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Examining the Team Identification of Football Fans at the High School Level

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EXAMINING THE TEAM IDENTIFICATION OF FOOTBALL FANS AT THE HIGH
SCHOOL LEVEL

A Thesis
Presented to
The Faculty of the Department of Psychology
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts

By
Frank Nicholas Reding

May 2009

EXAMINING THE TEAM IDENTIFICATION OF FOOTBALL FANS AT THE HIGH
SCHOOL LEVEL

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EXAMINING THE TEAM IDENTIFICATION OF FOOTBALL FANS AT THE HIGH SCHOOL LEVEL

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Although sport fandom is often stereotypically associated with negative behaviors such as poor interpersonal skills and aggressiveness, theorists have suggested that, because sport fandom provides such a social and fun atmosphere, fandom may actually be related to psychological health. It has been argued that, to receive the greatest benefits of team identification, one should identify with a local sport team. Research for the current study looked to expand prior research on the correlation between Team Identification and several factors, including psychological well-being, collective self-esteem, and community identification. The research also addressed whether having a close relationship with someone who participated during the Friday night activities (i.e., football players, band members, cheerleaders) would have an effect on one's level of Team Identification. Participants were 157 individuals who completed surveys at a southeastern university and at several high school football and youth soccer games in the southeast. As expected, researchers found that individuals who were more highly identified with a local high school football team also had higher levels of psychological well-being, community identification, and collective self-esteem, as compared to individuals who were not as highly identified. Researchers also found that individuals who had a close relationship with someone who

participated during the Friday night activities had higher levels of team identification as compared to individuals who were not as highly identified.

Introduction

Although sport fandom is often stereotypically associated with negative behaviors such as poor interpersonal skills and aggressiveness (Wann, Melnick, Russell, & Pease, 2001), theorists have suggested that, because sport fandom provides such a social and fun atmosphere, fandom may actually be related to psychological health (Eastman & Land, 1997; Melnick, 1993; Smith, 1988; Smith, 1989; Wann, 2006a; Wann, 2006b; Zillmann, Bryant, & Sapolsky, 1989). This line of reasoning is consistent with a number of theorists who argue that social support networks are vital to psychological well-being (Cohen & Wills, 1985; Linville, 1987; Thoits, 1982; Wann & Hamlet, 1994, 1996), even among stigmatized groups (Crocker & Major, 1989). It has been argued that, to receive the greatest benefits of team identification, one should identify with a local sport team (Wann, Dunham, Byrd & Keenan, 2004). Wann and his colleagues (Wann et al., 2004) stated that it is in this situation, when surrounded by other fans of the same team, that one should feel the most social support, camaraderie, and connections to society at large.

Team Identification

For this study, two important identifications need to be defined: sport fan identification and team identification. Sport fan identification describes an individual's self-perception as a sport fan (Wann, 2002). If a person does not watch, play, or take interest in football, then one would assume that he or she has a low level of football fan identification. The opposite could be said about a person who goes to many high school, college, or professional football games, plays the sport recreationally, and follows the sport of football intently.

Team identification is defined as a fan's psychological connection to a team, that is, the extent to which the fan views the team as an extension of his or herself (Wann et al., 2001). Research has indicated a positive relationship between identification and psychological well-being (Wann, 1994; Wann, 2006a). It is important to note that the role of team follower is a central element of the self-identity of highly identified fans (Tajfel, 1981; Tajfel & Turner, 1979, Wann, 1997). Conversely, for lowly identified fans, the role of team follower is only a marginal element of their self-concept (Crocker & Major, 1989; Harter, 1986).

Existing Research on Sport Team Identification

The theory of sport team identification has been studied at many different levels of many sports, including basketball, rugby, and baseball (Branscombe & Wann, 1991; Wann, 1994; Wann, Dimmock, & Grove, 2003, Wann et al., 2004; Rickard, Grieve & Derryberry, 2008). In the case of basketball, Wann et al. (2004) hypothesized that identification with a local sport team would be positively correlated with Extraversion, Conscientiousness, and Openness, negatively correlated with Neuroticism, and would have little to no effect on Agreeableness (John, 1990). Wann et al. used the NEO Personality Inventory-Revised (NEO-PI-R; Costa & McCrae, 1992) to assess psychological well-being. The NEO PI-R was created to assess the five factors of personality. The five factors of personality are Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness. The Neuroticism domain assesses the degree of emotional stability and adjustment. Extraversion reflects the degree to which an individual is "assertive, active, and talkative" by assessing both introversion and extroversion. The Intellect/Imagination domain reflects how open an individual is to new

and imaginative ideas and activities. The Agreeableness domain assesses an individual's level of altruism and cooperativeness. Conscientiousness assesses an individual's self-control and goal oriented direction (Costa & McCrae, 1992, p. 15).

Wann et al. (2004) administered questionnaire packets containing the Sport Fandom Questionnaire (SFQ; Wann, 2002), which assess an individual's level of sport fandom. The packet also included two versions of the Sport Spectator identification scale (SSIS, Wann & Branscombe, 1993). One version targeted the participants' own university men's basketball team (i.e., a local team) and one targeted a men's basketball team from a distant university located approximately 200 miles from the home school. The final section of the packet was the NEO PI-R, which assesses the five factors of personality, and consists of 240 items. Consistent with the researchers' hypotheses, identification with a local sport team was associated with psychological well-being, as indicated by the positive correlations between identification and scores on the Extroversion, Openness, and Conscientiousness scales of the NEO PI-R. Wann's study, using the NEO PI-R, found results similar to the Wann, Inman, Ensor, Gates, and Caldwell (1999) study showing that college students who were highly identified with their university's men's basketball team reported a healthier psychological profile than students who were identified with a distant team.

While multiple studies have shown the effects sporting events have on fans of different sports, Rickard et al. (2008) studied the reasons people attended the same sport at different levels of the game. Researchers hypothesized that there would be different motivation profiles for fans attending different levels of sporting events, and that fans attending lower level sporting events would report lower identification with the teams

than fans attending higher level sporting events. Participants received a questionnaire packet containing the Sport Fan Motivation Scale-Revised (SFMS-R, Bilyeu & Wann, 2002) which assess the different motivations a fan has for attending an event. Examples of motivations are family, escape, self-esteem, and group affiliation. Researchers also used the Sport Spectator Identification Scale (Wann & Branscombe, 1993) to assess how identified each fan was with a particular team, and the Sports Fandom Questionnaire (Wann, 2002), which is used to assess identification roles in fans. They assigned participants into fans of five different baseball levels, T-Ball, Little League, High School baseball, College baseball, and Minor League Baseball.

The results yielded mixed support for the hypotheses under study. T-Ball fans scored lower on all motives than the other levels (Rickard et al., 2008). Researchers also found that participants watching Minor League baseball showed similarly low levels of baseball fandom as the participants watching T-Ball, as well as low identification with all baseball teams at each participant's respective level. Researchers discovered that participants at the High School, Little League, and College levels had higher levels of motivation for being fans, and were more identified with one of the teams playing the game than were participants at the T-Ball and Minor League levels. They also found that participants at the High School and College levels perceive themselves as being baseball fans more than participants at any other level (Rickard et al., 2008). While motivations were significantly different at each level of the game, entertainment was the overall strongest motivation for attendance, while economics was the weakest motivation for attendance (Rickard et al., 2008).

