

NCAA Division I Collegiate Football Player's Perception
of Aggression When Viewing Contact Sports

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Abstract

This study is designed to evaluate the perception of aggressive behavior viewed within the context of contact sport among NCAA Division I collegiate football players. A series of video clips will be shown to subjects representing athletes and non-athletes currently enrolled in undergraduate course work. Clips were chosen from the following contact sports: basketball, football, and boxing. Each clip will be assessed on 5 point scales as both aggressive versus not aggressive and positive versus negative. Upon ranking each clip individual participants whose answers fell outside the norm of their respective groups were interviewed to discuss the rationale behind their scores. The focus of this study was to provide an assessment of: 1) collegiate football player's perception of aggressive behavior in the arena of contact athletics and 2) the role offensive versus defensive position plays in their perception of aggressive behavior in contact sports.

Chapter 1

Introduction

Purpose

The area of sports research to date has been limited. With regards to the topic of aggression within the arena of sports and athletes as a population quality publications are insufficient. Research on the collegiate level has been even more restrained and is largely represented by statistical analysis of police and university reports in an effort to assess whether a connection between contact sports participation and sexual violence on college campuses exists. Other articles have attempted to establish links between hypermasculine belief systems, negative locker room talk, coaching pressures, steroid use, and over-scrutinization by the press and aggressive off-field behavior. Unfortunately, most of these studies have not included control groups. This is a serious concern and begs the question, is sports participation truly the main effect that led to their conclusions? Sadly, researchers have been forced to base their etiology on inadequate research.

Research has also been complicated due to a lack of availability of athletes' participation. Welch (1997) addresses this setback in a study designed to address the recent surge of violent acts against women committed by football players. He pointed out in his review of past research that the study of athletics remains repressed by institutional forces that are reluctant to concede that acts of non-instrumental aggression are of relevant concern to be dealt with. However, the research that is available does point to the conclusion that male participation in team sports is a predictive factor of

sexual assault against women (Boeringer, 1996; Crosset, Ptacek, McDonald, & Benedict, 1996; Frinter & Rubinson, 1993).

This study will utilize a NCAA Division I collegiate football population and a control group of undergraduate students not involved in varsity athletics to begin to address previous voids in the research. It will also provide a definition of aggression within the context of contact sports that may be generalized to the sporting world to enable future comparisons of multiple studies. Defining aggressive behavior in general has not been problematic. Smolev (1975) provides a definition of aggressive behavior as, “a tendency of finding expression in real or fantasy behavior sometimes associated with intentions to harm, assert, intrude, destroy, humiliate, or dominate” (p.49). When considering the nature and purpose of contact sports such as boxing, aggression takes on an entirely new meaning and becomes increasingly complex to establish. Within the scarce research available, the term aggression has been defined on a sport specific basis, which creates significant dilemmas when attempting to make conclusions based on a comparison of several studies. This can be seen in Kelly and McCarthy’s (1979) operationalization of aggression with regards to ice hockey, “Aggressive penalties were classified as follows: elbowing, slashing, boarding, charging, roughing, cross checking, high sticking, butt ending, fighting, misconducts, spearing, kneeing, and disqualification”(p.220).

This study is designed to denote a difference, if any, that exists between NCAA Division I collegiate football players and undergraduate students at the same university not involved in sports view of aggression within the realm of contact sports. The larger

intent is to foster future research and understanding on the implication that perceptions of aggression may have on participants, spectators, and members of society at large.

Significance of Study

A multitude of retired players have gone on record stating concerns about the spread of excessive aggression through football. The majority of accounts by ex-professional players focus around the leap from college to professional football aggression. It is in high intensity programs where many players are taught to go beyond the norm, and sometimes their personal beliefs; to demolish, kill, and overpower the opponent for the first time (Underwood, 1978). Such programs can sometimes blur the boundaries between life and sport. For instance, Jean Fugett, tight end on the Washington Redskins, gives a typical portrayal, "I never understood the real violence of the game until I played pro ball" (Underwood, 1978, p. 32).

Many players feel that living up to these excessive aggressive acts causes violent behavior to consume every aspect of their lives. Vance Johnson of the Denver Broncos is now a convicted and admitted wife abuser. He discussed years of violence and aggression in a special 48 Hours (1995) interview. He explained that football created a false sense of reality for him and he had no knowledge of what the real world was like. Football became all he knew. Johnson stated, "You felt like a god," and, therefore, acted in such a manner (48 Hours, 1995).

