hausenblas, 1998). Often group goals includes breaking records and winning games or matches.

Cohesion has numerous aspects and definitions because of the many contributing factors that may cause a group of individuals to stay together and united even as these factors differ between groups (Carron & Hausenblas, 1998). Festinger, Schachter, and Back (1963), use a physical description and define cohesion as a field of forces that keeps a group together. Gross and Martin (1952), also use a physical definition by explaining cohesion as collective resistive forces to any outside disruptive forces. Cohesion is instrumental in that it serves a purpose for a group, such as a sports team playing well together on the field to win a game (Carron & Hausenblas, 1998). Carron and Hausenblas (1998) describe cohesion as varied, dynamic, instrumental, and having affective aspects. Another characteristic of cohesion according to

Carron and Hausenblas (1998), is that cohesion has an affective dimension in that groups that are task-oriented, such as sports teams, generally develop social cohesion as well. Carron (1982) defines cohesion as a group that tends to stay together and continue to be united when pursuing common goals and objectives. Related to this is the closeness and bond that teammates feel with one another. Cohesion is a construct that is used to describe the strength of a social bond within a social unit or group such as a team (Carron, 1982). Common goals and objectives tend to lead to an increase in motivation and coordination which, in turn leads to a better and more successful performance (Beal, Cohen, Burke, & McLendon, 2003). When group identification and camaraderie are applied to a goal directed group, or a team, cohesion is formed. For the purpose of this study, cohesion will be present within a sports team in instances when teammates subscribe to the team's goals, socialize and pursue common goals outside of athletic activity.

The level of sports team cohesion within and outside of athletic activity is impacted by several factors. Carron et al. (1982) suggests that environmental, personal, leadership and team factors all play a role in determining the cohesiveness of a group or team. Environmental factors include factors which influence the team setting, such as the type of sport (Carron, 1982). For example, a soccer team is much more collectivistic in nature, with eleven players working together to achieve the same goal, than more individualistic sports such as track. Track teams are typically highly individualistic with few team aspects, making it harder to unite towards a common goal. The differences in the nature of the sport, in this example collectivistic versus individualistic nature, ultimately change the dynamics of the group environment affecting cohesion amongst team members. On the other hand, personal factors include individuals' beliefs towards how they relate to the team, and what role they personally feel they play within the team setting (Prapavessis & Carron, 1997). Another personal factor that contributes to team cohesion

is seen when an athlete shows loyalty and commitment through a sacrifice for the success of the team (Prapavessis & Carron, 1997). Spink (1998) noted that leadership factors are also important precursors of cohesion. When poor leadership is in place, the team may have a difficult time finding a common goal to work towards, thus making it more difficult to unite and become cohesive as a group. Without a leader to direct a team towards a common goal, a team can become disjointed. Team factors also influence the perceived cohesiveness of a team, and include maintaining membership and the team's engagement in pro-social behaviors (Prapavessis & Carron, 1997). How well team members get along and how much effort they may put into the team as a whole can influence the perceived cohesiveness of a team.

Cohesive teams may influence one another to overtly express negative human tendencies such as aggression and cheating. It has been found that an individual on a team internalizes the team norms of moral reasoning, including aggression and cheating, by modeling teammates' behaviors (Bredemeier & Shields, 1984). This has been exemplified in a study by Kavussanu and Spray (2006) in which the moral atmosphere of the team had an effect on individuals' moral reasoning. Research has also found that moral reasoning, including cheating and overt aggression, is highly influenced by sports (Shields, Bredemeier, Gardner, & Bostrom, 1995). It has been suggested that moral reasoning changes are dependent on the individual's situation. Shields et al. (1995) found that athletes and non-athletes alike use patterns of moral reasoning which seemingly are dependent on whether or not a particular judgment is being made in sport versus non-sport moral issues. Team cohesion has also been positively related to expectations that teammates would cheat and aggress, and that coaches would support such behavior (Shields et al., 1995). In a study conducted by Stephens and Bredemeier (1996), it was found that an athlete was more likely to aggress if she perceived her team to be pro-aggression.

The expectation of cohesive teams to aggress more may be due to sports in which there is a zero-sum game structure, when one team must lose in order for another to win. Zero-sum games are typically highly competitive and ultimately have a higher occurrence of aggressive acts (Lefebvre & Passer, 1974). For example, competitive sports such as basketball or football, ultimately end up with a defeated, losing team at the end of a contest, while the other team is celebrated as the winners. The combination of zero-sum game structure and a cohesive team striving to achieve its goal of winning may lead individual athletes to become aggressive.