In addition, Rickard et al. (2008) found that high school fans had the highest level of team identification, followed by College and Little League fans, and fans at the Minor League and T-Ball levels had the lowest levels of identification. The results indicated that identification and motivational levels of attending baseball games were all high for Little League, High School, and College levels (Rickard et al., 2008)

Wann's identification studies were replicated outside of the games of basketball and baseball, and outside of American culture. When researchers looked at the game of Rugby in Australia (Wann et al., 2003), the researchers predicted that, even with cultural and sport differences (rugby is played outside and fans sit at a greater distance away from the players), a positive relationship between identification with a local sport team and psychological health would emerge. The researchers also predicted, as in the U.S. studies, that there would not be a significant relationship between level of identification with a nonlocal team or level of fandom and psychological health (Wann et al., 2003).

Wann et al. (2003) also hypothesized that personal well-being is significantly correlated to identification with a local sport team. The researcher's questionnaire contained two versions of the Sport Spectator Identification Scale (SSIS): for the first version, the participants targeted a local Australian Rules Football team when completing the SSIS. For the second, they targeted their favorite team, if the local Australian Rules Football team targeted in the first version was not their favorite sport team. The last section in the packet used four measures of psychological health, including the Collective Self Esteem Scale (CSES). After examining the results, the researchers found strong support for the correlation between team identification and psychological health, which has been replicated and extended several times over (Wann et al., 2004; Wann & Pierce,

2005; Wann, Walker, Cygan, Kawase, & Ryan, 2005; Wann, 2006a; Wann, 2006b; Wann, Grieve, Zapalac, & Pease, 2008). They also found that fans of a local team reported higher levels of social well-being than fans of distant teams. However, they did not find a significant correlation between personal well-being and identification with a local sport team. Personal well-being is related to constructs such as self-acceptance, personal growth, and feelings of autonomy, whereas social well-being involves such dimensions as social acceptance, coherence, and integration (Keyes & Lopez, 2001).

Existing research on the link between sport team identification and social psychological wellbeing

From their results, Wann et al. (2003) created a hypothesis that the relationship between identification with a local sport team is not related to all forms of mental well-being. Rather, the positive mental health benefits are limited to those factors related to one's social identity, and perhaps most associated to variables directly involving a sense of relatedness and connection to others, such as loneliness. This is not to say that team identification is not connected to other forms of well-being; in fact, team identification is positively correlated with personal self-esteem (Bizman & Yinon, 2002; Wann, Schrader, & Wilson, 1999). However, past studies have shown a much stronger relationship between identification and collective self-esteem (Branscombe & Wann, 1991; Wann, 1994). These studies have shown that the benefits of fandom come from the social connections resulting from the identification with other fans (Branscombe & Wann, 1991; Wann, Inman, et al, 1999). In addition, studies have also shown that watching sporting events on television with fans of the same team provide opportunities for social interaction, access to otherwise unobtainable events, and similar psychosocial benefits

that are seen by fans who are actually attending the sporting event (Eastman & Land, 1997; Weed, 2008; Wenner & Gantz, 1989), although these benefits seem to be much shorter lived (Weed, 2007).

Branscombe and Wann (1991) researched how sporting events, college basketball in this study, affect how connected a participant feels to the society at large. The researchers hypothesized that the more connected participants felt to the Kansas Men's varsity basketball team the higher levels of societal connection, and lower levels of depression the participants would have. The questionnaire contained a team identification measure which assessed how connected one feels to a given team (i.e., the Kansas Men's basketball team), an emotional experiences measure to assess the degree to which various feeling states occurred in an individual's life, and an alienation measure that assessed the participant's feelings of loneliness, lack of closeness to others, and a sense of hopelessness. As hypothesized, the researchers found that as levels of sport fandom increased, the individual's level of societal connectedness and positive mood states also increased (Branscombe & Wann 1991).

Fredrickson (2003) examined the effects of socialization on becoming a sport fan. He hypothesized that participants with higher levels of sport fandom would report having higher levels of socialization experiences in sports in general than participants with lower levels of sport fandom. He also hypothesized that participants with higher levels of identification with a specific team would report having higher levels of socialization experiences pertaining to that team than participants with lower levels of team identification. Fredrickson handed out packets containing the Sport Fandom Questionnaire (SFQ, Wann, 2002) and the Sport Spectator Identification Scale (SSIS;

Wann & Branscombe, 1993). Participants also filled out two socialization measures. The first was to measure an individual's level of socialization into sports in general, while the second measured the level of socialization an individual had for a specific sport team (Fredrickson, 2003). Fredrickson found that individuals who scored high on the SFQ also tended to score high on the sport socialization measure. This finding implies that individuals who have high levels of sport fandom receive more socialization than individuals who have lower levels of sport fandom. The same results were found when examining identification with a specific team. Individuals with higher scores on the SSIS had more socialization experiences pertaining to that team than participants with lower levels of team identification (Fredrickson, 2003). Thus, individuals were more likely to become a fan of a sport, and a sport team, if their family and friends were also fans (Fredrickson, 2003), which correlates with previous research on family motivations and team identification (Wann, Lane, Duncan, & Goodson, 1998; Wann & Ensor, 2001).

Wann's (2006b) Team Identification – Social Psychological Health model was designed to account for the positive relationship between team identification and mental well-being. The Team Identification – Social Psychological Health model's theoretical framework demonstrates how identification with a salient sport team, not just sport fandom, is correlated with social psychological health through an increased sense of a fans' social connectedness with others. The model predicts that fans of distant teams will not gain the well-being benefits associated with high levels of identification because these associations are not likely to result in readily available connections to others. Wann also posits that when relating well-being and identification with geographically distant teams, most cases show that a fan with a strong allegiance to a distant team is in relative

isolation from other fans of the team and does not receive the psychological well-being benefits. This means, that even if the team of the fan who is in isolation wins, the isolated fan will not receive the same type of well-being benefits that fans who celebrate together receive. Therefore, one must be near other fans of a particular team to gain the psychological benefits of team identification (Wann, Inman et al., 1999).

Further research has indicated that high levels of team identification are related to a number of diverse operationalizations of social psychological health: higher personal and social self-esteem, less alienation and depression, more positive and fewer negative emotions, more vigor, less fatigue, less confusion, less anger, and less tension (Cohen & Wills, 1985; Linville, 1987; Thoits, 1982; Wann & Hamlet, 1994; Wann et al., 2004; Wann et al., in press). Maintaining memberships in important social networks results in the enhancement of an individual's social identity, ultimately leading to a more positive self-concept (Hogg & Abrams, 1990), although this positive association may only be correlational (Wann et al., 2004), the psychological health benefits are seen across many settings (not just while at the game; Wann et al., 2005).

Wann et al. (2005), however, found that a limitation of past research was that previous studies measured team identification only in classrooms; that is, they only collected data in classrooms. Therefore, the researchers hypothesized that the previously detected positive relationship between identification with a local team and social well-being would still be found in non-classroom settings. The two settings in which researchers collected data were the university dormitories and university sporting events. One group of students was assessed at a university basketball game, while another group was assessed in their dormitory rooms. Participants received questionnaire packets

consisting of the Sport Spectator Identification scale (SSIS) and the Collective Self-esteem scale (CSES). The data collected at the basketball game and in the dormitory rooms exhibited the same type of results that had previously been collected in a classroom setting. That is, the findings suggest that there is a positive relationship between level of identification with a local sport team and social psychological well-being (Wann et al., 2005).

