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The purpose of this study was to determine the nature of the relationships among role ambiguity, role acceptance, role satisfaction, team cohesion, and athlete satisfaction. It was hypothesized that role ambiguity would predict both role acceptance and role satisfaction, and role acceptance and role satisfaction would predict both team cohesion and athlete satisfaction.

Participants included 180 female soccer players from Division I, II, and III schools. Measures included the Role Perception Scale, a Role Acceptance and Role Satisfaction measure, the Group Environment Questionnaire, and the Athlete Satisfaction Questionnaire. Stepwise MR analysis showed that role ambiguity regarding role evaluation was predictive of role satisfaction, and role ambiguity regarding scope of responsibilities was predictive of role acceptance. Stepwise MR also showed role satisfaction to be the only predictor of athlete satisfaction with regard to leadership as well as the only predictor of team cohesion with regard to individual attractions to the group-task.

THE RELATIONSHIPS AMONG ROLE INVOLVEMENT, TEAM COHESION, AND
ATHLETE SATISFACTION

by

Hope R. Jones

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Committee Chair

APPROVAL PAGE

This thesis has been approved by the following committee of the Faculty of The Graduate School at the University of North Carolina at Greensboro.

Committee Chair _____

Committee Members _____

Date of Acceptance by Committee

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CHAPTER I

INTRODUCTION

A primary focus within the field of sport psychology is to enhance the athletic experience for those that are involved. In order to enhance the athletic experience, it is important to first be aware of those factors that may impact, both positively and negatively, an athlete's perception of his or her experience. An athlete's role on a team, the clarity of the role, and the acceptance and satisfaction with the role may all influence both team cohesion and overall athlete satisfaction. This study will focus on these relationships. Specifically, this study will investigate if role ambiguity predicts role acceptance and/or role satisfaction, and if role acceptance and/or role satisfaction predict team cohesion and athlete satisfaction.

For most athletic experiences, athletes are members of groups or teams. These groups have a strong impact on the members of the group. Although this impact can be both positive and negative, an athlete's involvement in a group is inevitable. Carron, Hausenblaus, and Eys (2005) have defined a sport team (or group) as a collection of two or more individuals who share a common fate, have structured patterns of communication, and hold common perceptions about group structure.

When looking at sport teams, the substitute player, coach, team captain and team clown all have something in common besides belonging to a team. Each of these persons has a certain role that he or she is expected to fulfill on their team. Roles have been

defined by a number of researchers as a set of expectations about certain behaviors for a specific position in a particular social context (e.g., Biddle & Thomas, 1966; Katz & Kahn, 1978; Shaw, 1971). Carron, Hausenblaus, and Eys (2005) noted that in groups whose purpose is to strive towards peak performance, roles make a crucial contribution to the structure of these groups.

Although the research on roles in sport groups is growing, much of the research that has been done is drawn from the organizational and business/industrial literature. That being said, the research that has been conducted in the sport domain has highlighted the importance of individual roles within the environment of the sport team (Eys, Beauchamp, & Bray, in press). If athletes have specific roles they are expected to fulfill and they do not accept or are not satisfied with these roles, then they may view the team as less cohesive or they may not be satisfied with their athletic experience.

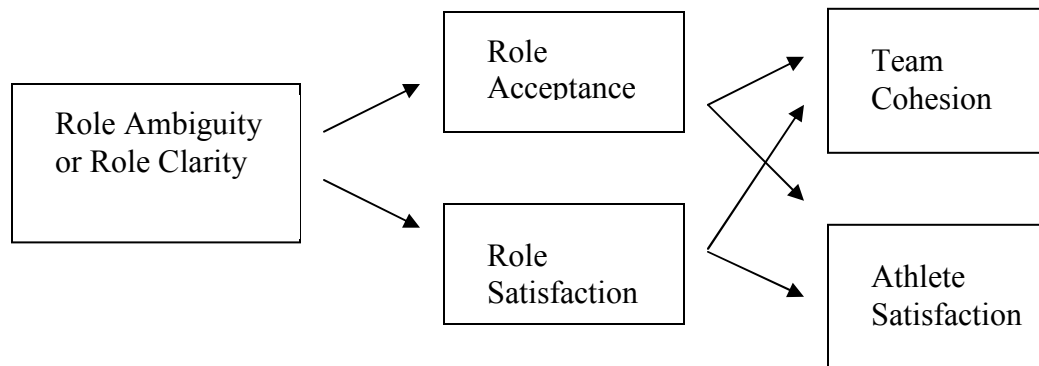
Chelladurai and Riemer (1997) defined athlete satisfaction as a positive affective state that results from a complex evaluation of the structures, processes, and outcomes associated with the athletic experience. Athlete satisfaction with sport is important for several reasons. Riemer and Chelladurai (1998) noted some of these reasons, such as the link between satisfaction and performance, the importance of the athlete to athletic programs, and the relationship between satisfaction and other constructs in the group dynamics framework (e.g., cohesion and leadership). Research has demonstrated a negative relationship between role ambiguity and athlete satisfaction, but the research has yet to look at other aspects of role involvement and athlete satisfaction.

Role acceptance and role satisfaction may have a strong impact on both team cohesion and an athlete's satisfaction with the sport experience, particularly for athletes in team sports. There has been a fair amount of research up to this point regarding role ambiguity, or being unclear about the role one is supposed to fulfill. Research has also examined role ambiguity in relation to team cohesion and athlete satisfaction. However, a player may be clear about the role he or she is supposed to fulfill (low role ambiguity) but not accept that role or not be satisfied with that role. Thus, the athlete's level of role ambiguity could in fact predict role acceptance and role satisfaction. To take this idea another step, the player may be clear about the role he or she is supposed to fulfill, accept this role that has been laid out, but not be satisfied with this role. This player may view the team as less cohesive or may not be satisfied with his or her athletic experience if he or she is not accepting or is not satisfied with the role he or she has to play. In other words, role acceptance and role satisfaction could predict team cohesion and athlete satisfaction.

The purpose of this study is to investigate the relationships among role ambiguity/clarity, role acceptance and role satisfaction, team cohesion, and athlete satisfaction. The hypothesized model for this relationship is linear and asserts that role ambiguity/clarity predicts role acceptance and role satisfaction, and that role acceptance and role satisfaction predict team cohesion and athlete satisfaction (see Figure 1).

Figure 1.

The hypothesized relationships among role ambiguity (clarity), role acceptance and role satisfaction, and athlete satisfaction.



Specific research questions are: (a) Does role ambiguity/clarity predict role acceptance and/or role satisfaction? (b) Do role acceptance and/or role satisfaction predict athlete satisfaction? (c) Do role acceptance and/or role satisfaction predict team cohesion? I expect that role ambiguity will be predictive of both role acceptance and role satisfaction with greater role ambiguity predicting less role acceptance and less role satisfaction. I expect that role acceptance and role satisfaction will both predict team cohesion with greater acceptance and greater satisfaction predicting greater perceived cohesiveness. I also expect that role acceptance and role satisfaction will both be predictive of athlete satisfaction with greater role acceptance and greater role satisfaction predicting greater athlete satisfaction. Also, given the number of facets of athlete satisfaction and based on previous literature, it is expected that the leadership theme of

athlete satisfaction will have the strongest relationships (Eys, Carron, Bray, & Beauchamp, 2003; Jackson & Schuler, 1985).

CHAPTER II

REVIEW OF THE LITERATURE

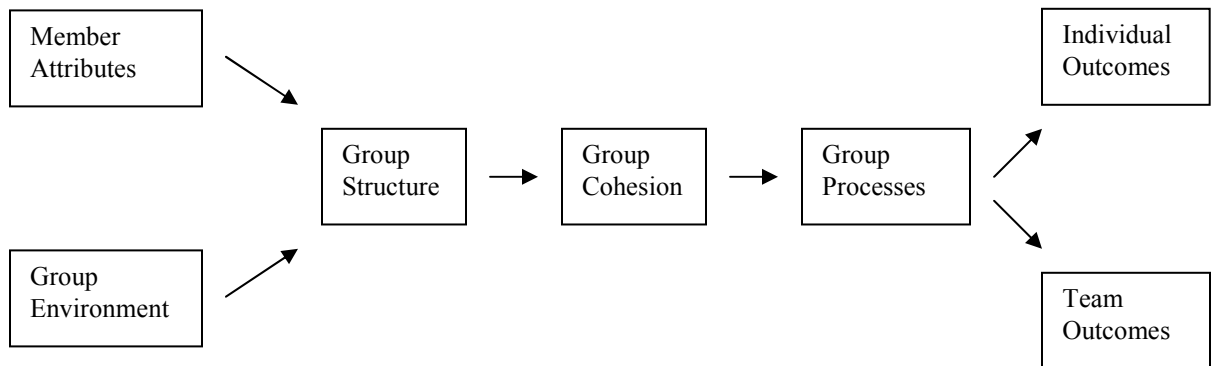
This chapter begins with an overview of group dynamics, followed by an overview of roles within sport teams, and then progresses to a review of the literature regarding athlete satisfaction, team cohesion, role ambiguity, and role acceptance and role satisfaction.

Group Dynamics

The term “group dynamics” is used in research on sport teams because teams are groups characterized by energy, vitality, growth, and development; and they are dynamic, in that they are always changing (Carron, Hausenblaus, & Eys, 2005). Within group dynamics, frameworks have been proposed to aid in the examination of the groups. Frameworks, or models, are very useful tools in that they are a simplified representation of reality (Carron, Hausenblaus, & Eys, 2005). They allow us to simplify complex topics into concepts that are more easily explained and understood. Frameworks also allow us to make assumptions about how individual components of models are related. This aids in giving us direction for research because it helps clarify what is known and unknown about certain phenomenon. Carron, Hausenblaus, and Eys (2005) have developed a conceptual framework (see Figure 2) for studying sport teams, which is linear in nature and consists of three main components: inputs (antecedents), throughputs (links between antecedents and consequences), and outputs (consequences).

Figure 2.

Carron, Hausenblaus, & Eys (2005) conceptual framework for sport teams.



Inputs refer to the specific attributes of group members and the nature of the group's environment. This includes personality characteristics of the group members as well as the environment of the group (e.g., competitive level). A group's effectiveness is directly influenced by the attributes of its members. Throughputs consist of the group's structure, cohesiveness, and processes. Formal structure in groups is formed when members of the groups assume different positions and take on different functions and roles. The structure of sport teams can be viewed physically or psychologically. The physical structure of the group consists of the composition or organization of the group. However, the focus of this study is on the psychological structure of the group. Carron, Hausenblaus, and Eys (2005) cited four components that reflect the presence of psychological structure in a group. These include group position, status, roles, and norms. These four components emerge in groups as a result of the interaction and

communication between individual members of the group. For the purpose of this study, roles will be the main focus because current research suggests role perceptions influence group processes and outcomes, and this provides a starting point.

