"How do the factors of scholarships, coaches, and referees influence interpersonal violence in men's division I college basketball programs"

Submitted by George Matthew Ackerman

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Approved by:

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Dr. Dick Young
Athletic Administration Dean
Advisor

Preface

This research paper has been submitted to fulfill the graduate project requirement for the Master of Science in Sports Administration.

This research paper is the culmination of the academic and personal experiences gained in the Master of Science of Sports Administration program at Lynn University.

I would like to thank Lynn University for providing me with the education and resources necessary for the completion of this project.

I would first like to thank the most influential person in the past year in my life at Lynn University. Dr. Karen Casey, Dean of the Graduate Studies has been an influence, great tutor of life, and a phenomenal advisor throughout my terms here at Lynn. Always providing me with all of the answers and guidance I ever needed throughout my career at the University. I truly believe that this experience would never have been so fulfilling if not for her. I will always cherish her advice and hopefully be able to share it along the way in my future career with others seeking their Master's degrees.

Additional thanks goes to Dr. Richard Young, Dean of the Sports Administration Department of Lynn University, for advising me on this graduate project to complete my degree. The guidance, and approval of this paper would not have been the same if not for him

I would like to dedicate this graduate project to my family, and the professors and mentors that have helped me throughout my achievement of the Masters of Science and for providing me with information during the process of writing this paper.

Table of Contents

Chapter I	**Introduction**	**4**
Chapter II	**Literature Review & Sub problems**	**7**
Chapter III	**Hypothesis**	**31**
Chapter IV	**Methodology**	**40**
Chapter V	**Results**	**43**
Chapter VI	**Discussion & Conclusions**	**64**
Chapter VII	**Bibliography & References**	**74**

CHAPTER 1:

INTRODUCTION

Chapter 1: Introduction

This graduate project is a research paper, which proposes to identify and evaluate how do the factors of scholarships, coaches, and referees influence interpersonal violence in men's division I college basketball program.

Questionnaires will be taken of actual college basketball athletes and their experiences with violence in their sport. The interpretive data results will be discussed based upon materials and surveys. The results of the data collected throughout the research portion will be used to determine if violence in college sports can be prevented. Finally, an evaluative discussion will be presented.

The first sub problem that is discussed is to determine how the factor of scholarships influence interpersonal violence in men's division I college basketball program. The second sub problem is to determine if the factor of coaches influence interpersonal violence in men's division I college basketball program. Another sub problem discussed is how the factor of referees influence interpersonal violence in men's division I college basketball program.

The first hypotheses in this paper addresses that if these factors of scholarships, coaches, and referees influence interpersonal violence in men's division I college basketball program how can we deal with them. The paper will research a specific Universities programs to see if it will have a positive or negative effect on deterring violence and help establish the validity of this hypothesis.

The final hypothesis is to reject or accept the notion these factors of scholarships, coaches, and referees influence interpersonal violence in men's division I college basketball program cannot be changed.

Assumptions

The assumptions are that the factors of scholarships, coaches, and referees do heavily influence interpersonal violence in men's division I college basketball program.

Research Question

How do the factors of scholarships, coaches, and referees influence interpersonal violence in men's division I college basketball program.

Purpose of study

The purpose of the study is to determine: 1) Do the pressures of keeping a scholarship influence interpersonal violence in men's division I college basketball program. 2) How do the factors of coaches putting pressure on basketball players which influences interpersonal violence in men's division I college basketball program. 3) Whether referees letting players act physical can influence interpersonal violence in men's division I college basketball program.

Terms

Violence is defined as: an exertion of physical force so as to injure; an instance of violent treatment or procedure and to injure by or as if by distortion, infringement, or profanation. Violence is defined by the American Heritage Dictionary defines violence as follows: physical force exerted for the purpose of violating, damaging, or abusing: crimes of violence; The act or an instance of violent action or behavior; Intensity or severity, as in natural phenomena; untamed force: the violence of a hurricane; Abusive or unjust exercise of power; abuse or injury to meaning, content, or intent: do violence to a text; vehemence of feeling or expression; fervor.