Wann (2006a) extended his research of the correlational relationship between sport team identification and social psychological well-being. While the study found psychological benefits for sports fans in general, the psychological benefits for fans of local sports teams were the highest (Wann, 2006a). This study also shows that high levels of identification with a local sport team can have significant psychological benefits. This does not mean fans will not experience negative affect, such as anxiety, before a game (Wann, Schrader, & Adamson, 1998), or when their favorite team suffers a loss (Wann, 2006a). The difference between the positive and negative psychological symptoms of a highly identified sport fan is the fan's ability to cope by employing defense mechanisms (Wann et al., 2001). Wann identified several defense mechanisms, including rival fan outgrouping (Branscombe & Wann, 1994; Gaunt, Sindic, & Leyens, 2005; Wann & Grieve, 2005), and blaming team losses on outside factors (Wann & Dolan, 1994a; Wann & Schrader, 2000). Because of these defense mechanisms, fans are able to cope with the loss and regain the psychological, as well as social, benefits (Wann, 2006b).

As for the Big Five Factors, Extraversion, Conscientiousness, and to some degree, Openness are all positively associated with psychological health while Neuroticism is

negatively related to well-being (Wann et al., 2004). Agreeableness does not appear to be as strongly associated with psychological health (Costa & McCrae, 1992). It is important to note that having extremely high or low levels of any one factor is not necessarily a good thing. Instead, a functionally positive correlation with Extraversion, Conscientiousness, and Openness, along with a negative correlation with Neuroticism, provides the best predictor of psychological health. Further longitudinal research utilizing structural equation modeling and path analyses suggest a causal pattern in which team identification has a direct effect on well-being (Wann et al., 2004). The benefits of social support are not limited to one's psychology, but also predict both physical health (Cohen, Doyle, Skoner, Rabin, & Gwaltney, 1997) and longevity of life (Rowe & Kahn, 1998).

Existing research on the link between sport team identification and identification with one's community

There is a significant amount of data on the social benefits of sport team identification, but how do people become sports fans of a local team, and what does it mean for their community? It has been shown that there are several factors that play a role in the origination, continuation, and cessation of identification with sports teams including, the success of the team, geographical reasons, the players, and affiliative reasons (Wann, Tucker, & Schrader, 1996). While findings have shown that fans tend to bask in the glory of their team (Cialdini et al., 1976), self-esteem benefits of sports spectating are largely unrelated to team success (Branscombe & Wann, 1991). Once a fan has developed a sense of identification with a particular team, the identification is believed to have a positive influence on social psychological health. However, this is not

because of team identification per se, but rather because identification can lead to important connections with others (Wann, 2006b). By identifying with and maintaining memberships in valued social groups and networks, a person's social identity can be enhanced, thereby benefiting his or her overall self-concept (Hogg & Abrams, 1990).

The benefits of sport fandom are not limited to the individual sport fan, but spread throughout his or her community. Past research has found that sport team identification can be beneficial to entire communities by promoting and strengthening community integration (Lever, 1983; Melnick, 1993; Wilkerson & Dodder, 1987). Studies have shown that communities, in general, desire a large number of individuals who are highly identified with their team because such individuals tend to be psychologically healthy, involved in the community, and consume the sport in question via game attendance and team merchandise purchases (Wakefield & Wann, 2006). Positive team identification in an individual also seems to provide that individual with a more positive view others (Wann et al., 2002; Wann, Martin, Grieve, & Gardner, 2008). There is also a significant correlation between team identification and belief in the trustworthiness of others, which is a dimension of well-being (Keyes, 1998; Wann, 2006a; Wann & Polk, 2007).

Research has shown that sport fans have the highest levels of trust for other fans who support the same team (ingroup fans; Wann & Dolan, 1994b; Wann & Grieve, 2005) and have the lowest levels of trust for individuals who support rival teams (outgroup fans; Branscombe & Wann, 1992; Wann & Dolan, 1994b; Wann & Grieve, 2005; Halberstadt, O'Shea, & Forgas, 2006; Wann et al., in press).

Wann & Polk (2007) hypothesized that there would be a relationship between level of identification with a team and beliefs in the trustworthiness of others. The

researchers used 127 participants, tested in groups, to complete questionnaires. The questionnaires consisted of demographics (age and gender), the Sport Spectator Identification scale (SSIS), and the Doubt about the Trustworthiness of People scale (DTPS; Schuessler, 1982). The DTPS was designed to assess the extent to which individuals believe that others are fair, honest, and trustworthy (Schuessler, 1982). The research results revealed a significant correlation between team identification and belief in the trustworthiness of others (Wann & Polk, 2007). Wann and Polk's article strengthened Keyes (1998) findings that trust in others is viewed as a dimension of social well-being. Compton (2005, p. 48) concluded that "positive social relationships" were one of the "core variables that best predict happiness and satisfaction with life" (i.e., psychological well-being).

Existing research on the link between sport team identification and self-esteem

It has been shown that the self-esteem and achievement benefits of sports spectating can serve as a strong motivator (Branscombe & Wann, 1991; Sloan, 1989, Smith, 1988). This may be why highly identified fans reported greater likelihoods of attendance at sporting events than did lowly identified fans (Wann, Roberts et al., 1999).

Wann, Inman, et al. (1999) looked at the relationship between highly identified sports fans and psychological well-being, which included participant's level of self-esteem. Researchers found that highly identified sports fans had higher levels of self-esteem and vigor, as well as lower levels of tension, depression, anger, fatigue, and confusion. Wann and his colleagues also found that the heightened levels of self-esteem were not found in fans with distant sports teams (Wann, Inman, et al., 1999).

Limitations of Previous Research

While there is substantial literature on the relationship between sport fandom of several sports, very little research has been conducted with respect to football. Furthermore, very little research has looked at fandom at the high school level. Previous studies on football only touch on seasonal effects on football fans (more fans go to games when the weather is nice; Wann, 1996), and what type of person is more likely to attend a football game (i.e., highly or lowly identified fans and local or distant fans; Leonard, 2005; Robinson, Trail, Dick, & Gillentine, 2005; Trail, Robinson, Dick, & Gilletine, 2003). Previous research has also looked at fans effect on football franchises (Leifer, 1995), fan's attitudes towards the marketable side of the National Football League, including ticket prices (Madrigal, 2000; Reese & Mittelstaedt, 2001; Schneider & Carmody, 2003), and the causality of university identification on how closely an individual follows that universities football team (Dietz-Uhler & Murrell, 1999). Research has also concentrated on the motivations of college and professional football fans; such as tailgating and group affiliation (Wann, et al., 2008), and motivations of being a fan of a specific football team (Gibson, Willming, & Holdnak, 2002; Karlin-Resnick, 2004).

While previous research on the phenomena of sport team identification and psychological well-being has encompassed recreational, high school, college, minor league, and professional levels of many sports, research has yet to be done on football at any level. Rickard et al. (2008) found that baseball fans at the high school level had the

highest levels of sport fandom and identification with specific teams. Therefore, this researcher expects similar results when studying high school football.

Current Study

The researcher on the current study tested four hypotheses. The first hypothesis stated that adults who are more highly identified with their local high school football team would feel more connected to their community compared to adults that do not identify with their local high school football team. The second hypothesis stated adults who are highly identified with their local high school football team would have a higher level of social psychological well-being, as compared to individuals with low levels of identification with their local high school football team. The third hypothesis stated that adults who are highly identified with their local high school football team would have a higher level of self-esteem compared to individuals with low levels of identification with their local high school football team. The fourth hypothesis stated that adults who have a close relationship with a participant at the high school football events would have higher levels of identification with that football team, as compared to individuals who do not personally know any of the participants.