The special broadcast on 48 Hours (1995) also reported on a corrupt program at the University of Nebraska. It listed several Cornhuskers on the 1995 roster, including Christian Peter, the team captain, who had been charged and arrested for crimes ranging from rape and second-degree murder, to drug smuggling and assault. Problems beyond

the alleged crimes themselves were prevalent, such as the steps that the coaches and the athletic department were taking to shelter and protect such criminal acts.

Although not all programs and coaches go to such lengths to protect and secure the success of their players and programs, the message is being sent that athletes are special and receive preferential treatment and privileges that the common man does not. (E.g. Nebraska coach kept players who had committed crimes from being prosecuted.) If this is indeed the case, Boeringer's (1996) study which found that, "Athletes report a higher proclivity for sexual force in a no-penalty situation" (p. 139), should be of serious concern when college and professional football players are made to feel that they, are above the law.

Understanding the effects and implications of contact sports begins with assessing the aggressive messages being sent. This study gives researchers a foundation upon which to build future research by assessing the meaning of aggression to NCAA Division I collegiate football athletes. If an altered perception of aggression is identified, at what age is an athlete's view of aggression most skewed from those of the general population, and what are the compounding factors connected with that developmental stage? The significance lies in our ability to predict which athletes, if any, are more at risk of becoming violent in their everyday lives apart from sporting activities. By identifying risk factors such as steroid use and/or parental reinforcement of hazardous behavior, interventions may be offered to protect an at risk athlete and their family, as well as potential victims and their families.

Definitions

NCAA Division I football players: Men who are currently enrolled as full-time students at a collegiate university and are considered an active participant (were listed on the roster and attended meetings and practices in the fall) during this scholastic year on the NCAA Division I football team at that same university.

Contact sports: An individual or team activity, restricted to organized leagues, that involve physical contact as a core, vital, and rule-governed element in the activity.

Aggression: An intentional act taking place within the context of a sporting activity that is excessive and not constructive, but not necessarily a violation of the rules, and is intended to produce physical or psychological domination and/or humiliation.

Research Questions and Related Hypotheses

1. Does participation in NCAA Division I football alter men's perception of aggressive behavior within contact sports?

H₀: NCAA Division I football participation has no effect on men's perception of aggressive behavior within contact sports.

H_a: NCAA Division I football participation has a significant effect on men's perception of aggressive behavior within contact sports. Aggressive behavior is perceived as less aggressive when viewed in contact sports.

2. Is an NCAA Division I football player's perception of aggressive behavior in contact sports effected by an offensive versus defensive position?

H₀: A NCAA Division I football player's perception of aggressive behavior in contact sports is not effected by an offensive versus defensive position.

H_a: An offensive versus defensive position has a significant effect on a NCAA Division I football player's perception of aggressive behavior in contact sports. Offensive players are more likely than defensive players to see aggressive behavior in contact sports as aggressive.

Overview of the Method

This study is primarily quantitative through the use of Semantic Differential scales; however, there is a qualitative element due to open discussions that will occur

between subjects and the researcher after scoring is completed. To begin, video clips will be gathered from contact sports representing an array of commonplace plays and recorded in random order.

Current NCAA Division I football players will be chosen for their participation in a highly recognizable contact sport at a high profile university, and will be asked to rank each play on Semantic Differential scales. These 5 point scales assessed the clips as both aggressive versus non-aggressive and positive versus negative. Once scoring is completed, subjects will be targeted should their answers fall outside of the norm to discuss the rationale behind their answers in a structured interview. The athlete's scores and opinions will be compared to those of the non-athletes. Other comparisons between offensive versus defensive position were completed.

Assumptions

Given that the sporting community is known for its secrecy and isolation, it may be difficult to locate an appropriate number of subjects for this study. I do assume that the athletes will give their answers honestly when confidentiality is ensured. It is believed that speaking in a relaxed and friendly manner prior to and during the explanation of the Semantic Differential scales and other instructions will ease the majority of potential anxiety among participants.

Limitations

One of the potential limitations of this study is athletic department restriction that creates an increasing difficulty in contacting and enlisting the participation of football players. This is due, in large part, to the sport's high notoriety and significant financial contribution. Another limitation is the NCAA restrictions against reimbursement of

athletes. Therefore, careful measures must be taken to ensure that any incentives offered for participation are innocuous.