To continue with the model, group cohesion is a dynamic process that refers to the tendency of a group to stick together and remain united in pursuit of its goals and/or for the satisfaction of the affective needs of the members (Carron, Brawley, & Widemeyer, 1998). Group processes refer to the dynamic interactions that are fundamental, integral characteristics of group involvement. These processes include, but are not limited to, interaction, communication, decision making, and group goal setting. It is important to note that when following the lineage of this framework, group processes do not have to literally follow from group structure and group cohesion. Some group process (e.g., communication and interaction) could actually take place before or during group formation.

Finally, outputs refer to individual outcomes such as individual satisfaction and adherence and group products, such as team outcome (e.g., performance) and group stability. This study will focus on how the group structure, specifically roles within groups, impact and/or relate to team cohesion, and also how group structure and team cohesion impact individual outcomes, specifically athlete satisfaction. Athlete satisfaction and team cohesion are being studied as a starting point for examining the nature of the interactions within this model because they are prominent outcomes in sport and exercise psychology and because it is not possible to examine every aspect of the model in this study.

Team Cohesion

Group cohesion has been studied in many areas, such as sport psychology, social psychology, military psychology, etc. In looking at cohesion in sport groups, the generally accepted definition is that cohesion is a dynamic process that is reflected in the tendency of a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs (Carron, Brawley, & Widmeyer, 1998). This definition has several different aspects that are helpful in understanding the construct. First, cohesion is multidimensional, meaning that any number of factors can influence a group's cohesiveness, and these factors may vary from group to group (Carron, Hausenblaus, & Eys, 2005). Second, cohesion is dynamic. Any group's cohesiveness can change over time and factors that affect cohesion at one point in time may not affect it at other points. Next, cohesion is instrumental in nature, meaning that all groups are formed for a purpose. And finally, there is an affective or social element to cohesion that usually develops from the social interactions of the group members.

Carron, Hausenblaus, and Eys (2005) noted four different types of factors that may influence cohesion. These include environmental factors, personal factors, team factors, and leadership factors. It is important to note that although the factors are presented separately, they are all interrelated and interwoven. In looking at the variables for this study, role involvement falls under team factors, and athlete satisfaction could fit under the other three factors. One study was conducted that looked at team cohesion in relation to role involvement, specifically role ambiguity. In this study Eys and Carron

(2001) examined the relationship between role ambiguity and task cohesion and task self-efficacy. Their results showed that ambiguity associated with the scope of responsibilities was negatively related to task cohesion, specifically, individual attraction to the group regarding tasks. More research needs to be done to examine the relationships between team cohesion and other constructs in the group dynamics framework, such as role involvement and athlete satisfaction.

Athlete Satisfaction

Chelladurai and Riemer (1997) define athlete satisfaction as the positive affective state that arises when an athlete evaluates the structures, processes, and outcomes that are related to the athletic experience. In other words, an athlete's level of satisfaction can be seen as a reflection of how well the athletic endeavor meets the athlete's own personal standards. Chelladurai and Riemer (1998) note that athlete satisfaction is important for three reasons. First, an athlete's satisfaction with his or her sport should naturally be linked to his or her performance in that sport. For example, an athlete who is more satisfied will put out more effort and persistence during competition. The second reason that athlete satisfaction is important is because satisfaction can be seen as a precursor or outcome in the conceptual frameworks of other constructs, such as cohesion. The final reason, which is central to the rationale behind this study, is because athletic satisfaction is a key concern in athletic programs. The humanistic view suggests that the athletic experience needs to be enjoyable and instrumental to further the development of athletes, and development is a primary outcome, at the college level. That being said, athlete satisfaction has both theoretical and practical implications.

One construct that could have quite an impact on athlete satisfaction is role ambiguity. Bray, Beauchamp, Eys, and Carron (2004) looked at the need for role clarity as a potential moderator variable between role ambiguity and athlete satisfaction. To examine this relationship, Bray et al. had 112 male ice players complete the Athlete Satisfaction Questionnaire, the Role Ambiguity Scale, and a measure that assessed the athletes' need for role clarity. Their correlational results showed that greater ambiguity was associated with lower athlete satisfaction, which is consistent with the results from Eys and colleagues (2003). They also found that the relationship between role ambiguity and the various facets of athlete satisfaction were only apparent in the athletes who had a higher need for role clarity. It is important to note that the authors elected to use the subscales of the Athlete Satisfaction Questionnaire that related to the individual as opposed to the team (Bray, Beauchamp, Eys, & Carron, 2004). Their reason for doing this was because they were concerned with athlete satisfaction as it related to the primary role sender (i.e., the coach) based on Jackson and Schuler's (1985) meta-analytic findings from the business literature that showed that job satisfaction and satisfaction with supervision were the dimensions of satisfaction that correlated the strongest with role ambiguity. The findings from the Bray, et al. study suggest that there could be more involved in the ambiguity-satisfaction relationship. Two variables that have not been examined, but may be essential to athlete satisfaction, are role acceptance and role satisfaction. For example, an athlete may understand his or her role and accept that role, but not be satisfied with that role; the literature is not clear on whether that athlete will be satisfied with the athletic experience.

Roles within the Sport Team Group

When looking at roles within sport teams, two primary categorizations have been used to define the types of roles. The first categorization refers to the degree of formality of the role. Roles may be either *formal* or *informal* (Mabry & Barnes, 1980). Formal roles refer to a certain position and the prestige associated with that position. These roles are also often prescribed by the group or organization to the individual. For example, a captain on a team or a forward in soccer would be a formal role. An informal role would be a role that develops as a result of the associations and interactions between group members. Examples of informal roles in sport would be the work horse of the team, the team clown, or the spark player off the bench.

The second categorization of sport roles relates to the primary objective of the role. Objectives of roles can be either task or social. Task-oriented roles focus on performing the responsibilities that are related to the group accomplishing its objectives; whereas socially-oriented roles focus on promoting harmony and integration among group members (Eys, Beauchamp, & Bray, in press). There have been a few attempts in the literature to look at more specific types of roles and role responsibilities, taking into account the different categories, such as formal and informal and task and social. In an effort to get a more detailed look at roles with sport teams, Eys (2000) conducted focus groups with members of interdependent and independent sport teams. Eight general categories of roles emerged including: positional, formal leadership, informal leadership, social, communication, motivational, organizational, and guidance roles. With all the

different roles possible on a sport team, confusion often results from unclear or conflicting expectations.

Role Expectations

To examine the communication of role expectations Eys, Beauchamp, and Bray (in press) adapted the role episode model (see Figure 3), originally proposed by Kahn et al. (1964), to the sport setting. Understanding this model is important because it can be a very effective tool to assist in looking at roles in sport. For instance, to examine the issues related to why an athlete might not accept or might not be satisfied with his or her role, this model guides us to examine the role sender, focal person, or situation that may be impacting these elements of role involvement. This model focuses on the interaction between two central actors, or players. The first actor is known as the role sender. Responsibilities of the role sender include developing and communicating role expectations to the second actor, or focal person. In a sport setting, the role sender would normally be a coach and the focal person is the athlete. It is important to note, however, that many different persons could be the role sender, such as an assistant coach, fellow teammates, athletic trainers, etc.

During the communication, reception, and execution of a role and its associated responsibilities, the role sender and focal person go through a cycle of five events. The first event involves the role sender developing expectations for the focal person. An example of this would be a coach deciding that a certain player needs to be the substitute off the bench that gives the team a spark. When the role sender actually communicates these expectations to the focal person (the coach tells the athlete, formally or informally,

what his responsibilities are), the second event occurs. The third event involves the pressure that the focal person feels with regard to the expectations that have been laid out for him or her. So in the case of the substitute, he or she would interpret that there are certain responsibilities that are expected. Event four is characterized by the focal person's response to events one, two, and three. The player's response could vary greatly given the number of different factors that could impact how the player (focal person) receives the messages given, such as how clearly the information has been communicated and whether or not the player is willing to accept these responsibilities (an issue that will be addressed later). The response to the first few events can be both positive and negative. To continue with the example of the substitute player, this player could successfully carry out the role to be the "spark", or this player could develop anxiety because it is not a role that he or she wishes to perform. The final event of the role episode model involves the role sender interpreting how the focal person responded to the role expectations, and this interpretation should influence the current and future role expectations for that individual (Eys, Beauchamp, & Bray, in press).

Additional factors influence this cycle of events in the model, including those factors related to (a) the role sender (e.g., ability to effectively communicate), (b) the focal person (e.g., the degree to which he or she pays attention to instruction), and (c) the situation (e.g., how complex the sport is) (Eys, Beauchamp, & Bray, in press).