Human interaction in the athletic arena leads to aggression being tolerated and idolized by both participants and spectators (Bredemeier & Shields, 1984). Aggressive spectator sports usually have higher attendance rates because humans prefer more violent events (Makela, 1975). In fact, Lefebvre and Passer (1974) suggest that overly aggressive acts by athletes are one of the most serious problems in modern day sports. Since aggression has been noted as one of the most serious problems facing contemporary sport, it is important to understand what may provoke aggressive acts in competition. From an evolutionary perspective, it has been suggested that sporting contests are symbolic of ritualized tribal wars and hunting that years ago were a forum for aggressive acts, and which ultimately underlie the current motivation for aggressive acts in modern day sport (Makela, 1975). Human beings have the natural need to be aggressive and defensive, and sporting events provide the opportunity to do so in a more socially acceptable manner.

Some sports feature more acts of aggression than others. With the zero-sum game strategy and the extreme pressure to win, often time aggressive acts may go too far, and too often cheating may come into play. Cheating in sport has been an issue for a long time. Today cheating in athletics is commonly understood as a drug issue rather than misconduct in the sports arena

(Roberts, 1996). However, Simon (1991) defines cheating as the intentional violation of rules for personal advantage. Cheating is viewed as dishonest based on the fact that it disrespects competitors, with the cheater putting himself above his competitors (Simon, 1991). In other words, an individual who chooses to cheat ultimately believes himself as more privileged than his competitor, thus treating them as less human and competent. Roberts (1996) notes that by identifying certain actions that have associated penalties, these actions are made illegal. What ends up happening instead, is the act of “willful rule violation” (Roberts, 1996, p. 74) in which actions which are considered unacceptable are done are purpose to gain benefit, at the cost of a penalty. One of the most common willful rule violations occur in basketball, when player may foul an opponent at the end of the game in hopes of getting the ball back. The foul is considered unfair play and is therefore associated with a known penalty. However, sometimes the benefit of committing the foul outweighs the cost of accepting the penalty. Often times, the structure of the rules allows for and perhaps promotes aggression. Soccer, for example, is a sport in which subjectivity of the rules, and the uncertainty involved in many calls can lead to increased aggression if the referee is not making the call. Therefore the tone for acceptable behavior, including cheating behavior, can be set by an institution or a team (Roberts, 1996).

Teammate expectations can go beyond aggression and cheating on the field to alcohol consumption while socializing. Historically sports teams have been associated with alcohol consumption, and negative stereotypes have been formed. Rockafellow and Saules (2006) found that individuals that participated on sports teams were correlated with higher rates of alcohol use, supporting the negative stereotypes between athletics and alcohol consumption. In a study done by the National Collegiate Athletic Association in the late 1990s, it was found that over 80% of athletes reported drinking in the past year (Martens, Dams-O’Connor, & Beck, 2006).

It has been suggested that the unique and distinctive culture surrounding college sports may contribute to higher drinking rates in athletes. The public recognition, social privileges and higher social status along with the negative aspects including public scrutiny, having to balance academic and athletics, along with the isolation from the rest of the college population have been suggested as possible correlates to alcohol consumption (Harvey, 1999; Ferrante, Etzel, & Lantz, 1996; Marcello, Danish, & Stolberg, 1989; Parbam, 1993). This may lead to different psychological and emotional issues which may ultimately lead to episodes of drinking and substance use.

Research has also found that young men on non-elite athletic teams drink alcohol in both larger quantities and more often than men on more elite athletic teams, such as professional and NCAA Division 1 teams (Black, Lawson, & Fleishman, 1999). Other studies have found that peer influence has a significant impact on integrated or cohesive teams, and teammates can form similar drinking standards (Ford, 2007). Cohesion often leads to higher levels of respect and camaraderie within the team, which may lead individuals who would otherwise not participate in drinking to do so, in order to fit in. Martens et al. (2006) found that individuals' close friends choice to drink had a strong influence on their personal alcohol consumption, and that this influence was stronger for female athletes. It has also been suggested that the constant associations of alcohol and sport may lead to an over exposure and availability of adult beverages among athletes (Martens et al., 2006). This constant association, specifically with beer and sports, leads athletes to identify alcohol with sports. While many studies link sport participation to high rates of alcohol consumption, no known research has been done to associate high rates of drinking with sports team cohesion.

Team sports satisfy the innate human need to belong; therefore strong team cohesion can have negative effects such as providing an outlet for aggression and cheating on the athletic field. Teammates on a cohesive team may influence one another to become aggressive and increase the likelihood of cheating during a game in order to successfully defend an opponent or win. Highly cohesive teams, by definition, socialize on and off the athletic field and therefore teammates may influence one another to drink more excessively than is the norm at the college level.

The purpose of this study is to examine the effects of perceived team cohesion on teammates' attitudes towards aggression, cheating and alcohol use. It is hypothesized that teams perceived to be highly cohesive will have similar views and attitudes towards aggression and cheating. It is also expected that teams which are perceived to be highly cohesive will have higher rates of drinking.