While team identification in a variety of sports is clearly evident at the college and professional level, the researcher expects to find an even higher level of sport team identification at the high school level, for two reasons: first, while fans at the college and professional levels travel long distances to attend games, high school football fans are generally comprised of local supporters of the team. Many fans at the high school level have permanent residence in the city. Having the majority of sports fans all living within a close radius of the high school may bring about a heightened sense of camaraderie and

community among spectators. Second, while most fans of college and professional sports have not met the players they cheer on, at the high school level the stands are filled with parents, relatives, friends, and classmates of the players. Fans are more invested in the players themselves at the high school level and therefore should be more highly identified with their high school's football team as compared to college and professional sports teams.

Method

Participants

The sample consisted of 136 participants. Of the participants, 59 (43%) were collected during four different youth and high school sporting events. The events were two high school football games and two days of a youth soccer tournament. All four events were played in Bowling Green, Kentucky. The other 77 (57%) participants were Western Kentucky University undergraduate students. Because the two samples are functionally different groups that filled out the surveys in two very different environments (during a sporting event vs. a classroom setting), both groups will be analyzed separately. The community sample, which were the participants gathered at the sporting events, consisted of 26 (44.1%) men, 32 (54.2%) women, and 1 (.7%) person who did not indicate gender. The minimum age of participants was 27 and the maximum age was 65. The mean age of participants was 42.31.92 ($SD = 5.4$). The sample consisted of 56 (94.9%) Caucasian participants, 2 (3.4%) African American participants, and 1 (.6%) participant who did not specify ethnicity. The community sample contained 5 (8.5%) participants who graduated from high school, 9 (15.3%) participants indicated that they had some college experience, 4 (6.8%) participants had an associate's degree, 25 (42.4%) participants had a bachelor's degree, and 16 (27.1%) participants indicated they have done at least some post bachelors work.

The WKU participants, who were all students at Western Kentucky University students that received extra credit from their Introduction to Psychology classes, consisted of 19 (24.7%) men and 58 (75.3%) women. The minimum age of participants was 19 and the maximum age was 47. The mean age of participants was 19.92 ($SD =$

8.1). The sample consisted of 69 (89.6%) Caucasian participants, 5 (6.5%) African American participants, 1 (1.3%) bi-racial participant, 1 (1.3%) Hispanic participant and 1 (1.3%) participant who did not specify ethnicity. The WKU sample contained 36 (46.8%) participants who graduated from high school, 35 (45.5%) participants indicated that they have had some college experience, 4 (5.2%) participants had an associate's degree, 1 (1.3%) participants had a bachelor's degree, and 1 (1.3%) participant indicated he or she completed at least some post bachelor's work.

Design

This study used an independent samples between subjects design. The WKU and community samples were separated into two independent groups because the two groups were collected in two non-related environments (in a classroom setting compared to four different outdoor sporting events) and under different circumstances. Because team identification is hypothesized to effect levels of community identification, self-esteem and psychological well-being, the independent variable is level of team identification, determined by high and low scores on the SSIS (Wann & Branscombe, 1993). The dependent variables are identification with the community, level of psychological well-being, and self-esteem. To determine whether individuals who knew someone participating during the Friday night games had an effect on that person's level of team identification, team identification became the dependent variable. The independent variable was how well an individual knew someone who participated in the Friday night activities.

Measures

Demographics. Participants completed a demographics section that included information about each participant's age, gender, ethnicity, and education level. Information on what football team the participant supports, whether he or she knows someone who is participating in the Friday night activities, and how well he or she knows that participant, will also be recorded (see Appendix A).

Team Identification. The Sport Spectator Identification Scale (SSIS; Wann & Branscombe, 1993; see Appendix B) is a seven-item Likert-type scale. Participants rate each item between 1 (*low identification*) and 8 (*high identification*; Wann & Pierce, 2005). The SSIS assesses the level of identification each participant has with an indicated team. An example item of the SSIS is, "How strongly do your friends see you as a fan of this team?" (Wann & Branscombe, 1993). Higher ratings for each item, and the higher the overall total score for the seven items, indicates a higher level of identification with the indicated team. The SSIS has an internal consistency of .91 (Wann & Branscombe, 1993).

Psychological Health. The Mini International Personality Item Pool (Mini-IPIP; Donnellan, Oswald, Baird, & Lucas, 2006; see Appendix C) is a 20-item scale that provides a measure of each of the Big Five factors of personality. The 20 items are broken down into five sets of four questions; each set measures one of the Big Five factors. Participants' answer each item by circling either strongly agree (SA), agree (A), feel neutral (N), disagree (D), or strongly disagree (SD). An example of a Mini-IPIP item is, "I talk to a lot of different people at parties" (Donnellan et al., 2006). The Mini-IPIP scale has high convergent validity with the International Personality Item Pool – Five

Factor Model (IPIP-FFM; Goldberg, 1999), on each of the Big Five Factors (Neuroticism = .92, Extraversion = .93, Openness = .85, Conscientiousness = .90, Agreeableness = .89; Donnellan et al., 2006).

Community Identification. The Community Identification Scale (CIS; see Appendix D) was created for this study and consists of nine items that assess how identified an individual is with his or her community. The CIS is derived from the Identification with All Humanity Scale (McFarland & Hammer-Gutowska, 2007; see Appendix E). Participants rate each question on a 1 (*not at all close/almost never/almost nothing in common/not at all*) to 5 (*very close/very often/ very much in common/very much*) scale. An example of a CIS item is, “How much would you say you have in common with the people in your community?” The higher the number the participant records on each item, and the higher his/her mean score is on the CIS, the more identified the participant is with his or her community. Cronbach’s alpha for the Identification with All Humanity Scale is .90 (McFarland, & Hammer-Gutowska, 2007).

Self-Esteem. The Collective Self-Esteem Scale (CSES; Luhtanen & Croker, 1992; see Appendix F) consists of 16 items that assess an individual’s self-esteem in regards to his or her social groups. Participants’ answer each item by circling either strongly agree (SA), agree (A), feel neutral (N), disagree (D), or strongly disagree (SD). An example of the CSES is, “Overall, my group memberships have very little to do with how I feel about myself.” The alpha coefficients for each of the four categories (membership esteem, private collective self-esteem, public collective self-esteem, and identity) ranged from .83 to .88 (Luhtanen & Crocker, 1992)

Procedure

Participants were recruited at both high school football games and at youth soccer games in Bowling Green, KY. Participants also included undergraduate students recruited at Western Kentucky University. After obtaining Human Subjects Review Board (HSRB) approval (see Appendix G), participants were informed about what will take place during the study, that their participation was strictly voluntary, and asked for their verbal consent (see Appendix H). After verbal consent was obtained, participants were given a questionnaire packet that included a demographics section, the SSIS, Mini-IPIP, CSES, and CIS. The time taken to complete the survey was 10 to 15 minutes. Participants from Western Kentucky University received research credit for their respective undergraduate classes. After participants finished the survey, they were debriefed (see Appendix I).