Delimitations

This study is very restricted in its population and location and cannot be generalized except to other NCAA Division I university football teams on the West Coast.

Given the small number of subjects, the ability to make conclusions is potentially questionable. If the results warrant further attention, a comparison other sports populations and universities could produce noteworthy conclusions.

Chapter 2

Review Of The Literature

The research reviewed in this chapter pertains to three main areas. First, theories of aggression will be discussed. Second, on-field behavior and aggression in contact sports will be reviewed by looking at the attitudes towards rule violators. Last, a review of recent research concerning off-field behavior of athletes in contact sports will look at sexual violence, hypermasculinity, and anabolic steroid usage.

Theory Of Aggression

Drive Versus Instinct.

There are many possible origins of aggressive behavior. A study conducted by Sipes (1981) defined two models of behavior responsible for the expression of aggression. The first is the Drive Discharge Model, defined as, "a certain level of aggression in every individual and in every society" (p.46). Sipes (1981) refers to the model as an innate drive, which is always present and can never be eliminated. However, he also states that, "we can decrease unwanted manifestations of violence and other aggressive behavior by encouraging its manifestations in innocuous behavior" (p.46). In other words, the Drive Discharge Model reflects the idea that contact sport is a means to control and dissipate aggression.

Sipes' theory is based on a fundamental argument that centers around Freud's work. The debate of aggression as an instinct versus a drive has remained constant since Freud's earlier work. In the beginning, instinct and drive were used interchangeably, however, others have since sought out to separate the terms. Jaffe (1982) concluded that,

The differentiation required is thus one between drive as an organic tension impinging on the mind, and instinct standing for a general trend that guides life processes...Drive would then be considered the manifestation of instinct that carries out the various functions (p. 79).

The main idea behind the psychoanalytic perspective is that tendencies towards violence are innate, unavoidable, and indestructable. Furthermore, expression of aggressive impulses allows for a type of catharsis. Researchers therefore proposed that contact sports would provide a therapeutic release of tension and extinguish other inappropriate displays of aggression (Martin, 1976). However, research has proven the opposite and has found that aggression in contact sports actually leads to additional impulsive behavior (Arms, Russell, & Sandilands, 1979; Goldstein & Arms, 1971; Silva, 1983). Jaffe (1982) concludes that aggression as an instinct is unavoidable and forever undeniable, whereas aggression as a drive is pliable, learned, and varying in degrees. This distinction is critical for those who consider football to be a controlled form of rage (Welch, 1997).

Social Learning Theory.

The second model that explains the origins of aggressive behavior developed by Sipes, is the Culture Pattern Model. The Culture Pattern Model parallels the principle of socialization. Sipes (1981) states, "It stresses the fact that we learn our individual patterns of behavior, and that our culture supplies us with these patterns"(p.46). Excessive aggression is a behavior that is learned and often rewarded through the course of one's life, and not from singularly isolated incidences. The importance of many other facets of life, such as family and religion has profound influences in aggressive attitudes.

This model takes adaptation and assimilation into account. Sipes believes that by using the Culture Pattern Model, societies can reduce unwanted violence and aggression by eliminating such behaviors when they are found.

Sipes' Culture Pattern Model is supported by numerous theorists. The social learning approach utilizes many powerful strategies, such as, modeling and positive and negative reinforcement as a means of learning. Hacker (1992) stresses the importance of social norms, moral justification, rewards, modeling of idols, and coach's expectations in the internalization of aggressive behavior in sports. A multitude of sports related studies have linked aggression and social learning.

Adult models exhibiting aggressive manners of sport play have been associated with children's future style of play (Christy, Gelfand, & Hartman, 1971; Nelson, Gelfand, & Hartman, 1969). Several studies by Smith (1974, 1975, & 1978) and Vaz (1977 & 1979) linked accepting and rewarding behaviors with illegal acts of violence in ice hockey. This was seen when illegal plays were followed by the praise of parents, peers, and coaches. For example, a solid check would equal ensured playing time on the ice. Kelly and McCarthy's (1979) work with ice hockey player reinforces the connection between reward and aggression. They found that there were more acts of aggression in general at home versus away and related this to the positive reinforcement given by fans. While examining youth soccer player's moral justification of aggression and the influence of a coach, Stephens, Bredemeier, and Shields (1997) concluded that, "players' perception of their coaches' goal orientation was more strongly correlated to temptation and likelihood to play unfairly than players' own goal orientation" (p.385). Players also reported modeling their own illegal techniques after professional icons (Smith, 1974 &

1978). The correlation between aggressive behaviors in sport, modeling, and reinforcement are clear. Social learning provides a foundation to understand the continuation and nurturance of this behavior in the athletic world.