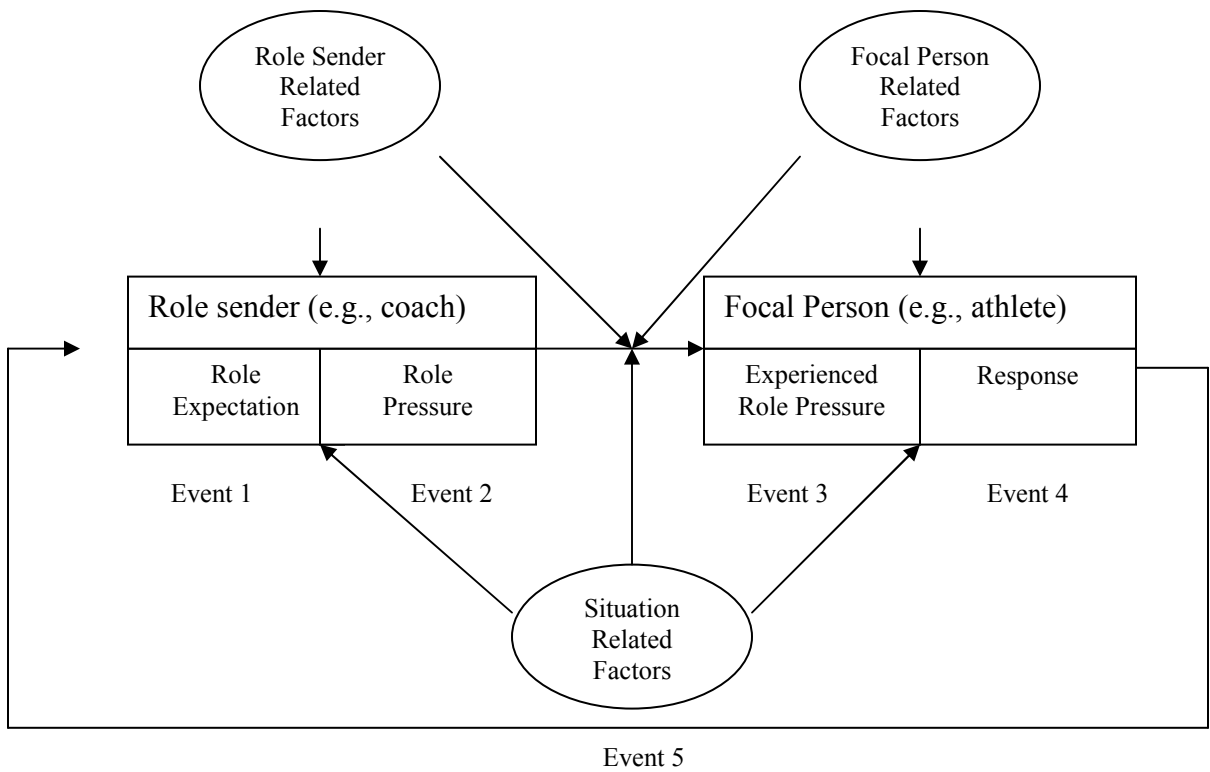
Role Ambiguity

Though there are several different elements of role involvement (e.g., role ambiguity, role efficacy, role overload, role acceptance, and role satisfaction), the three

that are the focus of this research are role ambiguity, role acceptance, and role satisfaction. Discussing every element of role involvement is beyond the scope of this study. Role ambiguity will be the first element discussed because it is through role ambiguity that questions about role acceptance and role satisfaction emerge.

Figure 3.

Role episode model from Eys, Beauchamp, & Bray, in press.



The definition that was developed for role ambiguity by Kahn and colleagues (1964) in the organizational literature has been used in sport research. This definition asserts that role ambiguity is the lack of clear, consistent information regarding one's role. For example, the player that is being used as a spark off of the bench but has never

been informed (either formally or informally) of this role might experience role ambiguity.

Of all the elements of role involvement in the sport context, none has received as much attention in the research as role ambiguity. As noted in Eys, Beauchamp, and Bray (in press) the conceptual and operational evolution of role ambiguity has gone from unidimensional to multidimensional based on previous research from the industrial/organizational domain. Role ambiguity in sport has been operationalized by use of the Role Perception Scale developed by Beauchamp and colleagues (2002). The Role Perception Scale is a 40-item measure that assesses four types of perceived role ambiguity experienced by athletes in both offensive and defensive contexts. The dimensions of the scale include scope of responsibilities, role behaviors, role evaluation, and role consequences and these dimensions are assessed in both offensive and defensive contexts. Research has shown this measure to be both reliable and valid (Beauchamp et al, 2002).

Eys and Carron (2001) examined the relationship between role ambiguity and both task cohesion and task self-efficacy. They developed the multidimensional model for role ambiguity, which asserts that athletes gather information about their role on a team in four ways. The first factor that the athlete needs to understand is the scope of responsibilities, which refers to what the role itself involves. Next, it is important that the athlete understands the behaviors required to fulfill that role. The third factor deals with how the athlete receives feedback about how well he or she is performing the prescribed role. And finally, the athlete should be cognizant of the consequences should he or she

not fulfill the responsibilities of the role. Their results showed that athletes who were unclear about the responsibilities of their role perceived their team to be less integrated when it came to tasks and also reported lower levels of attraction to the team. This finding is important because if players are not attracted to the team, then the chances of those players not returning to the team or sport are greater.

To expand on this point, Eys, Carron, Bray, and Beauchamp (2005) conducted a study on 58 club team soccer players to examine the relationship between role ambiguity and intention to return to their sport, level of play, and their team the following season. The Role Perception Scale was used to measure role ambiguity, and although factorial validity of the questionnaire has been shown, the authors combined the offensive and defensive components of the scale to create one value for each of the four dimensions of the scale. The dependent variable in the study was intention to return, which meant there was no conceptual rationale for an a priori hypothesis regarding the influence of contextual differences (offensive vs. defensive ambiguity). To measure the athletes' intention to return, each athlete rated their degree of certainty in response to three statements related to types of participation: continued participation in the same sport, at the same level, and/or on the same team. The responses were made on a 9-point Likert scaled anchored at 1 (completely uncertain) and 9 (completely certain). Their results showed that role ambiguity was negatively related to intentions to return to the team, but was not related to intentions to return to either the sport or level of play. They also found that athletes who experienced greater role clarity had higher intentions to return to the team, which has important implications for coaches. The authors noted that although

discussing the relationship between role ambiguity and intention to return is useful, understanding the psychological processes that explain why greater role ambiguity may lead to less athlete retention could offer more insight. For example, they noted that a potential pathway through which role ambiguity might influence intentions to return would be through athlete satisfaction (Eys, Carron, Bray, & Beauchamp, 2005).

In another study by Eys, Carron, Bray, and Beauchamp (2003), role ambiguity was looked at in relation to athlete satisfaction in club and inter-university soccer teams. The relationship between these constructs was measured at the beginning and the end of the season using the Role Perception Scale and the Athlete Satisfaction Questionnaire. Results showed that role ambiguity related to scope of responsibilities on offense was negatively associated with perceptions of the athletes' satisfaction at both the beginning and end of the season. Athlete satisfaction is an important construct in sport psychology because a primary focus within the field is to enhance the athletic experience for participants (increase or maintain satisfaction). Also, as mentioned in Eys et al. (2005) having a clearer understanding as to how role ambiguity impacts athlete satisfaction could be useful information for coaches. In this study, role acceptance and role satisfaction are expected to have the greatest impact on athlete satisfaction.

Role Acceptance

Role acceptance has received little attention in the literature to date, and no other role element has suffered from as much definitional ambiguity and lack of conceptualization, which makes it no surprise that there has not been much research on the construct (Eys, Beauchamp, & Bray, in press). For instance, Biddle (1979) defined

role acceptance as compliance to expectations, which is actually an overt behavioral response to the pressures of a particular role. On the other hand, Biddle (1979) then clarified that acceptance is actually a covert, cognitive process in which two expectations are compared. To use an example in sport, an athlete might compare the coach's role expectations for that athlete to the athlete's own expectations about his or her role responsibilities. Biddle also noted that if the focal person, or athlete, views the expectations as similar and determined by another person, the athlete will be more inclined to accept his or her role.

In their chapter on team roles in sport, Eys and colleagues (in press) further clarified the definition of role acceptance as:

...a dynamic, covert process that reflects the degree to which an athlete perceives his or her own expectations for role responsibilities as similar to, and agreeable with, the expectations for role responsibilities determined by his or her role senders (p. 20).

In other words, the athlete's own expectations about his or her role match the expectation of the role sender (i.e., coach, teammate, etc.). Two important features stand out about this definition. The first feature is that role acceptance is dynamic, which means that it is amenable to change and intervention. A few authors have noted how role acceptance can be developed. Biddle (1979) posited that the characteristics of the role sender (i.e., communication ability) could have an impact on role acceptance. Other aspects of the role sender that could impact role acceptance are the credibility, attractiveness, and power of the role sender. Sage (1998) suggested that athletes could accept their role on a team

because of the benefits they gain from acceptance (e.g., remaining on a team), and he also noted that athletes are conditioned to listen and abide by authoritative demands (e.g., do whatever the coach says).

The second unique feature of the role acceptance definition provided by Eys and colleagues is that the comparison of expectations takes place inside the athlete. While the response to role expectations is external, it is not role acceptance that is evident, but rather compliance or performance (Biddle, 1979). One might think that if an athlete is compliant with the behaviors expected of his or her role he or she must accept his or her role, but behavior does not necessarily reflect cognition in all situations. For example, an athlete might have intention to perform his or her role but due to situational constraints (e.g., a better opponent), be unable to.

Because there is no clear definition or conceptualization of role acceptance, it is no wonder that there has not been much research done on the subject. Role acceptance has typically been used synonymously in the literature with role satisfaction. Grand and Carron (1982) developed the Team Climate Questionnaire which contains a scale to measure role acceptance, but acceptance was defined as how satisfied the athlete was with his or her role. In his dissertation, Bray (1998) distinguished between role acceptance and role satisfaction as part of a larger examination of role efficacy. He used a three-item scale which asked athletes of interdependent sport teams to indicate the degree to which they accepted the responsibilities of their role and also if the athletes felt that the responsibilities matched their abilities in both offensive and defensive contexts. Although the purpose of Bray's study was to examine role efficacy, there were strong

bivariate correlations between perceptions of role acceptance and other role constructs, such as role efficacy, role ambiguity, role satisfaction, perceived importance of role functions, and also the athletes' perceptions of task cohesion. Bray did note in his conclusion that because there is no standardized measure for role acceptance and role satisfaction, these constructs need to be measured more precisely in future research.

Role Satisfaction

Role satisfaction is viewed as an affective element of role involvement, and it is the only affective element that has been identified in the literature (Eys, Beauchamp, & Bray, in press). As mentioned in the previous section, role satisfaction has been used to describe role acceptance. However, Eys and colleagues (in press) noted that the definition for role satisfaction that has been used in the industrial/organization literature can be adapted easily to the sport domain. Locke (1976) defined job satisfaction as being the pleasant state that results from feeling that one's job, or role, is fulfilling and/or fulfills the person's job, or role, values. There has not been much research on role satisfaction, but the limited literature supports the importance of this construct.

To determine factors that can lead individuals to derive satisfaction from their role, Rail (1987) conducted a study with volunteer sport executives. Four perceptions of role satisfaction emerged from semi-structured interviews with participants: (a) the degree to which their abilities were used, (b) how important they viewed their role to be, (c) the extent to which they received feedback and recognition for their role, and (d) the level of independence they were allowed when it came to performing the responsibilities of their role. Eys and colleagues (in press) described how these perceptions could apply

in an interactive sport setting. For example, athletes will most likely have greater role satisfaction if they believe their role is important, their abilities are used effectively, and they receive feedback and recognition for their role.