Results

Preliminary Analysis

Scores from each of the seven items forming the SSIS for the community sample (Cronbach's $\alpha = .92$) were combined to create a single index of team identification ($M = 35.03$, $SD = 11.67$, actual range = 7 to 55, potential range = 7 to 56). Scores from the Mini-IPIP were combined to create the five indices of psychological health: extraversion ($\alpha = .76$, $M = 13.71$, $SD = 2.96$, actual range = 8 to 20, potential range = 4 to 20), agreeableness ($\alpha = .79$, $M = 15.81$, $SD = 2.60$, actual range = 6 to 20, potential range = 4 to 20), conscientiousness ($\alpha = .74$, $M = 15.42$, $SD = 2.82$, actual range = 8 to 20, potential range = 4 to 20), neuroticism ($\alpha = .66$, $M = 11.88$, $SD = 2.95$, actual range = 6 to 20, potential range = 4 to 20), and intellect/imagination ($\alpha = .70$, $M = 14.00$, $SD = 2.62$, actual range = 7 to 20, potential range = 4 to 20). An overall Mini-IPIP index was also formed ($\alpha = .62$, $M = 70.83$, $SD = 6.56$, actual range = 59 to 85, potential range = 20 to 100). The items that formed the CIS ($\alpha = .88$) were pooled to create a single community identification index ($M = 32.76$, $SD = 5.16$, actual range = 21 to 45, potential range = 9 to 45). Scores from the CSES ($\alpha = .86$) were pooled to create a single self-esteem index ($M = 84.91$, $SD = 10.63$, actual range = 64 to 112, potential range = 16 to 112).

Scores were also calculated for the WKU sample. The SSIS (Cronbach's $\alpha = .90$) items were combined to create a single index of team identification ($M = 35.95$, $SD = 12.06$, actual range = 9 to 55, potential range = 7 to 56). Scores from the five Mini-IPIP indexes of psychological health were: extraversion ($\alpha = .79$, $M = 14.51$, $SD = 3.34$, actual range = 6 to 20, potential range = 4 to 20), agreeableness ($\alpha = .60$, $M = 16.61$,

$SD = 2.10$, actual range = 11 to 20, potential range = 4 to 20), conscientiousness ($\alpha = .65$, $M = 14.62$, $SD = 2.55$, actual range = 7 to 20, potential range = 4 to 20), neuroticism ($\alpha = .54$, $M = 11.38$, $SD = 2.80$, actual range = 5 to 20, potential range = 4 to 20), and intellect/imagination ($\alpha = .68$, $M = 15.20$, $SD = 2.47$, actual range = 7 to 20, potential range = 4 to 20). The overall Mini-IPIP index was ($\alpha = .58$, $M = 72.31$, $SD = 6.34$, actual range = 54 to 89, potential range = 20 to 100). The items that formed the CIS ($\alpha = .90$) were pooled to create a single community identification index ($M = 33.27$, $SD = 6.45$, actual range = 19 to 45, potential range = 9 to 45). Scores from the CSES ($\alpha = .87$) were pooled to create a single self-esteem index ($M = 86.45$, $SD = 11.22$, actual range = 53 to 108, potential range = 16 to 112).

An examination of the community samples team identification index between men ($M = 35.23$, $SD = 12.75$) and women ($M = 35.19$, $SD = 10.93$) revealed no significant difference, $t(55) = .012$, $p = .31$. An examination of the WKU samples team identification index between men ($M = 34.05$, $SD = 12.08$) and women ($M = 36.57$, $SD = 12.1$) also revealed no significant difference, $t(75) = -.787$, $p = .758$. For the Community sample, an analysis on the effects of living either close to your identified team ($M = 35.03$, $SD = 11.67$) or far away from their identified team ($M = 27.25$, $SD = 12.95$) indicated that there was no significant difference between distances, $t(3) = 1.17$, $p = .318$. However, for the WKU sample, when comparing participants who lived close to their identified team ($M = 35.95$, $SD = 12.06$) or far away from their identified team ($M = 28.71$, $SD = 10.34$), results showed that individuals who live close to their identified team were more highly identified with their team compared to fans of distant teams, $t(20) = 2.34$, $p = .029$. Because there were so few participants that reported being a fan of a

distant team in the community group ($n = 4$) and because distant fans scored significantly lower on the SSIS in the WKU group ($n = 14$), fans identified with distant teams were removed from all subsequent analyses.

When analyzing the effects of team identification and knowing someone who participates during the Friday night games, community participants who did know someone ($M = 38.17$, $SD = 9.07$), as compared to individuals who did not know anyone ($M = 27.47$, $SD = 13.9$), had significantly higher levels of team identification $t(22) = 2.93$, $p < .01$. WKU participants who knew someone ($M = 36.82$, $SD = 11.6$), as compared to individuals who did not know anyone ($M = 25.67$, $SD = 13.75$), also had significantly higher levels of team identification $t(6) = 1.929$, $p = .029$.

Regression Analysis

To evaluate hypothesis one, a linear regression analysis was conducted on the community sample to determine whether team identification would be able to predict community identification. The analysis revealed that team identification was a significant predictor of community identification ($\beta = .115$, $p = .042$, $R^2 = .072$). The positive linear relationship ($r = .27$) shows that higher levels of team identification are indicative of higher levels of community identification (see Table 1). Team identification was found to be an even stronger predictor in the WKU sample ($\beta = .212$, $p < .001$, $R^2 = .157$), with an even strong positive linear relationship ($r = .40$).

Table 1

Regression analysis results of each dependent variable on to Team Identification for the Community sample

Variable	T	Sig.	β	Std. Error	R ²
Community Identification	2.08	.042	.115	.055	.072
Extraversion	2.605	.012	.083	.032	.108
Agreeableness	.120	.905	.004	.030	.000
Conscientiousness	1.911	.061	.060	.031	.061
Neuroticism	-.905	.369	-.030	.034	.014
Intellect	.013	.680	.013	.030	.003
Self-Esteem	1.147	.147	.172	.117	.034

Table 2

Regression analysis results of each dependent variable on to Team Identification for the WKU sample

Variable	T	Sig.	β	Std. Error	R ²
Community Identification	3.733	<.001	.212	.057	.157
Extraversion	2.282	.025	.071	.031	.065
Agreeableness	2.463	.016	.048	.019	.075
Conscientiousness	1.168	.246	.028	.024	.018
Neuroticism	1.519	.133	.040	.026	.030
Intellect	-1.582	.118	-.037	.023	.032
Self-Esteem	2.278	.026	.242	.106	.053

To evaluate hypothesis two, a linear regression analysis was conducted on all five psychological well-being indexes, as well as one overall psychological well-being index. The analysis for the Community sample found that team identification is a slight predictor of extraversion ($\beta = .083, p = .012, R^2 = .108$), and has a mild positive linear relationship ($r = .33$) with this facet of personality. Team identification for the Community sample was not a significant predictor of agreeableness ($\beta = .024, p = .905, R^2 = .000, r = .02$), conscientiousness ($\beta = .060, p = .061, R^2 = .061, r = .25$), neuroticism ($\beta = -.030, p = .369, R^2 = .014, r = .120$), intellect/imagination ($\beta = .013, p = .680, R^2 = .003, r = .06$) or the overall psychological well-being index ($\beta = .129, p = .083, R^2 = .053, r = .23$; see Table 1).

The analysis for the WKU sample found that team identification was a good predictor of extraversion ($\beta = .071, p = .025, R^2 = .065$), with a slight positive linear relationship ($r = .26$), and agreeableness ($\beta = .048, p = .016, R^2 = .075, r = .27$; see table 1). Team identification for the WKU sample was not a significant predictor of conscientiousness ($\beta = .028, p = .246, R^2 = .018, r = .137$), neuroticism ($\beta = .040, p = .133, R^2 = .030, r = .173$), or intellect/imagination ($\beta = -.037, p = .118, R^2 = .032, r = .18$). However, the overall psychological well-being index revealed that team identification has a mild effect on increasing an individual's psychological well-being ($\beta = .150, p = .012, R^2 = .081$). Psychological well-being also had a mild positive linear relationship with team identification ($r = .29$, see Table 2).