Method

Participants

Participants were obtained for the study by sending a link of the online survey to several NCAA Division I and Division III colleges' Athletic Directors from the Midwest. The Athletic Directors were asked to distribute the survey link to their coaches and student athletes. Other participants were obtained by placing a link to the study on *Psychological Research on the Net* (Krantz, 2008). All participants were current or former collegiate student athletes to complete the study. Some of the participants may have received extra credit for their introductory psychology course upon completion of the survey. There were 222 initial participants, however researchers had to drop 48 participants because they did not complete the survey, entered data twice, were

under the age of 18 or they were not college level athletes. The final 174 participants ranged in age from 18 to 57 with an average age of 20.00.

Materials

The study was conducted online by participants at various locations. To determine perceived cohesiveness of a team, the Group Environment Questionnaire, designed by Carron, Widmeyer & Brawley (1985) was used to formulate 18 questions concerning cohesion for the survey. Aggression was measured using the Aggression Survey formulated by Buss and Perry (1992) which had a Cronbach's alpha, $\alpha=.80$ (Buss & Perry, 1992). Researchers changed the wording of the 24 questions to include words such as "teammates" or "opponents" instead of "friend" or "stranger." Six questions were formulated by the researchers about cheating in the athletic realm. The first three surveys were answered using a standard Likert Scale, with 1 being "Very Strongly Disagree" and 7 being "Very Strongly Agree." Finally, three questions were asked to assess each participants' average drinking habits within a given week and with whom they drink with. The developed survey with all questionnaires is shown in Appendix A.

Procedure

Participants were first presented with the informed consent page of the study. The informed consent stated that participants may leave the questionnaire at any time. At the bottom of the page, there was a link taking participants to the study's questionnaire. This link indicated that the participant agreed to take part in the study. Participants were asked to indicate the collegiate sport team(s) they are/were members of (e.g. soccer, basketball, and tennis), the position(s) they played and number of years of involvement on that team(s). Basic demographics were collected for each participant (e.g. age, gender, and nationality). Participants were then

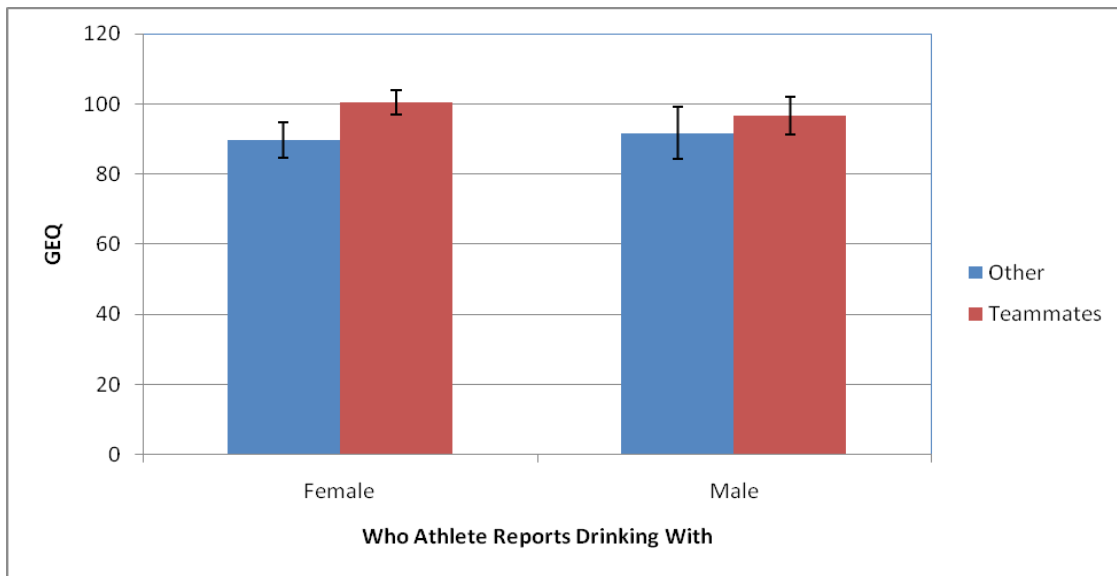
directed to the questionnaire in which they responded to each question to the best of their ability. The Aggression Survey (Buss & Perry, 1992) was labeled as Performance Attitude and the questions regarding cheating were labeled as Performance Motivation so that participants would not base their responses on the negative connotations associated with aggression and cheating. Once the survey was completed, participants clicked the submit button at the bottom of the page. By clicking the button, data was automatically submitted to the server for storage and the participants were sent to the debriefing form.

Results

Data analysis began with evaluating the reliability of the measures used in the current survey. The aggression questionnaire (Buss & Perry, 1992) had a Cronbach's alpha, $\alpha = .917$. The Group Environment Questionnaire or GEQ (Carron et al., 1995) had an alpha of, $\alpha = .847$, while the cheating questionnaire had an alpha of, $\alpha = .862$. Fortunately all alphas were acceptable and data analysis could proceed.