Bray (1998) looked specifically at sport teams and examined perceptions of role satisfaction (as well as many other role constructs) of intercollegiate basketball players. Using a measure adapted from job satisfaction scales in organizational psychology, he found role satisfaction to be positively associated with task cohesion, role efficacy, and role importance, and negatively related to role ambiguity. In another study, Beauchamp and colleagues (in press) drew from similar literature to develop a measure of role satisfaction. In this case, role satisfaction was looked at in relation to role ambiguity in rugby and field hockey players (Beauchamp et. al., in press). Their findings showed that role ambiguity experienced during the middle of the season was predictive of role satisfaction later in the season. Even after controlling for prior satisfaction and the athletes' tendency to experience negative emotions, the relationship still remained.

The review of the literature on team cohesion, athlete satisfaction, role ambiguity, role acceptance, and role satisfaction, indicates that many different constructs and relationships warrant further examination. First, although role ambiguity has been studied more than the other role elements, the possibility of an athlete being clear on his or her role (low ambiguity) but not accepting or being satisfied with that role has not been examined. These two constructs (role acceptance and role satisfaction) could have important impacts on both team cohesion and athlete satisfaction, which, in turn, may have both theoretical and practical implications for the field of sport psychology. Also,

clarification of role acceptance and role satisfaction constructs is needed. Specifically, role acceptance and role satisfaction need to be measured as separate constructs to determine if these are in fact two separate elements of role involvement.

This study will contribute to the existing literature by examining the separate role constructs in more depth. Greater understanding of role constructs and relationships has practical implications for coaches and practitioners by calling attention to the role of interpersonal relationships and group dynamics in the athletic experience and by examining the relationships among role constructs, cohesion, and athlete satisfaction in the group dynamics framework.

CHAPTER III

METHOD

In this study the relationships among role ambiguity, role acceptance and role satisfaction, team cohesion, and athlete satisfaction were examined using survey measures with Division I, II, and III female college soccer players.

Participants

Participants included 180 female collegiate soccer players from 14 teams at Division I (n=117), II (n=40), and III (n= 23) schools in the United States. The sample included 85 starters, 34 substitutes, 52 players who sometimes start or substitute in the game. Their mean age was 19.4 years (SD= 1.13). To recruit participants, the author contacted the head coaches at 46 different universities and explained the study. The universities were chosen based on the personal contacts of the author. Of the 46 universities contacted, 14 agreed to participate. Upon approval from the coach and the Athletics Director, the purpose of the study was explained to the athletes, and informed consent was obtained from those who agreed to participate.

Measures

Demographics

The demographic questions asked athletes about their age, sex, the competitive level at which they are currently playing, their starting status on the team, their tenure on the team, their injury status over the past season, and their role on the team. The injury

status question asked if they were injured (to the extent that they were kept from competition) at any point during the season, and if so how much competition they missed due to the injury. The questions about their role on the team asked athletes to describe their specific task role(s) on the team and responsibilities that go along with fulfilling that role. The purpose of this was to get the athletes to think of their specific role so they had a frame of reference as they answered the rest of the questions (see Appendix for complete questionnaire).

Role Ambiguity

Role ambiguity was measured using the Role Perception Scale developed by Beauchamp and colleagues (2002). This measure is designed to assess each athlete's perception of his or her role on the team. It consists of 40 items (20 items for offense and 20 items for defense) that measure the four types of perceived ambiguity experienced by athletes. Each of the four dimensions of ambiguity are measured using 5-item sub-scales that correspond to each athlete's a) scope of responsibilities (e.g., "I am clear about the different responsibilities that make up my role"), b) role behaviors (e.g., "It is clear what behaviors I should perform to fulfill my role"), c) role evaluation (e.g., "I understand how my role is evaluated"), and d) role consequences (e.g., "I know what will happen if I don't perform my role responsibilities"). In the original scale, each 20-item set is the same with either "offense" or "defense" added in the question. For the purpose of this study, offensive and defensive responsibilities were not needed, so the scale was reduced to 20 items by simply taking out the term "offensive" or "defensive". The athletes responded to each statement on a 9-point Likert scale anchored at 1 ("strongly disagree")

and 9 (“strongly agree”). There is no total score as each of the four subscales is scored separately. Higher scores reflect higher role clarity, or lower role ambiguity. Original alpha coefficients for this scale ranged from .79 to .90 for offense and .85 to .90 for defense (Beauchamp, Bray, Eys, & Carron, 2002).

Role Acceptance and Role Satisfaction

Role acceptance and role satisfaction were measured using a measure developed by Bray (1998). This measure assesses these as two separate constructs, allowing us to distinguish between role acceptance and role satisfaction, as well as see how each of these impacts team cohesion and athlete satisfaction. This scale consists of 10 questions designed to assess the athletes’ feelings about their own role responsibilities on the team. It consists of items regarding role acceptance (3 items), role satisfaction (3 items), and role clarity (4 items). The athletes responded to each statement on a 10-point Likert scale anchored at 0 (“not at all”) and 10 (“totally”). Higher scores reflect greater role acceptance, role satisfaction, and role clarity. This is a preliminary measure that has not been validated yet; and therefore, there are no original alpha coefficients to report. Because the variables in question for this study are role acceptance and role satisfaction, the role clarity subscale will not be used in the analyses.

Team Cohesion

Team cohesion was measured using the Group Environment Questionnaire (GEQ) developed by Carron, Widmeyer, and Brawley (1985). The GEQ consists of four scales, two that measure the player’s perceptions of the group as a unit and two that measure the player’s personal attractions to the group. Both the group integration scales and the

individual attractions to the group scales have task and social components to them. The GEQ contains 18 items focused on Individual Attractions to the Group-Task, Individual Attractions to the Group-Social, Group Integration-Task, and Group Integration-Social. Original alpha coefficients ranged from .64 to .76. The GEQ's 18 items are presented on a 9-point scale anchored at the extremes by (1) *strongly disagree* and (9) *strongly agree*. Thus, higher scores reflect stronger perceptions of cohesiveness. This measure is designed to be scored as a general rather than a situationally-specific measure of cohesion in sport teams, and the questionnaire may be administered to teams competing in different sports without requiring modification (Carron, Widmeyer, & Brawley, 1985). Based on past research (Eys & Carron, 2001) individual attractions to the group-task is the subscale most relevant to role ambiguity, so it will be the subscale focused on in the analyses of this study.

Athlete Satisfaction

Athlete satisfaction was measured using the Athlete Satisfaction Questionnaire (ASQ) (Riemer & Chelladurai, 1998). This measure has been shown to be psychometrically sound, easy to understand, and useful across many settings. The alpha coefficients for the original scale ranged from .78 to .95 (Riemer & Chelladurai, 1998). The ASQ is a multidimensional measure that was derived from the facets of athlete satisfaction discussed by Chelladurai and Riemer (1997) and is constructed to measure the most salient facets of athlete satisfaction. A total of 56 items cover the following facets of athlete satisfaction: (a) individual performance, (b) team performance, (c) ability utilization, (d) strategy, (e) personal treatment, (f) training and instruction, (g) team task

contribution, (h) team social contribution, (i) ethics, (j) team integration, (k) personal dedication, (l) budget, (m) medical personnel, (n) academic support service, and (o) external agents. The 15 subscales of the ASQ cover the following five themes of athletic participation: (1) team and individual performance (a & b), (2) leadership, (c, d, e, & f), (3) the team (g & h), (4) the organization (i, j, l, m, n, & o), and (5) the individual (k). The leadership theme is the main theme used in the analyses because past research indicates the leadership aspects of athlete satisfaction to have the most significance with regard to other constructs (Eys, Carron, Bray, & Beauchamp, 2003; Bray, Beauchamp, Eys, & Carron, 2005). Questions are presented on a 7-point Likert scale anchored at 1 (“not at all satisfied”) and 7 (“extremely satisfied”), and higher scores are indicative of greater satisfaction. There is no total score for the ASQ. Scores are computed for separate facets or subscales of the measure, permitting analyses of selected aspects of athlete satisfaction.

Procedures

Approval was received from the IRB, and recruitment of participants involved first contacting the head coaches via e-mail to explain the purpose of the research. This author informed the coach that after receiving approval from either the Athletics Director or Senior Women’s Administrator they would be receiving the questionnaires, organized into a packet, for each athlete to fill out. Once approved by the athletic administration, a time was scheduled with the coach to meet with the athletes at a team meeting. At the team meeting the purpose of the research was explained to the athletes. They were first asked to participate and informed that their participation was voluntary and assured that

confidentiality would be maintained. The author administered the survey at two of the schools. For the twelve teams where the principal investigator was not be able to meet personally (due to geographical distance), a letter that explained the purpose of the study was prepared (see Appendix B) and read to the team by either an athletic trainer (n=11) or the team captain (n=1). Each athlete signed a consent form explaining that her participation was voluntary, and her information would remain confidential. The consent form was separate from the questionnaires, and if an athlete chose not to participate, she simply returned her packet to whoever administered the questionnaire. The survey administrator was asked to record the number of players that did not participate, but only one actually recorded the information, which was 11 out of 20 players participated. However, it is unclear if the nine players that did not participate were at the meeting and declined, or more likely, were simply unable to complete the survey because they did not attend the meeting. As a result, it is unclear how many players from each team chose not to participate. All players that were present at the meetings where the author personally administered the surveys participated in the study. For the teams in which the author was unable to personally administer the questionnaires, a self-addressed stamped envelope was provided for the contact person to collect the questionnaires and mail them back to the investigator.

Survey packets were given to each participant. The packet consisted of all of the main measures, including demographic information and separate measures of role ambiguity, role acceptance and role satisfaction, team cohesion, and athlete satisfaction. The demographic sheet was the first sheet completed, followed by the four main

measures in four counterbalanced orders so that each questionnaire was in each position (1st, 2nd, 3rd, 4th) an equal number of times across the sample. This was done so the order of the measures did not influence the athletes' responses.

No names were on the questionnaires in order to maintain confidentiality, and packets were numbered in the order in which they were received. The only people that had access to the confidential data were the investigator and her advisor. No compensation was provided. Athletes and coaches were provided with a summary of the results of the study upon their request.

CHAPTER IV

RESULTS

The purpose of this study was to examine the relationships among role ambiguity, role satisfaction and role acceptance, team cohesion, and athlete satisfaction.

Specifically, regression analyses were used to see if role ambiguity predicted role satisfaction and role acceptance, if role satisfaction and role acceptance predicted athlete satisfaction with regard to leadership, and if role satisfaction and role acceptance predicted team cohesion with regard to individual attractions to the group-task. Prior to regression analysis, Pearson product-moment correlation coefficients were computed to examine the relationships among the variables.