To evaluate hypothesis three for the Community sample, the self-esteem index was regressed on the team identification index ($\beta = .172, p = .147, R^2 = .034, r = .20$).

Team identification was not found to be a predictor of self-esteem in the Community sample (see Table 1). The regression analysis for hypothesis three found that team identification was a significant predictor of self-esteem for the WKU sample ($\beta = .242$, $p = .026$, $R^2 = .053$). The slightly positive linear relationship ($r = .26$) indicates a positive relationship between team identification and an individual's self-esteem (see Table 2).

Because knowing individuals at the high school football games was predicted to increase participants level of team identification, hypothesis four for the Community sample was tested by regressing team identification on to how well participants knew individuals who participated during the Friday night football games ($\beta = .381$, $p < .000$, $R^2 = .215$). A moderate positive linear relationship was also established ($r = .46$); this indicates that the closer the relationship a person has with someone who participates during the Friday night football games, the higher his or her level of team identification (see Table 3). The WKU sample, for hypothesis four, had results similar to the Community sample ($\beta = .045$, $p = .003$, $R^2 = .11$). A mild positive linear relationship was also found ($r = .33$; see Table 4).

Table 3

Regression analysis results of team identification on how well individuals knew someone participating during the Friday games for the Community sample.

Variable	T	Sig.	β	Std. Error	R^2
Team Identification	3.92	<.000	.381	.021	.215

Table 4

Regression analysis results of team identification on how well individuals knew someone participating during the Friday games for the WKU sample.

Variable	T	Sig.	β	Std. Error	R ²
Team Identification	3.06	.003	.045	.806	.111

An independent samples *t*-test found that the WKU sample was significant higher ($M = 33.27$, $SD = 6.45$) than the Community sample ($M = 32.76$, $SD = 5.16$) on their level of community identification, $t(134) = -.512$, $p = .04$. The WKU sample was also significantly higher ($M = 3.81$, $SD = 1.63$) than the Community sample ($M = 2.75$, $SD = 2.02$) on reporting how well they knew someone participating during the games, $t(109) = -3.288$, $p = .003$. There was no significant difference between the Community and WKU samples in any other variable.

Discussion

The current study attempted to extend findings pertaining to the Team Identification – Social Psychological Health model (Wann, 2006b) to identification with high school football teams. To date, research has been conducted primarily with college (Wann et al., 2004) and professional (Wann et al., 2003) teams. It was expected that individuals who were highly identified with a local high school football team would report higher levels of social psychological well-being, community identification, and self-esteem as compared to individuals with lower levels of identification with their local football teams. It was also expected that individuals who had a close relationship with someone who participated during the Friday night games would have higher levels of team identification compared to individuals who had a distant relationship with someone at the game. Also, it was expected that individuals who indicated knowing someone who participates in the Friday night games really well would have higher levels of team identification as compared to individuals who indicate having a more distant relationship with someone at the game.

The first hypothesis stated that adults who are more highly identified with their local high school football team would feel more connected to their community compared to adults that do not identify with their local high school football team. Results supported this hypothesis for both the Community and WKU samples; participants' levels of community identification were higher as their level of team identification rose. Results are in line with Lever's (1983) findings that team identification encourages and strengthens integration of a sport team's community as a whole.

The second hypothesis stated that adults who are highly identified with their local high school football team would have a higher level of social psychological well-being compared to individuals with low levels of identification with their local high school football team. While a linear regression found team identification to be a slight predictor of extraversion for both the Community and WKU samples, and agreeableness in the WKU sample, it did not have statistical support to be a reliable predictor of conscientiousness, neuroticism, or intellect/imagination in either sample, and agreeableness in the Community sample. However, team identification was found to have mild predictive power of one's overall social psychological well-being in the WKU sample, but not in the Community sample. This means that as an individual's level of team identification rises, so does his/her level of social psychological well-being. This finding also provides partial support for Wann's Social Psychological Health model and Weed's (2008) findings that one does not have to attend the football games to gain higher levels of psychological well-being.

The third hypothesis stated that adults who are highly identified with their local high school football team would have a higher level of self-esteem compared to individuals with low levels of identification with their local high school football team. A linear regression analysis provided partial support for this hypothesis. While the analysis did not find team identification to be a predictor of self-esteem in the Community sample, it was found to have slight predictive power in the WKU sample, and provides evidence that team identification at the high school level has an impact on sports fans' self-esteem. This is in line with the findings of Wann et al. (1999) that higher levels of team identification can lead to higher levels of self-esteem.

The fourth hypothesis stated that adults who have a close relationship with a participant at the high school football events would have higher levels of identification with that football team, as compared to individuals who do not personally know any of the participants. As predicted, knowing someone at the game had a moderate relationship with team identification for both the Community and WKU samples. This finding, while it may seem like common sense, shows that people are more invested in their favorite high school football team, as a whole, if they have a close relationship with an individual who participates during the football game. It is important to note that an individual does not necessarily have to have a close relationship with one of the football players; he or she could have a close relationship with one of the coaches, cheerleaders, or band members and still endorse higher levels of team identification. This could be due to the fact that everyone, from the football players to the band members, are typically adorned with their high school's logo and are supporting the overall goal of their high school football team (i.e., being victorious). Being closely identified with an individual who is actively supporting your favorite football team may cause you to become more identified with that team, not only because you want to see the team, and the person you have a close relationship with, succeed, but also because having a close relationship with a participant may cause you to gain some of their levels of enthusiasm and excitement for the game.

There are limitations to the current study. One limitation is generalizing these findings to society as a whole. While there are over 60 cities and over 80 schools represented in this study, the majority of participants reported living in southeastern U.S. cities. The participants were also predominantly Caucasian. While the majority of

participants reported living close to the high school they identify with the most, the majority of them completed the survey in a distant city. Yet another limitation of the research is using condensed and short forms for measuring psychological well-being (20 questions) and community identification (9 questions).

Another main limitation of the present study was using all self-report data. Self-report measures assume that participants answer all questions truthfully and honestly. Unfortunately, there is always the possibility that participants answered the question dishonestly, misread the question, or did not understand the question. Also, for 59 participants in the Community sample, youth soccer games and high school football games were being held at the same time they were completing the survey. Because of the distraction of the games for the Community sample, full attention may not have been paid to completing the survey to the best of one's ability. Further research may want to focus on one single aspect of this current study (i.e., team identification and community identification), and administer longer measures or multiple measures of the factor to correlate with team identification. While this study has started literature on team identification at the high school level, to understand this relationship fully, more research in different parts of the county, and on different high school sports, needs to be conducted.