Acceptance Of Rule Violating Behavior

The disgust of excessive and illegal aggression on the field of play has been of great concern for those affiliated with sports for several decades. Eitzen (1982) expresses his concern on this matter with special attention placed specifically on the message that football is sending to America's youth. "Willful acts to maim other players, if left unpunished, glorify violence and set deplorable examples for youth and adults alike" (p.100). It is important to note that punishment here refers to controlling illegal violence, or violence that is outside of the rules. His concern is that children and adults who witness the violent acts will then be likely to repeat what they see, whether, on the playground, in the stands, or in their lives. This distress is being vocalized due to the immense, unnecessary roughness that is occurring on a weekly basis during football games. However, with injury rates exceeding 1,000 per year in professional football alone, overly aggressive players are finally being noted (Eitzen, 1982). Messner (1992) writes, in Power at Play, that "Flagrant rule-violators, it is believed, are 'violent' and must be sanctioned" (p.71).

Football enthusiasts are not alone. In a study by King and Cuneen (1991), NCAA soccer coaches were found to be opposed to deliberate acts of violence. However, intimidation was deemed acceptable. Unfortunately, the line between intimidation and excessive force is difficult to sumise, and remains at the heart of debates. The question

being, how do we tame the violence in contact sports without eliminating the core element of physicality that the sport is built upon?

Off-Field Behavior

Sexual Violence.

In 1991 Curry completed a study of locker room conversations of male athletes. He concluded that many statements paralleled those found in rape supportive cultures while also giving credence to the hypermasculine philosophy believed to occur within team sports. Two years later, one of the first major studies investigating the link between sports participation and sexual aggression was conducted by Frinter and Rubinson (1993). They concluded, after an analysis of data from 925 undergraduate women, that college athletes were over-represented in reports of sexual assault, abuse, and intimidation.

Like many aggressive contact sports, football is intense. However, as Welch (1997) eloquently points out, “football has emerged as America’s most popular ‘gladiator’ sport,” and is, “often viewed as an arena of ‘controlled violence’” (p. 393). In his study, Welch (1997) admits that athletic departments and professional organizations have harbored research in this area and are attempting to protect their athletes. Through an Internet search, however, Welch (1997) found 100 cases of spousal abuse reported against professional football players. He concludes that, “the most salient finding is the number of players in scoring (touchdowns) positions (i.e., running backs, receivers), totaling 38” (p. 399). This raises questions regarding the saliency of status on sexual behavior.

Boeringer (1996) sampled 477 undergraduate males through self-report questionnaires distributed in general education courses. Boeringer (1996) admits that his sample population is not generalized to the total student population and is skewed significantly toward underclassmen. However, it is notable that those who acknowledged themselves as athletes were more represented in all three sexual aggression categories (coercion, alcohol and drugs, and force).

Also in 1996, Crosset, Ptacek, McDonald, and Benedict studied 10 Division I schools for a period of 3 years through judicial affairs reports and police records. Recognizing that crimes relating to athletes often and easily become a private matter that relies on loyalties, Crosset et al. (1996) advise caution while interpreting their data. However, reports from judicial affairs and police departments were used because of their high reliability. The results showed, “for the combined 3 years, male student-athletes comprised 3.0% of the total male population, yet represented 35% of the perpetrators reported” (p. 169). Their findings support a statistically significant relationship between athletic participation and increased likelihood of committing an act of sexual aggression.

Hypermasculinity.

Many researchers are seriously contemplating the role of hypermasculinity in athletic participation. Martin and Hummer (1989) argue that continual objectification and verbal abuse of females is a realistic experience of men in both fraternities and all male sports teams. This type of derogatory exploitation is often the result of an intense hypermasculine belief structure within these groups that is consistently nurtured and perpetuated.