Descriptive statistics and alpha coefficients are reported in Table 1 for the subscales of the Role Perception Scale, Role Acceptance and Role Satisfaction measure, and Group Environment Questionnaire. The descriptive statistics and alpha coefficients for the subscales and themes of the Athlete Satisfaction Questionnaire are reported in Table 2. Mean scores for the Role Perception Scale, which measures role ambiguity, ranged from 6.9 to 7.5 indicating relatively low levels of role ambiguity (high role clarity). These mean scores are consistent with the means of Eys et al. (2005) in which the offensive and defensive contexts were combined; their mean scores ranged from 7.3 to 7.6. For the Role Acceptance and Role Satisfaction measure, mean scores ranged from 8.2 to 8.9 indicating high levels of role acceptance, role satisfaction, and role clarity

given the scale ranges from 1 to 10. The Group Environment Questionnaire had mean scores ranging from 5.9 to 7.0 indicating moderate levels of team cohesion given the scale ranges from 1 to 9. These scores are also slightly below normative values for this scale (Carron, Brawley, & Widmeyer, 2002). Finally, the mean scores for athlete satisfaction ranged from 4.0 to 5.5 indicating moderate to high levels of athlete satisfaction given the scale ranges from 1 to 7.

Reliabilities for each of the scales were assessed by calculating the internal consistency using Cronbach's alpha coefficients. For the role acceptance measure alpha coefficients for the subscales of role acceptance, role satisfaction, and role clarity were .87, .89, and .94, respectively, reflecting very high internal consistency.

The Role Perception Scale had initial alpha coefficients of .80 for scope of responsibilities, .78 for role behaviors, .86 for role evaluation, and .95 for role consequences. However, one item was removed from three of the subscales due to inconsistency with the other items. For the scope of responsibilities subscale, item 13 was removed which increased the alpha coefficient to .92; for the role behaviors subscale, item 18 was removed which increased the alpha coefficient to .90; and for the role evaluation subscale, item 15 was removed which increased the alpha coefficient to .93. Those items were not used in total scores or further analyses.

The Group Environment Questionnaire did not show very strong reliability on any of its four scales. For individual attractions to the group-social, individual attractions to the group-task, team integration-social, and team integration-task, the alpha coefficients were .77, .52, .81, and .79. Individual attractions to the group-task (ATG-T) was

particularly low (.52) and was not improved by removing any items. Thus, the scores on the ATG-T must be interpreted with caution.

Table 1.

Descriptive statistics for Role Ambiguity, Role Acceptance and Role Satisfaction, and Team Cohesion

Scale	Mean	SD	Range	Alpha
Role Ambiguity- Scope of Responsibilities	7.3	1.66	1.75-9.00	.92
Role Behaviors	7.4	1.64	1.75-9.00	.90
Role Evaluation	7.0	1.82	1.75-9.00	.93
Role Consequences	7.3	1.86	1.00-9.00	.95
Role Acceptance	8.9	1.69	3.67-10.00	.87
Role Satisfaction	8.2	2.13	2.00-10.00	.94
Role Clarity	8.9	1.65	3.25-10.00	.89
Cohesion- ATG-T	6.2	2.43	2.25-9.00	.52
ATG-S	7.0	2.28	2.40-9.00	.77
GI-T	5.9	2.06	2.20-9.00	.79
GI-S	6.2	2.02	1.25-9.00	.81

The Athlete Satisfaction Questionnaire had alpha coefficients ranging from .74 to .94 (see Table 2), all reflecting high internal consistency, and no items were removed from any subscale.

Table 2.

Descriptive statistics for Athlete Satisfaction Questionnaire.

Scale	Mean	SD	Range	Alpha
THEME Performance				.84
Individual Performance	4.8	1.57	1.00-7.00	.88
Team Performance	4.0	1.90	1.00-7.00	.89
THEME Leadership				.96
Ability Utilization	4.7	1.72	1.00-7.00	.93
Strategy	4.8	1.52	1.00-7.00	.94
Personal Treatment	4.9	1.72	1.00-7.00	.94
Training and Instruction	4.9	1.51	1.00-7.00	.89
THEME Team				.93
Team Social Contribution	5.4	1.42	1.00-7.00	.87
Team Task Contribution	4.9	1.38	2.00-7.00	.86
THEME Organization				.90
Ethics	5.2	1.31	1.67-7.00	.74
Team Integration	4.8	1.53	1.00-7.00	.91

Medical Personnel	5.3	1.61	1.25-7.00	.92
Budget	4.2	1.72	1.00-7.00	.90
Academic Support Services	5.1	1.54	1.00-7.00	.82
External Agents	4.7	1.58	1.33-7.00	.79
THEME Individual				.79
Personal Dedication	5.5	1.25	2.25-7.00	.79

Reliabilities for the 5 themes of the ASQ were also computed. The alpha coefficients for the themes performance, leadership, team, individual, and organization were .84, .96, .92, .94, and .90 respectively, all indicating high and acceptable reliability.

Relationship between Role Ambiguity, Role Satisfaction, and Role Acceptance

The results revealed statistically significant ($p < .01$) relationships between each of the four dimensions of role ambiguity and role satisfaction and role acceptance. Correlation coefficients between the four dimensions of role ambiguity and role satisfaction and also between each of the four dimensions of role ambiguity and role acceptance are included in Table 3.

Table 3.

Correlation coefficients between role ambiguity, role satisfaction, and role acceptance.

Role Ambiguity	Role Satisfaction	Role Acceptance
Scope of Responsibilities	.553*	.610*
Role Behaviors	.524*	.585*
Role Evaluation	.606*	.547*
Role Consequences	.549*	.559*

Notes: * Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 3, correlation coefficients ranged from .524 to .610, indicating moderate and positive relationships.

Relationship between Role Satisfaction and Role Acceptance and Team Cohesion

The results revealed statistically significant ($p < .01$), but relatively low relationships between role satisfaction and three of the four dimensions of team cohesion. As shown in Table 4, the relationship was moderate and positive for individual attractions to the group-task, low positive for group integration-task and individual attractions to the group-social, and there was no relationship between role satisfaction and group integration-social aspect of team cohesion.

The results also revealed statistically significant ($p < .01$) relationships between role acceptance and the same three dimensions of team cohesion. Again, the relationship was moderate and positive for individual attractions to the group-task, low for group integration-task and individual attractions to the group-social. Again, there was no

significant relationship between role acceptance and the group integration-social aspect of team cohesion.

Table 4.

Correlation coefficients between team cohesion, role satisfaction, and role acceptance.

Team Cohesion	Role Satisfaction	Role Acceptance
Individual Attractions to the Group-Task	.502*	.428*
Individual Attractions to the Group-Social	.246*	.242*
Group Integration-Task	.273*	.303*
Group Integration-Social	.139	.157

Notes: * Correlation is significant at the 0.01 level (2-tailed).

Relationship between Role Satisfaction, Role Acceptance, and Athlete Satisfaction

In order to make the results and analyses more manageable, and in line with suggestions of the ASQ authors, the 15 subscales of the Athlete Satisfaction Questionnaire were collapsed into their 5 corresponding themes. The correlation coefficients in Table 5 indicate that the strongest relationships emerged with the leadership theme of the ASQ, which consisted of ability utilization, training and instruction, strategy, and personal treatment subscales. The correlation coefficient was $r = .647$ for the role satisfaction-ASQ leadership relationship, and $r = .566$ for the role

acceptance-ASQ leadership relationship, both significant at the $p < .01$ level. Thus, as expected role acceptance and role satisfaction were related to athlete satisfaction.

Table 5.

Correlation coefficients between athlete satisfaction, role satisfaction, and role acceptance.

Athlete Satisfaction	Role Satisfaction	Role Acceptance
Leadership	.651*	.573*
Individual	.405*	.420*
Team	.388*	.398*
Organization	.319*	.334*
Performance	.194	.338*

Notes: * Correlation is significant at the 0.01 level (2-tailed).

Relationship between Team Cohesion and Athlete Satisfaction

The results revealed statistically significant relationships ($p < .001$) between 3 of the 4 dimensions of cohesion and all 5 themes of athlete satisfaction, as shown in Table 6. Individual attractions to the group-task (ATG-T), individual attractions to the group-social (ATG-S), and group integration-task (GI-T) were all related to each of the 5 themes of athlete satisfaction, with ATG-T and GI-T having moderately strong

relationships to each of the 5 themes. Statistically significant, but relatively low, relationships ($p < .001$) emerged between group integration-social (GI-S) and the themes of leadership, the team, and the individual. No relationship existed between group integration-social and the themes of performance or the organization.

Table 6.

Correlation coefficients between athlete satisfaction and team cohesion.

Athlete Satisfaction	Team Cohesion			
	Individual Attractions to Group-Task	Individual Attractions to Group-Social	Group Integration-Task	Group Integration-Social
ASQ-Leadership	.690*	.340*	.448*	.253*
ASQ-Team	.557*	.505*	.754*	.448*
ASQ-Individual	.480*	.362*	.455*	.281*
ASQ-Organization	.459*	.236*	.564*	.199
ASQ-Performance	.625*	.231*	.543*	.121

Notes: * Correlation is significant at the 0.01 level (2-tailed).

Does Role Ambiguity predict Role Acceptance and Role Satisfaction?

Stepwise multiple regression analysis was used to determine the relative contributions of role ambiguity subscales in predicting role satisfaction. The four manifestations of role ambiguity were entered as the predictor variables, with role satisfaction as the dependent variable. The only significant predictor was the role evaluation subscale $F(1, 145) = 85.3, p < .001$ accounting for 37% of the variance. The

scope of responsibilities, role behaviors, and role consequences subscales did not add significantly to the prediction of role satisfaction.

Stepwise multiple regression analysis was also used to determine the relative contribution of role ambiguity subscales in predicting role acceptance. The four manifestations of role ambiguity were entered as the predictor variables, with role acceptance as the dependent variable. The only significant predictor was the scope of responsibilities subscale $F(1, 146) = 85.3, p < .001$ accounting for 36.9% of the variance. The role behaviors, role evaluation, and role consequences subscales did not add significantly to the prediction of role acceptance.

Do Role Satisfaction and Role Acceptance predict Team Cohesion?

Stepwise multiple regression analysis was used to determine if role satisfaction and role acceptance predicted team cohesion. Specifically, individual attractions to the group-task was the subscale used because of past research findings. For this analysis, multiple possible predictors, role satisfaction and role acceptance, were the predictors and individual attractions to the group-task was entered as the dependent variable. Results showed role satisfaction to be the only significant predictor of team cohesion with regard to individual attractions to the group-task $F(1, 167) = 57.4, p < .001$ accounting for 25.6% of the variance.