The present study has provided a promising start for team identification at the high school level. Overall, these hypotheses provided support for Wann's (2006b) Team Identification – Social Psychological Health model in either one or both of the samples. While the results did not provide overwhelming statistical strength for the hypotheses, they are enough to acknowledge that there are psychological benefits to be gained with

team identification at the high school level, and more research needs to be conducted on team identification and high school sporting events. This research provides the first planks in the bridge between the gap of professional/college sports and high school sports. It provides evidence that organized sports can provide boosts in self-esteem and community attachment at the high school level. This means that individuals, who are looking for boosts in self-esteem and psychological well-being as a whole, do not have to travel great distances to see their favorite college team play or pay large amounts of money to attend their favorite professional team's games. Individuals can receive psychological and self-esteem benefits simply by taking an interest in their favorite local football team. This provides benefits while at the game, and promotes identification and connectedness with their community. This research does not only provide implications for individuals; communities need to look towards local high school athletics as a source of highly identified individuals, as a whole, and should look to promote attendance and team identification with high school football teams in their community. In turn, it will help provide individuals with heightened levels of identification with their community; a true win, win situation.

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Appendix A

Demographics

Demographics

Directions: Please answer the following questions in an honest manner. **DO NOT** include your name or any other identifying information.

1. Age: _____

2. Gender: **Male** **Female**

3. Ethnicity: **Caucasian** **African American** **Hispanic** **Asian** **Bi-Racial** **Other**

4. Education Level: **Less Than High School Degree** **Associates Degree**

High School Graduate **Bachelors Degree**

Some College **Post Bachelors**

5. Please indicate the city you currently live in (i.e., Bowling Green) _____

6. Below, Please indicate what high school football team you identify with (i.e., Bowling Green High School):

Please indicate a team, even if you do not follow your favored team very closely.

7. Do you personally know any individuals who are participating in the activities tonight? (i.e., football player, band member, cheerleader, etc.) **Yes** **No**

8. If Yes, how well do you know that individual? **Not Very Well** **1** **2** **3** **4** **5**
Very Close

Appendix B

Sport Spectator Identification Scale

SSIS

List the high school team that you follow _____

Directions: Please answer the following questions based on your feelings for the team you mentioned above. There are no "right" or "wrong" answers, simply be honest in your responses. (circle your answer)

1. How important to YOU is it that this team wins?

Not important 1 2 3 4 5 6 7 8 Very important

2. How strongly do YOU see YOURSELF as a fan of this team?

Not at all a fan 1 2 3 4 5 6 7 8 Very much a fan

3. How strongly do your FRIENDS see YOU as a fan of this team?

Not at all a fan 1 2 3 4 5 6 7 8 Very much a fan

4. During the season, how closely do you follow this team via ANY of the following: a) in person or on television, b) on the radio, c) television news or a newspaper, and/or d) the Internet?

Never 1 2 3 4 5 6 7 8 Almost everyday

5. How important is being a fan of this team to YOU?

Not important 1 2 3 4 5 6 7 8 Very important

6. How much do YOU dislike this team's greatest rivals?

Do not dislike 1 2 3 4 5 6 7 8 Dislike very much

7. How often do YOU display this team's name or insignia at your place of work, where you live, or on your clothing?

Never 1 2 3 4 5 6 7 8 Always

Appendix C

Mini – International Psychological Item Pool

Mini – IPIP

Directions: Please answer whether you strongly agree (SA), agree (A), feel neutral (N), disagree (SD) or strongly disagree (SD) with each of the following statements. Remember, there are no right or wrong answers.

1. I am the life of the party.	SA	A	N	D	SD
2. I sympathize with others' feelings	SA	A	N	D	SD
3. I get chores done the right way	SA	A	N	D	SD
4. I have frequent mood swings	SA	A	N	D	SD
5. I have a vivid imagination	SA	A	N	D	SD
*6. I don't talk a lot	SA	A	N	D	SD
*7. I am not interested in other people's problems	SA	A	N	D	SD
*8. I often forget to put things in their proper place	SA	A	N	D	SD
*9. I am relaxed most of the time	SA	A	N	D	SD
*10. I am not interested in abstract ideas	SA	A	N	D	SD
11. I talk to a lot of different people at parties	SA	A	N	D	SD
12. I feel others' emotions	SA	A	N	D	SD
13. I like order	SA	A	N	D	SD
14. I get upset easily	SA	A	N	D	SD
*15. I have difficulty understanding abstract ideas	SA	A	N	D	SD
*16. I keep in the background	SA	A	N	D	SD
*17. I am not really interested in others	SA	A	N	D	SD
*18. I make a mess of things	SA	A	N	D	SD
*19. I seldom feel blue.	SA	A	N	D	SD
*20. I do not have a good imagination	SA	A	N	D	SD

Appendix D

Community Identification Scale

CIS

Directions: Please circle the answer that best represents your feeling on the **following scale**. Please keep in mind that there are no right or wrong answers.

1. How close do you feel to people in your community?

not at all close	not very close	just a little close	pretty close	very close
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2. How often do you use the word "we" to refer to people in your community?

almost never	rarely	occasionally	often	very often
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3. How much would you say you have in common with the people in your community?

almost nothing In common	little in common	some in common	quite a bit it common	very much in common
-----------------------------	---------------------	-------------------	--------------------------	------------------------

4. Sometimes people think of those who are not a part of their immediate family as "family." To what degree do you think of people in your community as "family?"

not at all	just a little	somewhat	quite a bit	very much
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5. How much do you identify with (that is, feel a part of, feel love toward, have concern for) people in your community?

not at all	just a little	somewhat	quite a bit	very much
------------	---------------	----------	-------------	-----------

6. How much would you say you care (feel upset, want to help) when bad things happen to people in your community?

not at all	just a little	somewhat	quite a bit	very much
------------	---------------	----------	-------------	-----------

7. How much do you want to be a responsible citizen in your community?

not at all	just a little	somewhat	quite a bit	very much
------------	---------------	----------	-------------	-----------

8. How much do you believe in being loyal to your community?

not at all	just a little	somewhat	quite a bit	very much
------------	---------------	----------	-------------	-----------

9. When they are in need, how much do you want to help people in your community?

not at all	just a little	somewhat	quite a bit	very much
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Appendix E

Identification With All Humanity Scale

Identification With All Humanity Scale

How close do you feel to each of the following groups?

A = not at all close

B = not very close

C = just a little or somewhat close

D = pretty close

E = very close

1. People in my community
2. Americans
3. People all over the world

How often do you use the word "we" to refer to the following groups of people?

A = almost never

B = rarely

C = occasionally

D = often

E = very often

4. People in my community
5. Americans
6. People all over the world

How much would you say you have in common with the following groups?

A = almost nothing in common

B = little in common

C = some in common

D = quite a bit in common

E = very much in common

7. People in my community
8. Americans
9. People all over the world

Please answer the remaining questions on this page and the next page using the **following** choices:

A = not at all

B = just a little

C = somewhat

D = quite a bit

E = very much

Sometime people think of those who are not a part of their immediate family as "family."
To what degree do you think of the following groups of people as "family?"

10. People in my community

11. Americans

12. All humans everywhere

How much do you identify with (that is, feel a part of, feel love toward, have concern for) each of the following?

13. People in my community

14. Americans

15. All humans everywhere

How much would you say you care (feel upset, want to help) when bad things happens to

16. People in my community

17. Americans

18. All humans everywhere

How much do you want to be:

19. a responsible citizen of your community

20. a responsible American citizen

21. a responsible citizen of the world

How much do you believe in:

22. being loyal to my community

23. being loyal to America

24. being loyal to all mankind.

When they are in need, how much do you want to help:

25. People in my community

26. Americans

27. All humans everywhere

28. At this moment, I am designated as an organ donor (on my drivers license or otherwise), so that if I die, my organs could go immediately to help others.

a. yes

b. no

Appendix F

Collective Self Esteem Scale

CSES

Directions: Please circle the answer that best represents your feeling on the **following scale**. Please keep in mind that there are no right or wrong answers.