After the internal consistency of the measures was confirmed, Pearson correlations were run for all participants' data for all variables. There were no significant relationships found between GEQ with aggression or cheating. Furthermore, there were no significant relationships between the GEQ and contact versus non-contact sports.

A 2x2 between subjects ANOVA of who the athletes reported drinking with (teammates or other) and athletes' gender was run. There was a main effect of who the athletes chose to drink with on cohesion, $F(1,165) = 7.8, p = .006$, as seen in Figure 1. Results indicate that the more highly cohesive athletes perceive their team to be, the more likely they were to report choosing to drink with teammates. However, there was no main effect of the athletes' gender and no interaction.



In

Figure 1. GEQ score and who athletes report drinking with by gender. order to determine whether other non-linear relationships may exist between variables, specifically between cohesion, aggression and cheating graphs were created to better visualize the relationship between the variables. As Figure 2 and Figure 3 show, there was neither a linear

nor curva-linear relationship between these variables.

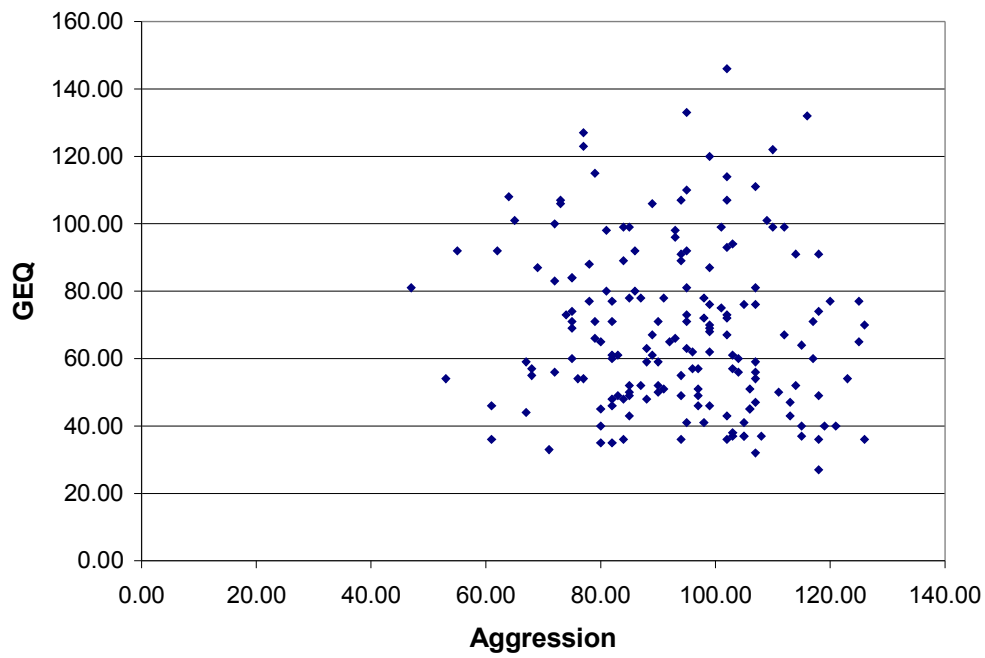


Figure 2. Correlation between cohesion and aggression.

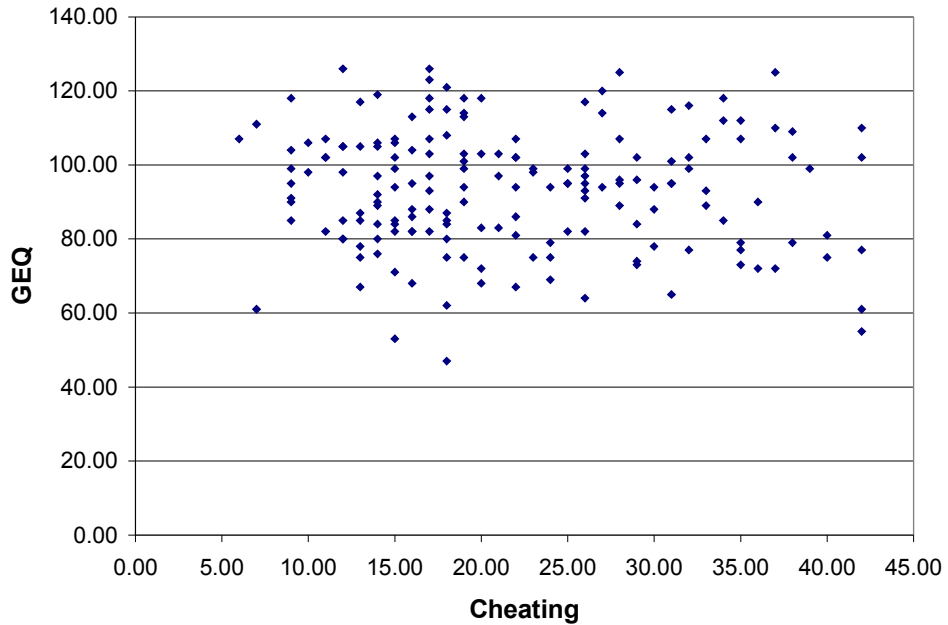


Figure 3. Relationship between cheating and GEQ.