Do Role Satisfaction and Role Acceptance predict Athlete Satisfaction?

Stepwise multiple regression analysis was used to determine if role satisfaction and role acceptance predicted athlete satisfaction with regard to leadership. Role satisfaction and role acceptance were entered as possible predictors and the leadership

theme of athlete satisfaction was entered as the dependent variable. Results showed role satisfaction to be the only significant predictor of athlete satisfaction with regard to leadership $F(1, 155) = 109.6, p < .001$ accounting for 41.4% of the variance.

Additional Results

Additional analyses were run to determine the effect of starting status (starter, starter/substitutes, and substitute) on all the main variables. The multivariate effect of starting status on role ambiguity was also significant, $F(8, 274) = 6.09, p < .001$, Wilks' Lambda = .721. Univariate effects for all four dimensions of role ambiguity were significant with scope of responsibilities being, $F(2, 140) = 15.66, p < .001$, role behaviors being, $F(2, 140) = 11.66, p < .001$, role evaluation being, $F(2, 140) = 21.02, p < .001$, and role consequences being, $F(2, 140) = 8.34, p < .001$. For the scope of responsibilities, role behaviors, and role evaluation subscales Tukey's post hoc analyses revealed a significant difference between the starters and both the substitutes and starter/substitutes, but no significant difference between the substitutes and the starter/substitutes.

Table 7.

Tukey's post hoc analysis of starting status and role ambiguity

Scope of Responsibilities	Mean	1 (Sig.)	2 (Sig.)	3 (Sig.)
Starter (1)	31.5		.004	.001*
Starter/Sub (2)	27.9	.004		.080
Substitute (3)	25.0	.001*	.080	

Notes: * The mean difference is significant at the 0.05 level.

Table 8.

Tukey's post hoc analysis of starting status and role ambiguity.

Role Behaviors	Mean	1 (Sig.)	2 (Sig.)	3 (Sig.)
Starter (1)	38.3		.006*	.001*
Starter/Sub (2)	34.4	.006*		.282
Substitute (3)	31.9	.001*	.282	

Notes: * The mean difference is significant at the 0.05 level.

Table 9.

Tukey's post hoc analysis of starting status and role ambiguity.

Role Evaluation	Mean	1 (Sig.)	2 (Sig.)	3 (Sig.)
Starter (1)	30.9		.001*	.001*
Starter/Sub (2)	25.7	.001*		.180
Substitute (3)	23.0	.001*	.180	

Notes: * The mean difference is significant at the 0.05 level.

Table 10.

Tukey's post hoc of starting status and role ambiguity.

Role Consequences	Mean	1 (Sig.)	2 (Sig.)	3 (Sig.)
Starter (1)	38.9		.078	.001*
Starter/Sub (2)	35.4	.078		.169
Substitute (3)	31.8	.001*	.169	

Notes: * The mean difference is significant at the 0.05 level.

MANOVA revealed that the main effect of starting status on role acceptance and role satisfaction was significant, $F(6, 322) = 6.48, p < .001$, Wilks' Lambda = .796.

Follow-up univariate analyses revealed significant effects for both role acceptance, $F(2, 163) = 15.43, p < .001$ and role satisfaction $F(2, 163) = 19.45, p < .001$. Tukey's post hoc test showed a significant difference between the substitutes and both the starters and the starter/substitutes ($p < .001$), but no significant difference between the starters and the starter/substitutes for both role acceptance and role satisfaction.

Table 11.

Tukey's post hoc analysis of starting status and role acceptance.

Role Acceptance	Mean	1 (Sig.)	2 (Sig.)	3 (Sig.)
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Starter (1)	28.0		.318	.001*
Starter/Sub (2)	27.0	.318		.001*
Substitute (3)	23.3	.001*	.001*	

Notes: * The mean difference is significant at the 0.05 level.

Table 12.

Tukey's post hoc analysis of starting status and role satisfaction.

Role Satisfaction	Mean	1 (Sig.)	2 (Sig.)	3 (Sig.)
Starter (1)	26.7		.070	.001*
Starter/Sub (2)	24.6	.070		.001*
Substitute (3)	19.8	.001*	.001*	

Notes: * The mean difference is significant at the 0.05 level.

The multivariate effect of starting status on athlete satisfaction was significant as well, $F(10, 264) = 8.02$, $p < .001$, Wilks' Lambda = .588. However, starting status was only significant univariately with regard to the leadership, $F(2, 136) = 19.41$, $p < .001$ and the individual theme $F(2, 136) = 3.74$, $p < .001$. This is consistent with the rest of the results. For leadership, Tukey's post hoc analyses revealed that each of the categories of starting status (starter, substitute, starter/substitute) differed from each other with the

greatest difference being between starters and substitutes. The only difference on the individual theme was between the starter and substitutes.

Table 13.

Tukey's post hoc analysis of starting status and athlete satisfaction-leadership.

Leadership Theme	Mean	1 (Sig.)	2 (Sig.)	3 (Sig.)
Starter (1)	101.3		.011*	.001*
Starter/Sub (2)	88.4	.011*		.010*
Substitute (3)	72.3	.001*	.010*	

Notes: * The mean difference is significant at the 0.05 level.

Table 14.

Tukey's post hoc analysis of starting status and athlete satisfaction-individual.

Individual Theme	Mean	1 (Sig.)	2 (Sig.)	3 (Sig.)
Starter (1)	23.0		.388	.022*
Starter/Sub (2)	22.0	.388		.419
Substitute (3)	20.8	.022*	.419	

Notes: * The mean difference is significant at the 0.05 level.

Finally, the multivariate effect of starting status on team cohesion was significant, $F(8, 308) = 6.77, p < .001$, Wilks' Lambda = .723. Univariately, the only significant difference was for the dimension Individual Attractions to the Group-Task, $F(2, 157) = 11.48, p < .001$. For ATG-T, the substitutes differed from both the starters and the players who sometimes start/substitute, but there was no difference between the starters and the players who sometimes start/substitute.

Table 15.

Tukey's post hoc analysis of starting status and team cohesion.

ATG-Task	Mean	1 (Sig.)	2 (Sig.)	3 (Sig.)	N
Starter (1)	26.8		.155	.001*	80
Starter/Sub (2)	24.8	.155		.010*	49
Substitute (3)	20.7	.001*	.010*		31

Notes: * The mean difference is significant at the 0.05 level.

CHAPTER V

DISCUSSION

The purpose of this study was to determine the nature of the relationships among role ambiguity, role acceptance and role satisfaction, team cohesion, and athlete satisfaction. Specifically, this study aimed to determine if role ambiguity predicted role acceptance and role satisfaction, and if role acceptance and role satisfaction predicted both team cohesion and athlete satisfaction. Overall, all four aspects of role ambiguity were moderately related to both role acceptance and role satisfaction. It is important to note that in the stepwise multiple regression analysis only one predictor was entered for both role satisfaction and role acceptance, suggesting that the four aspects of role ambiguity overlap. Indeed the correlations among the four aspects were high, ranging from .528 to .602. This overlap makes it difficult to sort out contributions of the four aspects of role ambiguity. However, the results do still provide good support for role ambiguity predicting both role satisfaction and role acceptance. Therefore, it seems that the clearer athletes are with respect to their role on the team, the more likely these athletes are to accept or be satisfied with this role.

This finding has important implications for coaches and researchers who are concerned with factors that lead athletes to either accept or be satisfied with their role on the team. For coaches, it is important that athletes are not only clear about their role, but they are also made to feel that their role is important. For researchers, using the Role

Episode Model (Eys, Beauchamp, & Bray, in press) would be beneficial to examine factors related to why an athlete may or may not accept or be satisfied with his or her role. This model suggests that in the communication of role expectations, the role sender (e.g., coach) and focal person (e.g., athlete) go through a cycle of 5 events. Much of the research has looked at Events 3 and 4 in the model, which are related to the focal person's (i.e., the athlete) response to the role sender (i.e., the coach), but it would be helpful to examine characteristics of the role sender for a comprehensive understanding of role involvement. For example, future research should look at the factors related to the role sender (e.g., communication ability or style) that may influence the focal person's willingness to accept or be satisfied with their role.

As expected, role satisfaction was a strong predictor of athlete satisfaction with regard to leadership. The more an athlete was satisfied with her role, the more satisfied she was with the leadership, and the less satisfied the athlete was of her role, the less satisfied she was with the leadership. This is not surprising, as Riemer and Chelladurai (1998) noted, given the dominant role that coaches play in the mobilization, development, and use of human resources, and in the development and selection of strategies and tactics. This finding also has important implications for both coaches and practitioners in the field. If the leadership aspect of athlete satisfaction is the most salient variable, then interventions targeted at the athlete's relationship with the coach might prove to be most useful in increasing and maintaining athlete satisfaction. Also, interventions that are targeted at the coach and helping the coach increase his or her player's satisfaction with their role could also prove useful. For researchers, it would be

useful to examine the other mediating or moderating factors in the role satisfaction-athlete satisfaction relationship, such as coaching style or gender. This would give coaches and practitioners a better overall understanding of this relationship. What is surprising is the fact that role acceptance did not seem to be a significant predictor of athlete satisfaction in this analysis. Given the high correlation ($r = .566$) between role acceptance and athlete satisfaction, it could be that there was overlap with role satisfaction. As a result, coaches still need to be cognizant of factors that could lead their athletes to accept their role on a team.

It is difficult to draw certain conclusions about the relationship between role acceptance and role satisfaction to team cohesion given the lack of reliability of the cohesion subscales. Keeping that in mind, role satisfaction was predictive of individual attractions to the group-task component of team cohesion. This finding, interpreted with caution, shows that the more satisfied athletes are with their roles, the more cohesive they are in terms of their attraction to the group's tasks. Future research should examine this relationship more thoroughly given the relationship of cohesion to performance and other group constructs.

The results regarding the athlete's starting status are not surprising. It is no mystery that athletes want playing time, and those that are not getting that playing time tend to be less satisfied. In this study, starting status had a significant effect on role acceptance, role satisfaction, role ambiguity, leadership aspects of athlete satisfaction, and the individual attractions to the group-task aspect of team cohesion. The most consistent, notable difference was between the starters and the substitutes, with

starter/substitutes falling in between. Generally, the starter/substitutes were closer to the starters and did not differ from the starters on role satisfaction or role acceptance. This finding has important implications for coaches. Specifically, starters tend to get more of the coach's attention and energy both in practice and in games which could cause players that are substitutes to feel left out and not a part of the group, as shown in the results because there was a clear difference between the starters and the substitutes with regard to role ambiguity, role acceptance and role satisfaction, and athlete satisfaction. Therefore, coaches might focus more on role clarity and role importance with the substitutes.