1. I am a worthy member of the social groups I belong to

strongly disagree	disagree	disagree somewhat	neutral	agree somewhat	agree	strongly agree
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2. I often regret that I belong to some of the social groups I do

strongly disagree	disagree	disagree somewhat	neutral	agree somewhat	agree	strongly agree
------------------------------	-----------------	------------------------------	----------------	---------------------------	--------------	---------------------------

3. Overall, my social groups are considered good by others

strongly disagree	disagree	disagree somewhat	neutral	agree somewhat	agree	strongly agree
------------------------------	-----------------	------------------------------	----------------	---------------------------	--------------	---------------------------

4. Overall, my group memberships have very little to do with how I feel about myself

strongly disagree	disagree	disagree somewhat	neutral	agree somewhat	agree	strongly agree
------------------------------	-----------------	------------------------------	----------------	---------------------------	--------------	---------------------------

5. I feel I don't have much to offer to the social groups I belong to

strongly disagree	disagree	disagree somewhat	neutral	agree somewhat	agree	strongly agree
------------------------------	-----------------	------------------------------	----------------	---------------------------	--------------	---------------------------

6. In general, I'm glad to be a member of the social groups I belong to

strongly disagree	disagree	disagree somewhat	neutral	agree somewhat	agree	strongly agree
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7. Most people consider my social groups, on the average, to be more ineffective than other social groups

strongly disagree	disagree	disagree somewhat	neutral	agree somewhat	agree	strongly agree
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8. The social groups I belong to are an important reflection of who I am

strongly disagree	disagree	disagree somewhat	neutral	agree somewhat	agree	strongly agree
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9. I am a cooperative participant in the social groups I belong to

strongly disagree	disagree	disagree somewhat	neutral	agree somewhat	agree	strongly agree
------------------------------	-----------------	------------------------------	----------------	---------------------------	--------------	---------------------------

10. Overall, I often feel that the social groups of which I am a member are not worthwhile

strongly disagree	disagree	disagree somewhat	neutral	agree somewhat	agree	strongly agree
------------------------------	-----------------	------------------------------	----------------	---------------------------	--------------	---------------------------

11. In general, others respect the social groups that I am a member of

strongly disagree	disagree	disagree somewhat	neutral	agree somewhat	agree	strongly agree
------------------------------	-----------------	------------------------------	----------------	---------------------------	--------------	---------------------------

12. The social groups I belong to are unimportant to my sense of what kind of a person I am

strongly disagree	disagree	disagree somewhat	neutral	agree somewhat	agree	strongly agree
------------------------------	-----------------	------------------------------	----------------	---------------------------	--------------	---------------------------

13. I often feel I'm a useless member of my social groups

strongly disagree	disagree	disagree somewhat	neutral	agree somewhat	agree	strongly agree
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14. I feel good about the social groups I belong to

strongly disagree	disagree	disagree somewhat	neutral	agree somewhat	agree	strongly agree
------------------------------	-----------------	------------------------------	----------------	---------------------------	--------------	---------------------------

15. In general, others think that the social groups I am a member of are unworthy

strongly disagree	disagree	disagree somewhat	neutral	agree somewhat	agree	strongly agree
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16. In general, belonging to social groups is an important part of my self-image

strongly disagree	disagree	disagree somewhat	neutral	agree somewhat	agree	strongly agree
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Appendix G

Human Subjects Review Board Approval

WESTERN KENTUCKY UNIVERSITY
Human Subjects Review Board
Office of Sponsored Programs
301 Potter Hall
270-745-4652; Fax 270-745-4211
E-mail: Sean.Rubino@wku.edu

In future correspondence please refer to HS09-045, October 15, 2008

Frank Reding
c/o Dr. Rick Grieve
Psychology
WKU

Dear Frank:

Your revision to your research project, "An examination of team identification at the high school football level," was reviewed by the HSRB and it has been determined that risks to subjects are: (1) minimized and reasonable; and that (2) research procedures are consistent with a sound research design and do not expose the subjects to unnecessary risk. Reviewers determined that: (1) benefits to subjects are considered along with the importance of the topic and that outcomes are reasonable; (2) selection of subjects is equitable; and (3) the purposes of the research and the research setting is amenable to subjects' welfare and producing desired outcomes; that indications of coercion or prejudice are absent, and that participation is clearly voluntary.

1. In addition, the IRB found that you need to orient participants as follows: (1) signed informed consent is not required as participation will imply consent; (2) Provision is made for collecting, using and storing data in a manner that protects the safety and privacy of the subjects and the confidentiality of the data. (3) Appropriate safeguards are included to protect the rights and welfare of the subjects.

This project is therefore approved at the Expedited Review Level until March 30, 2009

2. Please note that the institution is not responsible for any actions regarding this protocol before approval. If you expand the project at a later date to use other instruments please re-apply. Copies of your request for human subjects review, your application, and this approval, are maintained in the Office of Sponsored Programs at the above address. Please report any changes to this approved protocol to this office. Also, please use the stamped forms that accompany this letter.

Sincerely,

Sean Rubino, M.P.A.
Compliance Manager
Office of Sponsored Programs
Western Kentucky University

cc: HS file number Reding HS09-045

Appendix H
Informed Consent Document

Informed Consent

You are being asked to participate in a survey research project. Before verbally giving your permission to participate we would like to explain the following.

1. Your participation is completely voluntary. This means you have the right to not answer any question you do not want to, or to quit at any time without any penalty.
2. For this study, you will remain completely anonymous. That is, you will not be asked to write down any identifying information, such as your name.
3. This study appears to have minimal risks and discomfort. However, there is always a chance that a question could cause discomfort or problems. Please let the researchers know if any questions are upsetting.
4. Benefits of this study include a sense of well being for contributing to scientific research, helping a WKU graduate student, and providing information that will be used to help better understand sport spectators.
5. During participation you will be asked to complete a section asking for about age, education, ethnicity, gender, and the high school football team you support. Also, you will be asked to complete four short measures (7 items, 20 items, 9 items, 16 items) that evaluate team identification, personality, community identification, and social identity. This survey should take about 10 - 15 minutes to complete.
6. Although your individual responses will remain anonymous, your data will be combined with the data of others and may be submitted for publication in scholarly journals or presented at conventions.

Professor Rick Grieve, Ph.D., is the Faculty Sponsor for this research project and can be contacted at (270) 745-4417, with any questions in regards to the study, Monday through Friday from 9:00 am until 4:00 pm. Dr. Grieves' office is located in Tate Page Hall room 258. Questions or complaints about research participants' rights can be directed to the Human Subjects Review Board, Western Kentucky University, Bowling Green, Ky 42101, or by phone at (207)-745-4652.

Appendix I
Debriefing Statement

Debriefing Statement

Thank you for participating in this research study. We are interested in the relationship between team identification and psychosocial wellbeing. We are also interested in the relationship between team identification and identification with ones community. We have predicted that adults who are more highly identified with their local high school football team will feel more connected to their community compared to adults that do not identify with their local high school football team. Also, adults who are highly identified with their local high school football team will have a higher level of psychological well-being compared to individuals with low levels of identification with their local high school football team. If you have any questions regarding the research or if you would like a final copy of this research project, feel free to contact Dr. Rick Grieve at (270) 745-4417 or at the Department of Psychology, Western Kentucky University, 1 Big Red Way, Bowling Green, KY 42101. Final copies will not be available until after August 1, 2009.