Boeringer (1996) agrees, “There is something about a close, all-male environment that encourages the learning of rape-supportive attitudes,” and adds, “There is good evidence that rape behavior is socially learned and influenced by peers’ behavior, attitudes, and reinforcement” (p. 135).

It is this idea of social learning and adoption of male-dominated sexual attitudes and behaviors, which may be intensified by athletic involvement, especially when competing in team contact sports. Kidd (1990) and Messner (1992) point out that sports are sex-segregated environments that foster intensely negative attitudes and emotions towards opponents which are actualized through physical domination. In fact, high rewards are given to athletes whose physical domination is seen as superior.

Koss and Cleveland (1996) question whether athletic teams attract hypermasculine males or if the participation of sports compounds hypermasculine beliefs. Research has not clearly demonstrated whether it is men who have a preexisting negative attitude towards women that seek out and join these groups, or if the group experience is such that it produces the disapproving thoughts towards women. Simply put, is the process linear or dynamic? Boeringer (1996) similarly raises the same concerns.

There is some selective mechanism in which males with greater propensity toward sexual force are more likely to move into varsity sports, or that there is something about the social situation of athletic participation that enhances sexually aggressive beliefs (p. 142).

It is hoped that future studies will begin to address this issue by using a cross-longitudinal method.

Reflecting on Curry's (1991) locker room study, Nixon (1997) commented that one should be cautious not to jump to conclusions when it comes to the role of locker room talk. He concedes, however, that an atmosphere permeated with sexual and aggressive discussion may encourage athletes to become sexually aggressive with women. Nixon (1997) concluded after a questionnaire study at one Division I university that the key variables involved in predicting off-field aggression were the value of toughness within sport and participation in a team contact sport. Future research may lend support to Nixon's findings.

Steroid Use.

Mr. A was a 32-year-old Caucasian amateur body-builder who had been convicted of the second-degree murder of his common-law wife. Three months before the crime, he had started taking anabolic steroids on the advice of friends at the gym, who had reassured him that there were no adverse effects (Conacher & Workman, 1989, p. 679).

Cases like the one above are becoming, unfortunately, more and more common. The use of steroids among those involved with athletics is alarming. According to Meilman et al. (1995), self-report surveys of those in collegiate athletics reveal that steroid use is up to as high as 20%. More importantly, their surveys listed male contact sports as presenting with the highest prevalence of usage.

Risks of using steroids include, "liver and kidney disorders, hypertension, decreased sperm count, aggressive behavior and impotence in men, and menstrual irregularities and masculinization in women" (Denham, 1997, p. 262). Schulte et al. (1993) list "psychosis and organic manic syndromes, irritability, dysphoria, paranoia, and violent outbursts" (p. 348) as symptoms, and state that depressive episodes have been

noted during withdrawal from the drugs. Thiblin, Kristiansson, and Rajs (1997) also describe “psychiatric symptoms such as altered mood, cognitive impairment, psychoses, affective disorders (sometimes leading to suicide), increased aggressiveness and violence” (p. 300). Contrary to the athletic community’s opinion, Ohaeri et al. (1993) found significant evidence to suggest that steroid users exhibited signs of dependence. Ryan (1981) reported the outcomes of steroid using athletes as resulting in 11 peliosis hepatitis deaths, 14 diagnoses of liver cancer, and an 80% rate of developing reversible abnormal liver function.

Personal testimonials like Larry Pacifico’s, a world powerlifter, are sobering. “I’m convinced my steroid use contributed to my coronary artery disease. I’m certain of it, and so is my doctor, because every time I went on a cycle of heavy steroid use, I’d develop high blood pressure and my pulse rate would increase” (Denham, 1997, p. 261).

The social effects of taking steroids are equally as disturbing. Meilman et al. (1995) found that 70% of those taking steroids reported arguments or fights that stemmed from their use, 45% reported some type of sexually deviant act with a partner, and 41% reported involvement with local authorities. The previous statistics are related to the phenomenon informally known as “roid rage”. Thiblin, Kristiansson, and Rajs (1997) describe the violence of a “roid rage” as being typified by “minimal provocation, great intensity, and long duration” (p. 305). Those that are involved with steroid using athletes are at great risk of being harmed due to the high likelihood of a “roid rage” encounter.