It is not surprising that there was not much of a difference between the starters and the starters/substitutes given the starter/substitutes get their fair share of the coach's attention and playing time. As a result of the lack of attention to the substitutes, these players tend to be most unclear, least accepting, and least satisfied with their roles, to view the team as less cohesive, and be less satisfied with their coach. If coaches could find a way to make players that do not get much playing time feel more a part of the team, whether by consistently emphasizing the importance of every role on the team or by making an extra effort to give attention to those players that are not the stars, then perhaps the gap between starters and substitutes will shrink with the end resulting being a larger group of athletes who are highly satisfied.

Surprisingly, the results of this study did provide strong support for role acceptance and role satisfaction being measured as separate constructs. However, it is important to note that in filling out the questionnaires, the athletes were asked to describe

their role on the team. This is a subjective question, and given the number of roles an athlete may have, the athletes may have simply picked the role they were most comfortable with. It would be interesting for future researchers to have the coach describe the athlete's role, and then have the athlete answer the questionnaires based on the prescribed role. Also, some athletes may be unclear of what their coach sees as their role, so they may have simply listed a role that is clear to them. That being said, it is still important that role acceptance and role satisfaction be measured separately.

Limitations and Future Directions

Due to the fact that all the participants were females from one sport, soccer, results may not be generalizable to females in other sports or males in any sport. Also, given that the participants were college athletes, results are not generalizable to youth sport. Future researchers should examine these variables across a wider variety of sports and age groups. The results are also limited by the time of year data were collected, which was in the teams' off-season. Future researchers should examine these variables as soon as the season ends, as that would allow for the most accurate judgment by the players. It would have been beneficial if the principal investigator could have personally administered the questionnaires rather than relying on a third party. It is impossible to determine whether all teams actually followed the directions for administration. If some coaches administered the questionnaires themselves, or if the instructions were not given clearly, the results could be biased. Also, by not personally administering the questionnaires, the investigator was not able to assess conditions during administration, such as how many players did not fill out the questionnaires. Also, seventeen of the

players skipped pages, and whether intentionally or unintentionally, this problem might have been avoided had the principal investigator been there to check the questionnaires as they were handed in. For athletes that skipped questions, a mean score was computed for that subscale and entered as the score for the skipped item. If the athlete skipped more than one item in a subscale, then that score was not used in the analyses.

Despite these limitations, the study had several strengths. First, having all female soccer players from 14 different universities from all across the United States makes this study more representative than most prior research of this nature. This study also had good reliability on all the measures except for one subscale of the Group Environment Questionnaire. A third strength is that the study fits within the group dynamics framework that has already been tested and demonstrated to be useful in the literature. It is important that future researchers continue to examine these constructs in the context of the group dynamics framework to allow research studies to build upon each other and to allow for a more comprehensive understanding of the athletic experience. Following this framework also guides future research by allowing researchers to have a better picture of what constructs have not been examined or need to be examined in more depth. Finally, this study is able to add some clarity to the current, limited role relationship literature. Specifically, this study shows the importance influence that role acceptance and role satisfaction have on other constructs in the group dynamics framework. Future research should examine other elements of role involvement and their influence on these constructs. A final point to keep in mind is that the framework presented by Carron, Hausenblaus, and Eys (2005) is interactive and does not necessarily flow in a linear

manner. All the constructs in the framework influence each other in more of a cyclic manner.

All in all, this study provides strong support for the predicted relationships and for the continuing examination of the elements of role involvement in the context of the group dynamics framework. Role ambiguity was predictive of role acceptance and role satisfaction, and role satisfaction was predictive of team cohesion and athlete satisfaction. These results hold great promise for coaches by demonstrating different factors that may influence their athletes' overall satisfaction. By being aware of these factors, coaches can work to increase their players' acceptance and satisfaction with their roles, which could result in a more cohesive and productive team as well as athletes who are more satisfied with their experience. These results also provide directions for future researchers to examine other aspects of the Role Episode Model and group dynamics framework. By having a better understanding of the nature of role communication, practitioners in the field can develop more effective interventions, thus enhancing the athletic experience for all those involved.

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UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

CONSENT TO ACT AS A HUMAN PARTICIPANT

Project Title: The relationship among role involvement, team cohesion, and athlete satisfaction.
Project Director: Hope R. Jones

Participant's Name: _____

The purpose of the research is to investigate the role constructs that may impact or predict overall athlete satisfaction. Your participation in this study will involve you filling out a set of questionnaires. You will not have to provide your name or any other form of identification.

There are no risks involved in this study.

The benefits of this study will be to provide coaches and all those involved in athletics a better understanding of factors that may impact athlete satisfaction.

No compensation will be provided for participation in this study. Participation in this study will take approximately 30 minutes.

The data you provide for this study will be kept for two years in a locked cabinet in the Exercise and Sports science lab. After the two years, the surveys will be shredded and the files erased.

By signing this consent form, you agree that you understand the procedures and any risks and benefits involved in this research. You are free to refuse to participate or to withdraw your consent to participate in this research at any time without penalty or prejudice; your participation is entirely voluntary. Your privacy will be protected because you will not be identified by name as a participant in this project.

The University of North Carolina at Greensboro Institutional Review Board, which insures that research involving people follows federal regulations, has approved the research and this consent form. Questions regarding your rights as a participant in this project can be answered by calling Mr. Eric Allen at (336) 256-1482. Questions regarding the research itself will be answered by Hope R. Jones by calling (336) 854-5705. Any new information that develops during the project will be provided to you if the information might affect your willingness to continue participation in the project.

By signing this form, you are agreeing to participate in the project described to you by Hope Jones.

Participant's Signature*

Date

Please check here to indicate that you are 18 or older.

APPENDIX B. INSTRUCTION LETTERS

To the coaches,

Thank you so much for agreeing to help me with my study. There should be enough packets in here for all of your players. Like I said in my e-mail, if you could have an athletic trainer or even your team captains administer the surveys that'd be great. The purpose of this is simply to avoid any coach bias. I've included a letter to be read aloud to the players explaining the study. Just to clarify, as the players fill out the questionnaires, they are to keep in mind their main role on the team. If it's possible for your seniors that may not be playing in the spring to participate it would really help my results. Also, please have the survey administrator make a note of how many players completed the survey versus how many players there are on the team (seniors included). Thanks again, and if you have questions about anything feel free to call me (318)792-3441.

Hope Davidson Jones
University of North Carolina at Greensboro
Sport and Exercise Psychology

To the survey administrator,

Please read ALOUD the following letter to the players.

First, I would like to take this opportunity to thank you for participation in this study. Please be advised that your participation is completely voluntary, and you are welcome to withdraw from the study at any point.

The purpose of this study is to investigate the influence of team roles on team cohesion and overall athlete satisfaction. As I'm sure you are aware of, athletes are a key part of athletic programs, and this information may help us discover aspects of athletic involvement that could influence satisfaction of student-athletes.

You will be filling out a survey packet with four questionnaires. In answering the questions, please reflect back on the past fall season. The first page of the packet is an informed consent form. Please sign this page and tear it off if you agree to participate. If you do not wish to participate, please turn your packet back in to the person administering the questionnaires.

After you sign the consent form, the first page asks you some basic demographic information, and then it asks you to describe the tasks involved in fulfilling your role on the team. For example, if you are a leader on the team, your tasks might be to work hard, lead by example, enforce team rules, etc. Following the demographic sheet, there will be four questionnaires. These questionnaires ask questions regarding your understanding, acceptance, and satisfaction with your role on the team, as well as your perceptions of team cohesion and your overall satisfaction as a student-athlete. Please answer all questions to the best of your ability. When you are finished with the packet, please hand it back in to the administrator.

Thanks again for your participation.

ID _____

This questionnaire is designed to assess **your perceptions of your role** on your athletic team. There are no right or wrong answers so please give your immediate reaction and base your responses on how you think and feel about this past season. Some of the questions may seem repetitive but please answer **ALL** questions. Your honest answers are very important to us.

Team (e.g., Wellington College DI): _____ **Year in school** _____

Today's Date: _____ Your Age: _____ yrs. Sex: M ___ F ___

Position: _____ Number of years playing soccer: _____

Starting Status: Starting Player Sometimes Start/Sub Substitute

Approximate number of games played on this team this past season _____

Team record this past season (W/L/T) _____

Each player on a sports team has a specific role to carry out. Please describe your role on the team, and the specific tasks you must accomplish on the team to fulfill your role.

Did you have an injury during the most recent season that kept you out of play?

Yes _____ No _____

If yes, approximately how many (%) days/games? _____

APPENDIX D. ROLE PERCEPTION SCALE

Role Perception Scale

Please answer these questions as they relate to the specific task role you described.

1. I understood the extent of my responsibilities.	1	2	3	4	5	6	7	8	9
Strongly Disagree									Strongly Agree
2. I understood what adjustments to my behavior needed to be made to carry out my role.	1	2	3	4	5	6	7	8	9
Strongly Disagree									Strongly Agree
3. I understood the criteria by which my role responsibilities would be evaluated.	1	2	3	4	5	6	7	8	9
Strongly Disagree									Strongly Agree
4. It was clear to me what would happen if I failed to carry out my role responsibilities.	1	2	3	4	5	6	7	8	9
Strongly Disagree									Strongly Agree
5. I understood the scope of my responsibilities.	1	2	3	4	5	6	7	8	9
Strongly Disagree									Strongly Agree
6. I understood the behaviors I must have performed to carry out my role.	1	2	3	4	5	6	7	8	9
Strongly Disagree									Strongly Agree
7. I understood how my role was evaluated.	1	2	3	4	5	6	7	8	9
Strongly Disagree									Strongly Agree
8. I understood the consequences of failing to carry out my role responsibilities.	1	2	3	4	5	6	7	8	9
Strongly Disagree									Strongly Agree
9. I understood all of my responsibilities.	1	2	3	4	5	6	7	8	9
Strongly Disagree									Strongly Agree
10. I knew what behaviors were necessary to carry out my responsibilities.	1	2	3	4	5	6	7	8	9
Strongly Disagree									Strongly Agree
11. It was clear to me how my role responsibilities were evaluated.	1	2	3	4	5	6	7	8	9
Strongly Disagree									Strongly Agree
12. I understood the consequences of failing to carry out my role responsibilities.	1	2	3	4	5	6	7	8	9
Strongly Disagree									Strongly Agree