There was also a lack of relationship between perceived team cohesiveness and average number drinks athletes reported consuming. Figure 4 illustrates how there is neither a linear or non-linear relationship between these variables.

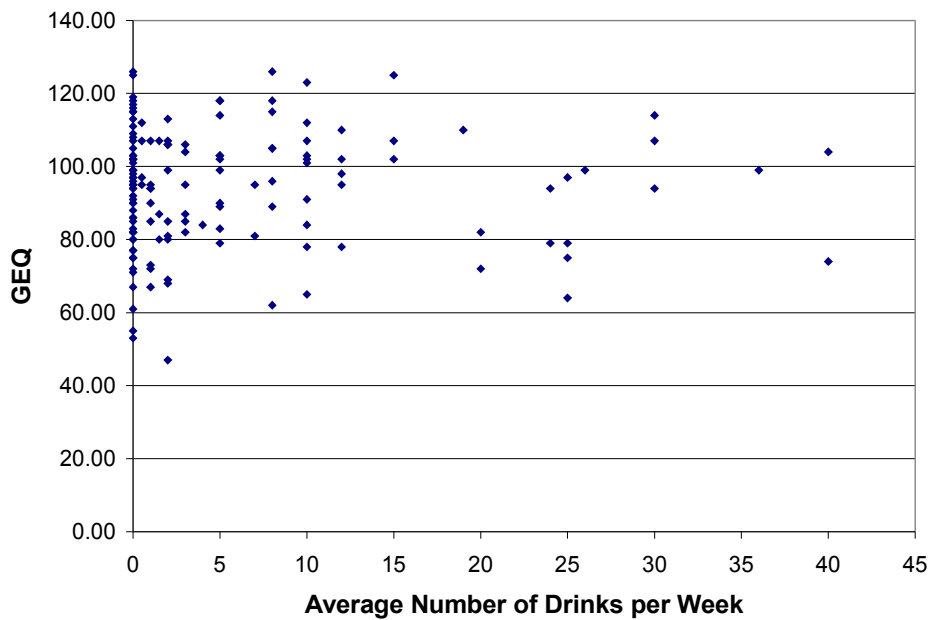


Figure 4. The relationship between average number of alcoholic beverages athletes reported drinking per week and GEQ.

Although there were no other significant findings related back to the GEQ, further analysis of other variables uncovered other interesting relationships. There was a significant positive correlation between aggression and cheating, $r(174) = .652, p < .001$. This relationship can be seen in Figure 5. This correlation indicates that more athletes reported aggressing, the more likely they were to report cheating.

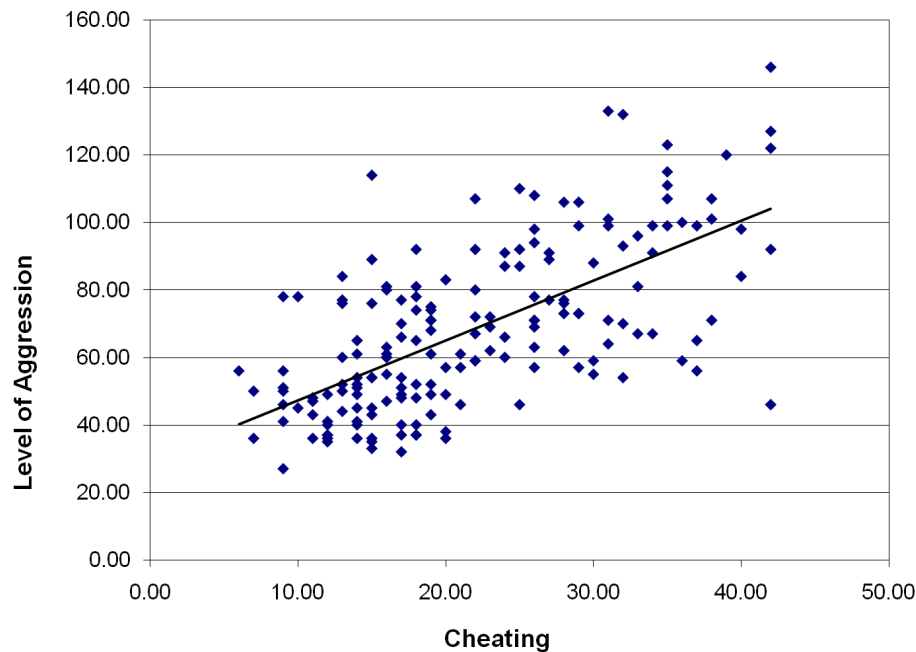


Figure 5. Level of aggression and cheating.