In the video, Downfall: Sports and drugs (Siedor & Byerly, 1988), “roid rage” is defined by athletes as explosive and senseless anger that is out of control. The video reports that roid rage was experienced by every athlete interviewed. Given that athletes

using steroids are often physically dominant over their social contacts and the grounds for provocation are small, it is sadly foreseeable that the potential for severe physical harm is high. Forest Tennant, former NFL Drug Advisor, is quoted in the video, “There is no question in my mind that some of these unprovoked incidents on the field or court, fights...these are people who are under the influence of steroids” (Siedor & Byerly, 1988). With roid rage being included as a side effect of steroid use, it places those who interact with all steroid using athletes in harms way.

Chapter 3 Research Method

Introduction

Research Questions and Related Hypotheses

1. Does participation in NCAA Division I football alter men's perception of aggressive behavior within contact sports?

H₀: NCAA Division I football participation has no effect on men's perception of aggressive behavior within contact sports.

H_a: NCAA Division I football participation has a significant effect on men's perception of aggressive behavior within contact sports. Aggressive behavior is perceived as less aggressive when viewed in contact sports.

2. Is an NCAA Division I football player's perception of aggressive behavior in contact sports effected by an offensive versus defensive position?

H₀: A NCAA Division I football player's perception of aggressive behavior in contact sports is not effected by an offensive versus defensive position.

H_a: An offensive versus defensive position has a significant effect on a NCAA Division I football player's perception of aggressive behavior in contact sports. Offensive players are more likely than defensive players to see aggressive behavior in contact sports as aggressive.

Nature of the Study

This study is primarily quantitative in nature.

Subjects

Apparatus & Instruments

Research Procedure


Validity & Reliability

Appendix B

Survey Completed by Subjects

Please mark the box that you feel most appropriately reflects each clip.

Example: Aggressive Non-Aggressive

 An X here means you feel the play was Very Aggressive.

Clip #1 Aggressive Non-Aggressive

Positive Negative

Clip #2 Aggressive Non-Aggressive

Positive Negative

Clip #3 Aggressive Non-Aggressive

Positive Negative

Clip #4 Aggressive Non-Aggressive

Positive Negative

Clip #5 Aggressive Non-Aggressive

Positive Negative

Clip #6 Aggressive Non-Aggressive

Positive Negative

Clip #7 Aggressive Non-Aggressive

Positive Negative

Clip #8 Aggressive Non-Aggressive

Positive Negative

Clip #9 Aggressive Non-Aggressive

Positive Negative

Clip #10 Aggressive Non-Aggressive

	Positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Negative
Clip #11	Aggressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-Aggressive
	Positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Negative
Clip #12	Aggressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-Aggressive
	Positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Negative
Clip #13	Aggressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-Aggressive
	Positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Negative
Clip #14	Aggressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-Aggressive
	Positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Negative
Clip #15	Aggressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-Aggressive
	Positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Negative
Clip #16	Aggressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-Aggressive
	Positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Negative

Appendix A

Consent Form Signed by Students/Athletes

Consent/Confidentiality Form

Thank you for your participation in this study titled, "NCAA Division I Collegiate Football Player's Perception of Aggression When Viewing Contact Sports." The purpose of this study is to gain a better understanding of what aggression in sports is and what it means to you. Your involvement in this study will take no more 30 minutes. You may be called back for a follow-up interview which will take no more than an additional hour. You will be asked to watch a series of video clips that were taken from live sports footage. Then, you will be asked to make some ratings concerning the aggressiveness of the play and whether or not you believed it to be positive or negative. There are no foreseeable risks or benefits from your participation, because this is simply an assessment study and not a treatment study.

Your participation is completely voluntary and you will be free to refuse or stop at any time without penalty. Your sports participation and/or class standing will not be affected in any way. All information will be number coded and strictly confidential. Your identity will not be revealed without your written consent.

Do you have any questions?

If you have any questions later, please feel free to contact me.

Casey Cooper, Graduate Student
4295 Via Arbolada #106
Los Angeles, CA 90042
Phone: 323-344-8202

Please read the following paragraph, and, if you agree to participate, please sign below.

I understand that any information about me obtained from this research will be kept strictly confidential. I do understand that my research records may be subpoenaed by court order or may be inspected by federal regulatory authorities.

Signature_____

Date_____

Researcher_____

Date_____

Please place your initials here acknowledging receipt of a copy of this consent form._____

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