APPENDIX D. ROLE PERCEPTION SCALE

1	2	3	4	5	6	7	8	9
Strongly Disagree								Strongly Agree
13. I was unclear about the breadth of my responsibilities.								
1	2	3	4	5	6	7	8	9
Strongly Disagree								Strongly Agree
14. It was clear what behaviors I should have performed to fulfil my role.								
1	2	3	4	5	6	7	8	9
Strongly Disagree								Strongly Agree
15. I was unclear about the way in which my role responsibilities were evaluated.								
1	2	3	4	5	6	7	8	9
Strongly Disagree								Strongly Agree
16. I understood the consequences of my unsuccessful role performance.								
1	2	3	4	5	6	7	8	9
Strongly Disagree								Strongly Agree
17. I was clear about the different responsibilities that make up my role.								
1	2	3	4	5	6	7	8	9
Strongly Disagree								Strongly Agree
18. I was unclear what behaviors were expected of me in order to carry out my role.								
1	2	3	4	5	6	7	8	9
Strongly Disagree								Strongly Agree
19. The criteria by which my role was evaluated was clear to me.								
1	2	3	4	5	6	7	8	9
Strongly Disagree								Strongly Agree
20. I knew what would happen if I didn't perform my role responsibilities.								
1	2	3	4	5	6	7	8	9
Strongly Disagree								Strongly Agree

APPENDIX E. ROLE ACCEPTANCE AND SATISFACTION MEASURE

Role Acceptance and Satisfaction Measure

The following questions are designed to assess your feelings about **YOUR OWN ROLE RESPONSIBILITIES** with this team based on the role you described on the first page. Please **CIRCLE** a number from 0-10 that best applies to you.

I totally accept having to perform my role responsibilities	10	9	8	7	6	5	4	3	2	1	0	I do not accept having to perform my role responsibilities at all
--	----	---	---	---	---	---	---	---	---	---	---	--

It is extremely important that I understand my role	10	9	8	7	6	5	4	3	2	1	0	It is not important at all that I understand my role
--	----	---	---	---	---	---	---	---	---	---	---	---

I am extremely happy performing my role responsibilities	10	9	8	7	6	5	4	3	2	1	0	I am not at all happy performing my role responsibilities
---	----	---	---	---	---	---	---	---	---	---	---	--

I totally agree to perform my role responsibilities	10	9	8	7	6	5	4	3	2	1	0	I do not agree to perform my role responsibilities at all
--	----	---	---	---	---	---	---	---	---	---	---	--

It is extremely important that I understand what behaviors are necessary to fulfill my role	10	9	8	7	6	5	4	3	2	1	0	It is not important at all that I understand what behaviors are necessary to fulfill my role
--	----	---	---	---	---	---	---	---	---	---	---	---

I really like these responsibilities as part of my role	10	9	8	7	6	5	4	3	2	1	0	I really dislike these responsibilities as part of my role
--	----	---	---	---	---	---	---	---	---	---	---	---

I totally intend on performing my role responsibilities	10	9	8	7	6	5	4	3	2	1	0	I do not intend on performing my role responsibilities
--	----	---	---	---	---	---	---	---	---	---	---	---

It is extremely important that I understand how my performance will be evaluated	10	9	8	7	6	5	4	3	2	1	0	It is not important at all that I understand how my performance will be evaluated
---	----	---	---	---	---	---	---	---	---	---	---	--

I enjoy performing my role responsibilities	10	9	8	7	6	5	4	3	2	1	0	I do not enjoy performing my role responsibilities
--	----	---	---	---	---	---	---	---	---	---	---	---

It is extremely important that I understand the consequences of not successfully completing my role responsibilities	10	9	8	7	6	5	4	3	2	1	0	It is not important at all that I understand the consequences of not successfully completing my role responsibilities
---	----	---	---	---	---	---	---	---	---	---	---	--

APPENDIX F. GROUP ENVIRONMENT QUESTIONNAIRE

Group Environment Questionnaire

This questionnaire is designed to assess your perceptions of your athletic team. There is no right or wrong answers, so please give your immediate reaction. Some of the questions may seem repetitive, but please answer them all-and be as honest as possible.

The following questions help assess your feelings about your personal involvement with your team from the season that just passed. Circle a number from 1 to 9 to indicate how much you agree with each statement.

1. I did not enjoy being a part of the social activities of this team.

1	2	3	4	5	6	7	8	9
<i>Strongly</i>				<i>Agree</i>				<i>Strongly</i>
<i>disagree</i>				<i>somewhat</i>				<i>agree</i>

2. I was unhappy about the amount of playing time I got.

1	2	3	4	5	6	7	8	9
<i>Strongly</i>				<i>Agree</i>				<i>Strongly</i>
<i>disagree</i>				<i>somewhat</i>				<i>agree</i>

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

1	2	3	4	5	6	7	8	9
<i>Strongly</i>				<i>Agree</i>				<i>Strongly</i>
<i>disagree</i>				<i>somewhat</i>				<i>agree</i>

4. I was unhappy with my team's level of desire to win.

1	2	3	4	5	6	7	8	9
<i>Strongly</i>				<i>Agree</i>				<i>Strongly</i>
<i>disagree</i>				<i>somewhat</i>				<i>agree</i>

5. Some of my best friends are on this team.

1	2	3	4	5	6	7	8	9
<i>Strongly</i>				<i>Agree</i>				<i>Strongly</i>
<i>disagree</i>				<i>somewhat</i>				<i>agree</i>

6. This team does not give me enough opportunities to improve my personal performance.

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

APPENDIX F. GROUP ENVIRONMENT QUESTIONNAIRE

Strongly disagree *Agree somewhat* *Strongly agree*

7. I enjoyed other parties more than team parties.

1 2 3 4 5 6 7 8 9
Strongly disagree *Agree somewhat* *Strongly agree*

8. I liked the style of play on this team.

1 2 3 4 5 6 7 8 9
Strongly disagree *Agree somewhat* *Strongly agree*

9. This team is one of my most important social groups.

1 2 3 4 5 6 7 8 9
Strongly disagree *Agree somewhat* *Strongly agree*

10. Our team was united in trying to reach its performance goals.

1 2 3 4 5 6 7 8 9
Strongly disagree *Agree somewhat* *Strongly agree*

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

1 2 3 4 5 6 7 8 9
Strongly disagree *Agree somewhat* *Strongly agree*

12. We all took responsibility for any loss or poor performance by our team.

1 2 3 4 5 6 7 8 9
Strongly disagree *Agree somewhat* *Strongly agree*

13. Our team members rarely partied together.

1 2 3 4 5 6 7 8 9
Strongly disagree *Agree somewhat* *Strongly agree*

APPENDIX G. ATHLETE SATISFACTION QUESTIONNAIRE

This questionnaire is concerned with satisfaction of athletes. Athletics is an intense situation wherein individuals participate voluntarily and wholeheartedly. An individual may be satisfied to varying degrees with different types of experiences in athletic participation. In the following pages, several items related to athletic participation are listed. Against each item, a response format ranging from 1 (not at all satisfied) to 7 (extremely satisfied) is provided. You are to indicate the extent to which you are satisfied with the content of each item. Your honest and spontaneous response to each and every item is vital to the success of the study. Do not think about any one item for too long.

Example:

<i>I was satisfied with...</i>	Not at all Satisfied	Moderately Satisfied	Extremely Satisfied				
the number of games we have won.	1	2	3	4	5	6	7

The respondent indicates that she is moderately satisfied with the number of games won.

For the purpose of this study, please recall your experiences during the season just completed, and record your reactions to those experiences.

It is extremely important that you provide a response to every question.

<i>I was satisfied with....</i>	Not at all Satisfied	Moderately Satisfied	Extremely Satisfied				
1. how the team worked to be the best.	1	2	3	4	5	6	7
2. my social status on the team.	1	2	3	4	5	6	7
3. the coach's choice of plays during competitions.	1	2	3	4	5	6	7
4. the competence of the medical personnel.	1	2	3	4	5	6	7
5. the degree to which I did my best for the team.	1	2	3	4	5	6	7
6. the degree to which I reached my performance goals during the season.	1	2	3	4	5	6	7
7. the degree to which my abilities were used.	1	2	3	4	5	6	7
8. the extent to which all team members were ethical.	1	2	3	4	5	6	7
9. the extent to which teammates provide provided me with instruction.	1	2	3	4	5	6	7
10. the funding provided to my team.	1	2	3	4	5	6	7
11. the media's support of our program.	1	2	3	4	5	6	7
12. the recognition I received from my coach.	1	2	3	4	5	6	7
13. the team's win/loss record this past season.	1	2	3	4	5	6	7
14. the training I received from the coach during the season.	1	2	3	4	5	6	7
15. the tutoring I received.	1	2	3	4	5	6	7
16. my dedication during practices.	1	2	3	4	5	6	7
17. my teammates' sense of fair play.	1	2	3	4	5	6	7
18. the academic support services provided.	1	2	3	4	5	6	7

APPENDIX G. ATHLETE SATISFACTION QUESTIONNAIRE

43. the medical personnel's interest in the athletes.	1	2	3	4	5	6	7
44. the personnel of the academic support services (i.e., tutors, counselors).	1	2	3	4	5	6	7
45. the supportiveness of the fans.	1	2	3	4	5	6	7
<i>I was satisfied with....</i>	Not at all Satisfied		Moderately Satisfied			Extremely Satisfied	
46. how the coach made adjustments during competitions.	1	2	3	4	5	6	7
47. my coach's loyalty towards me.	1	2	3	4	5	6	7
48. my commitment to the team.	1	2	3	4	5	6	7
49. the amount of time I played during competitions.	1	2	3	4	5	6	7
50. the extent to which teammates played as a team.	1	2	3	4	5	6	7
51. the local community's support.	1	2	3	4	5	6	7
52. the promptness of medical attention.	1	2	3	4	5	6	7
53. coach's game plans.	1	2	3	4	5	6	7
54. the degree to which my role on the team matched my preferred role.	1	2	3	4	5	6	7
55. the extent to which the coach was behind me.	1	2	3	4	5	6	7
56. the manner in which coach combined the available talent.	1	2	3	4	5	6	7

And finally, please describe any other role(s) you may have on your team. These can be related or unrelated to accomplishing tasks on the field.

Please describe your satisfaction with the role(s) you just described.

Feel free to add anything else regarding your role on the team.

Thank you for your participation in my study. If you have any questions, please feel free to contact me at hrdavids@uncg.edu or (336) 854-5705.