Interpersonal Violence is defined as: relating to, occurring among, or involving several people. Violence between a coach and player, player on player, or referee and player are all examples of interpersonal violence.

Basketball is defined as: 1. A game played between two teams of five players each, the object being to throw a ball through an elevated basket on the opponent's side of a rectangular court. Players may move the ball by dribbling or passing with the hands. 2. The inflated, spherical ball used in this game. The rules of basketball originated from a frequent participant of rugby matches, who disliked the physicalness of sport. James Naismith the inventor of the sport felt that basketball would be a much better game if the amount of physical play were restricted by implementing a system of rules that would restrict physical play. Naismith decided to adopt 13 rules, which he termed the "fundamental principals " of the game of basketball. The rules contained a penalizing system for offensive and defensive players if they broke any of the rules of the game. Virtually all of Naismith's original rules have lasted for more than one hundred years in the rulebooks of the game of basketball. (Webster's Dictionary, Edition 2, 1999)

Chapter 2:

Literature and Sub-problems

Chapter 2: Literature and Sub-problems

There are many researchable areas related to how the factors of scholarships, coaches, and referees influence interpersonal violence in men's division I college basketball program. This paper will attempt to discuss these issues and set up an overview of the affects on violence in college sports. Division I men's college basketball is a very intense sports where players, universities, coaches, referees, and fans all interact at a particular sport. The use of excessive aggression, and violence is accepted as part of the game as long as it follows a set of standards, rules and procedures set fourth by the National Collegiate Athletic Association. College basketball is an extremely physical sport where some players receive scholarships to play for a division I school and in exchange they must maintain certain grades and standards set by the university in which they attend. During the season these players go through a variety of emotions, pressures and each deals with things differently. The impact that coaches play on their protégés is tremendous and one wrong word could encourage major problems. The referees play an important role on the athlete's life because they oversee the league games just as the NCAA oversees the referees and the university oversees the student's academic record. If the referee allows to many physical plays then there could be repercussions. All of these factors and influences impact the influence of interpersonal which means face to face, violence in division I men's college basketball programs. (Lapchick, R. (Ed.). Fractured focus. Pg. 190 Lexington, MA.: Lexington Books. 1986)

The physical violence in basketball occurs when players try to score and others intentionally foul or hit the other team to stop their actions. Sometimes these hits become intentional and force a bad situation. It is important for the coach and referee to handle these situations like professionals in order to maintain a setting for the individuals to remain in the game. This includes interpersonal violence because it is between two players on the court and involved with one another directly. Other violence in college basketball may occur when a play slam dunks a ball and then hangs on the rim of the basketball hoop. This is an example of taunting. Taunting is when a player makes a scene in a sense of how good he is and rubs it into the other persons face. This causes a lot of animosity and can cause violence on the court. Another act of interpersonal violence that heats up into violent activity is trash talking. The college games are all televised and all very physical already. This creates players to showboat, or show off

their talent on the mainstream media. If a player makes a shot he may run after another player and tell them that they aren't good enough to dot he same thing. This then becomes like the old day gun shoot out and eventually causes problems. Violence is acceptable only in the parameters of the game. The referees are there to judge what is right and wrong during the course of games. There are strict penalties, ejections, suspensions, and fines for violators of the rules. It is part of the game and defense is a very physical realm of the sport. Continuous bumping and bruising though, will take a toll on players who will then react violently if not told what they can or cannot get away with. Referees need to watch for this behavior and deter it before it becomes even more of a problem. There are many other factors to physical play, and the influence that coaches, referees and scholarships have on college athletes and on violence but this research paper will only focus on those three factors. (Jay J. Coakley, "Sport in Society", Issues and Controversies, pages 200-210, 6th edition, 1998)