It was also found that aggression and the number of nights per week athletes reported drinking had a weak positive but significant relationship, $r(170) = .243, p = .001$, as seen in Figure 6. This suggests that the more an athlete reported aggressive behaviors, the more likely he or she was to report drinking more often throughout a typical week.

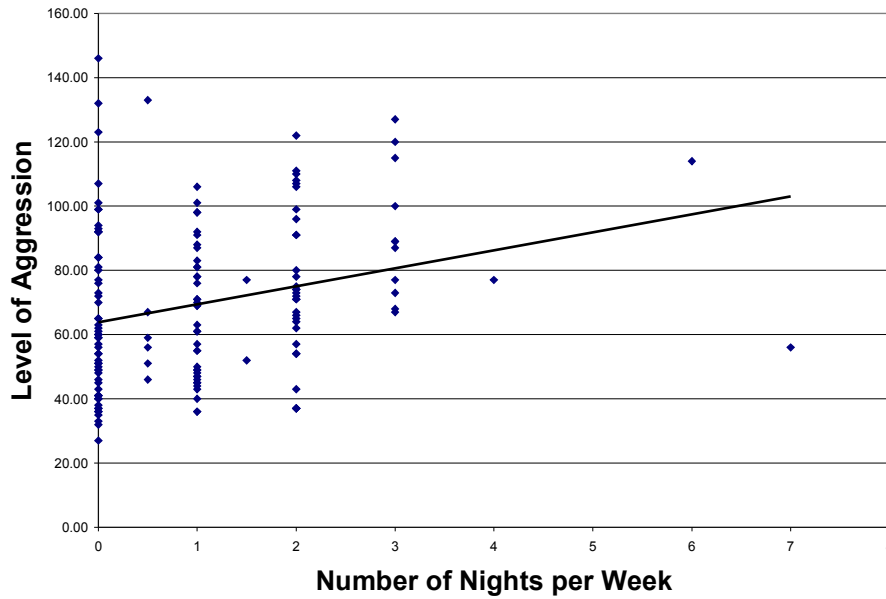
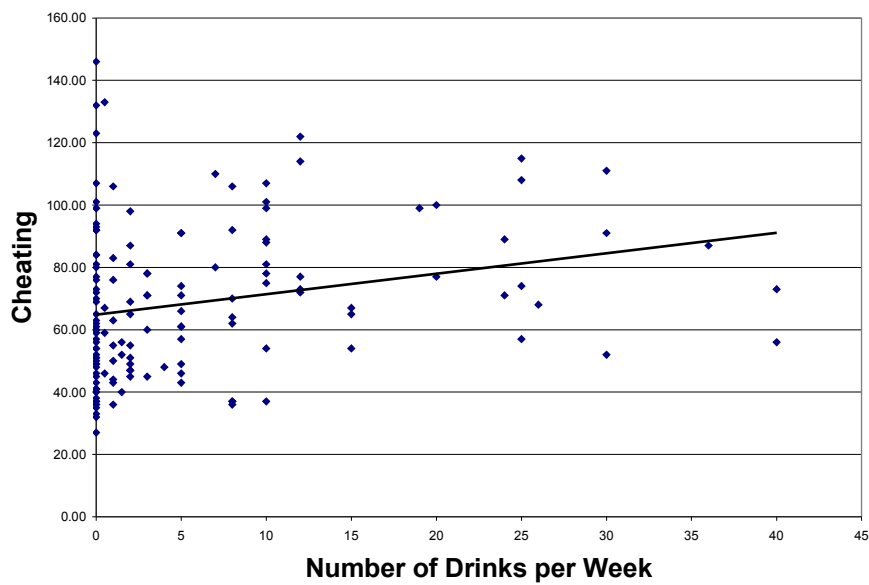


Figure 6. Aggression and number of nights per week athletes reported drinking.

A weak but significant relationship was also found between cheating and number of alcoholic beverages consumed per week, $r(167) = .172, p = .026$, as seen in Figure 7. This graph shows that athletes who reported that they were more likely to cheat in the athletic realm also

Figure 7. Cheating and number of alcoholic drinks athletes reported consuming per week.

report consuming more alcoholic beverages per week.



After running correlations with all of the participants together, data was divided up and correlations were run by gender. Aggression and number of drinks male athletes consumed per week were also significantly, although weakly correlated, $r(109) = .216, p = .024$. Furthermore, aggression was also significantly correlated with number of nights per week male athletes reported drinking, $r(113) = .297, p = .001$.

Discussion

Cohesion has typically been associated with positive group outcomes, such as achieving group goals, or more specifically, successful sports teams. The purpose of this study was to find a correlation between perceived team cohesion and negative effects of aggression, cheating and higher rates of alcohol consumption. It was hypothesized that higher rates of perceived team cohesion would result in higher rates of aggression and cheating on the field or court along with increased alcohol consumption. Overall the hypothesis was not supported since cohesion was not correlated with aggression, cheating or alcohol consumption. The only significant finding involving cohesion was who athletes reported drinking with. There was a significant difference in with whom athletes chose to drink with when perceived team cohesion was high. Results indicate that the more highly cohesive the athlete perceives their team to be, the more likely they are to drink with teammates.

Previous research suggests that athletes limited exposure to other activities and social happenings on campus may by default lead them to drink with the people they know best; their teammates. Martens, Dams-O'Connor, and Beck (2006) note that athletes are less involved in non-athletic organizations, therefore may only interact socially with their teammates and not with other peers from various organizations and activities. It has also been suggested that athletes rely on the athletic department for both social support and activity, which supports the findings that athletes on perceived cohesive teams would drink more with teammates than other friends (Martens et al., 2006).

While cohesion was correlated with whom athletes chose to drink with, cohesion was not related to other variables in the study. However, a significant correlation was found between

aggression and cheating on the field or court which may be due to the simple reality that aggression and cheating during the game can be one in the same. The fact that these two variables are not always distinct within athletics may be one possible explanation for their strong relationship. For instance, hitting a player in basketball while she is taking a shot is both against the rules and aggressive. Slide tackling a soccer player from behind is both violent and illegal, and thus could be considered cheating and aggressive.

The strong correlation between aggression and cheating may also be due to moral reasoning in athletics. As mentioned earlier, Shields et al. (1995) found that moral reasoning, including cheating and aggression, is greatly influenced by teams, because over time a group develops similar attitudes about appropriate behavior. Kavussanu and Spray (2006) also found that individual moral reasoning is influenced by other group members, including a sports team, leading a group to have similar attitudes towards what is deemed appropriate behavior. Influence of team attitude toward athletic behavior on an individual's moral reasoning may explain why an athlete would have similar rates of aggression and cheating during a game.

Since it has been shown that teams influence individual moral reasoning, leading to similar attitudes towards athletic aggression and cheating, it is not surprising that perceived cohesion did not correlate with aggression or cheating at the individual level, as seen in Figures 6 and 7. It is possible that team cohesion does not predict any particular level of aggression or cheating but that highly cohesive teams will have more similar attitudes towards aggression and cheating than non-cohesive teams. In order to study whether team cohesion leads to individuals on a team having similar rates of aggression and cheating, future research should look at sets of particular teams rather than individuals. Cohesion should be measured at the level of the entire team and researchers should look for variation in attitudes toward aggression and cheating. It

may also be helpful for future research to develop a measurement to record the amount of times each athlete expresses aggressive or cheating behavior during a game, rather than rely on individuals self-reporting attitudes. This measurement would ensure that cohesive teams not only share similar outlooks towards aggression and cheating, but also express those behaviors during a game. This would allow research to correlate cohesion for the entire team and moral reasoning during games as well as alcohol consumption.

Future research may also want to explore potential disconnect between morality outside of athletic events and within athletic events. As seen in Figures 2 – 4, the individual who scores the highest in aggression and cheating, also does not consume alcohol during the average week. Studies have shown that college students who's self-esteem is based on personal morals are less likely to drink alcohol (Lewis, Phillippi, & Neighbors, 2007). So while it is assumed that aggression and cheating may be deemed appropriate during an athletic event, outside of athletics this individual may have more conservative moral reasoning and therefore does not consume alcohol.

Overall the hypotheses were not supported by the current study. However the findings indicate that there are relationships between many of the variables, including aggression and cheating, along with cohesion and alcohol consumption. Athletics and sports teams are prominent within society, and future research in the area of team cohesion can lead to a better understanding of team dynamics.

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Appendix A: Sports Team Cohesion Questionnaire

Demographics

1. Are you Male or Female
Female
Male

2. What is your age? ___ years.
3. How many years of Education have you completed?
Put 12 for High School Diploma.
Put 16 for college diploma (bachelor's degree, B.A., B.S., etc.).
Put 20 for doctorate degree (Ph.D., M.D., etc).
Education: _____
4. Nationality (country of birth): _____
5. What sport(s) are you involved in at the college level? _____
6. How many years have you played each sport? _____
7. What position(s) do you play? _____

Performance Attitudes

This questionnaire is designed to assess your attitudes towards performing on your team. There are no right or wrong answers so please give your immediate reaction. Some of the questions may seem repetitive but please answer ALL questions. Your candid responses are very important to us. The following questions are designed to assess your feelings about YOUR PERSONAL ATTITUDES. Please SELECT one of the options below each question to indicate your level of agreement with each of the statements.

1. Some of my teammates think I am a hothead
strongly disagree strongly agree
2. If I have to resort to violence to win a game, I will.
strongly disagree strongly agree
3. I tell my teammates openly when I disagree with them.
strongly disagree strongly agree
4. I have become so mad that I have been pulled out of a game.
strongly disagree strongly agree
5. I can't help getting into arguments with my opponents.
strongly disagree strongly agree
6. I wonder why sometimes I feel so bitter about a game.
strongly disagree strongly agree
7. Once in a while, I can't control the urge to strike an opponent.
strongly disagree strongly agree

8. I am an even-tempered person.
strongly disagree strongly agree

9. I am suspicious of overly friendly opponents.
strongly disagree strongly agree

10. I have threatened opponents I know.
strongly disagree strongly agree

11. I flare up quickly but get over it quickly.
strongly disagree strongly agree

12. Given enough provocation, I may hit an opponent.
strongly disagree strongly agree

13. When an opponent annoys me, I may tell them what I think of them.
strongly disagree strongly agree

14. I am sometimes eaten up with jealousy.
strongly disagree strongly agree

15. I can think of no good reason for ever purposefully hitting an opponent.
strongly disagree strongly agree

16. I have trouble controlling my temper during a game.
strongly disagree strongly agree

17. When frustrated, I let my irritation show.
strongly disagree strongly agree

18. If an opponent hits me, I hit back.
strongly disagree strongly agree

19. I sometimes feel like a powder keg ready to explode during a game.
strongly disagree strongly agree

20. Other teams always seem to get the breaks.
strongly disagree strongly agree

21. There are opponents who pushed me so far that we came to blows.
strongly disagree strongly agree

22. My teammates say that I'm somewhat argumentative.
strongly disagree strongly agree

23. During a game, sometimes I fly off the handle for no good reason.
strongly disagree strongly agree

24. I get into fights a little more than the average athlete.
strongly disagree strongly agree

Group Environment Questionnaire

This questionnaire is designed to assess your perceptions of your athletic team. There are no right or wrong answers so please give your immediate reaction. Some of the questions may seem repetitive but please answer ALL questions. Your candid responses are very important to us. The following questions are designed to assess your feelings about YOUR PERSONAL INVOLVEMENT with this team. Please SELECT one of the options below each question to indicate your level of agreement with each of the statements.

1. I do not enjoy being a part of the social activities of this team.)
strongly disagree strongly agree

2. I am not happy with the amount of playing time I get.
strongly disagree strongly agree

3. I am not going to miss the members of this team when the season ends.
strongly disagree strongly agree

4. I am unhappy with my team's level of desire to win.
strongly disagree strongly agree

5. Some of my best friends are on this team.
strongly disagree strongly agree

6. This team does not give me enough opportunities to improve my personal
strongly disagree strongly agree

7. I enjoy other parties more than team parties.
strongly disagree strongly agree

8. I do not like the style of play on this team.
strongly disagree strongly agree

9. For me, this team is one of the most important social groups to which I belong.
strongly disagree strongly agree

10. Our team is united in trying to reach its goals for performance.
strongly disagree strongly agree

11. Members of our team would rather go out on their own than get together as a team.
strongly disagree strongly agree

12. We all take responsibility for any loss or poor performance by our team.
strongly disagree strongly agree

13. Our team members rarely party together.
strongly disagree strongly agree

14. Our team members have conflicting aspirations for the team's performance.
strongly disagree strongly agree

15. Our team would like to spend time together in the off season.
strongly disagree strongly agree

16. If members of our team have problems in practice, everyone wants to help them so
strongly disagree strongly agree

17. Members of our team do not stick together outside of practices and games.
strongly disagree strongly agree

18. Members of our team do not communicate freely about each athlete's responsibilities
strongly disagree strongly agree

Performance Motivation

This questionnaire is designed to assess some of your motivations in your athletic performance. There are no right or wrong answers so please give your immediate reaction. Your candid responses are very important to us. The following questions are designed to assess YOUR PERSONAL MOTIVATIONS. Please SELECT one of the options below each question to indicate your level of agreement with each of the statements.

1. I will do whatever it takes to win a game.
strongly disagree strongly agree

2. If bending the rules is what it takes to win, then its ok.
strongly disagree strongly agree

3. Winning a game is more important to me than following every rule.
strongly disagree strongly agree

4. All sports teams cheat to varying degrees.
strongly disagree strongly agree

5. As long as the referee/official does not call a penalty, it's a clean play
strongly disagree strongly agree

6. If I was guaranteed to not get penalized/caught, I have no problem do whatever it takes to win/
get ahead
strongly disagree strongly agree

Drinking

Please answer the following questions about your drinking behavior. Remember all information is anonymous. Your candid and accurate responses are very important to us.

1. In the average week, how many alcoholic drinks do you consume?

2. In the average week, how many nights do you consume alcoholic drinks?

3. Finish this statement, I usually drink _____.

Alone

With Friends

With a Teammate

With Teammates

Other