Scholarships

Scholarships influence interpersonal violence in men's division I college basketball. Scholarships play one of the largest roles in a player's college experience. There is an increased pressure that if they do not play well then they will not be able to continue their studies. Many minority players only chance to ever attend college is by receiving a college scholarship to play basketball. Athletic scholarships for undergraduate student-athletes at Division I schools are funded through the NCAA membership revenue distribution. These scholarships are administered directly by each academic institution. Scholarships are rare and very important to many players in division I basketball. Many teams in division I offer scholarships to play basketball and get an education at the same time. There are always requirements like upholding a 3.0 or better grade point average. With the time commitment that basketball takes and the studying necessary for an athlete to prepare and pass their classes this increases the pressure an athlete has. When they have all of this pressure and deadlines on them, eventually it will end up hurting the student in the end. It influences interpersonal violence because the tension they receive is often created because of the hours and hours of commitment to the sport. Sometimes they fail a course because they spend more time concentrating on athletics then in the classroom. (Jay J. Coakley, "Sport in Society", Issues and Controversies, 6th edition, 1998)

Many school do not release a lot of information on scholarship programs because it is private and the records indicate that many students receive theses because they are elite athletes, even though many do not have the basic skills necessary to maintain a good GPA. In larger school where a big time game is important, tutors are hirer to help students but there have been many cases that the NCAA infractions committee have discovered that involved fraud. Coaches, and athletes work together in some instances to help cheat and write papers so that players can play in that important final game. There is a lack of disrespect for the game and academic system in sports. Coaches set a bad example if they are involved with this behavior and it only hurts the athlete later in life. Some students feel the effects of working out and practicing all day and the last place they want to be is studying. Violence occurs when players turn to drinking and other violent means, all which are ways to relieve their troubles of maintaining a high GPA in order to keep their scholarships and stay in school. This is not the case for the overall majority of athletes in division I basketball. Most happen to excel in sports and in the classroom but those usually do not commit the interpersonal violent acts on or off the court as well. Scholarships can lead to pressure, and lead players to feel vulnerable to acting out because they have nowhere else to turn. (Jay J. Coakley, "Sport in Society", Issues and Controversies, 6th edition, 1998)

During my research it was very difficult to find information about scholarships because they are private. Many students have them but schools do not want to release such statistics. College basketball programs usually recruit and then offer certain players that they feel would be a benefit to their team. I did find from speaking to NCAA and division I basketball programs that scholarships give the university and the athlete great opportunities. Many minority players would never attend the respective school if it were not for scholarships. The University of California is a division I program. California's head coach said that they have 5 scholarships available this year and that they will seek to get some quality scoring big men to compliment their excellent existing core of guards and forwards they already have. They try to build each year and offer the scholarships to the best quality players. The research leads to a lot of opinions. Many believe that the universities go after the best player despite their academic experiences. The higher educational school that I researched like Duke University I feel that the better the education and that the players they recruit can not just get away with irregularities. I feel

that for many players basketball becomes a distraction, which often leads them to rebel, and after a frustrating call, or a coach yelling at them they act out. Many times the rage builds up and because they get away with more then the average student they feel it is all right to create a disarray of emotional such as violence on the court. They do not think about the consequences but from the research most of the students do not participate in interpersonal violence because of risk that they could lose their scholarships and lose their eligibility to play. (Jay J. Coakley, "Sport in Society", Issues and Controversies, 6th edition, 1998)

In general, eligibility of division I college basketball is an import topic when discussing scholarships. Divisions I basketball allows no minimums or maximums on the enrollment of an institution as it relates to its membership division. The division in which an institution holds membership is selected by the institution based on the criteria below as well as the institution's philosophies and missions as they relate to the conduct of the intercollegiate athletics program. In Division I, an institution must sponsor a minimum of either seven sports for men and seven sports for women or six sports for men and eight sports for women. In Division I, an institution may award athletics scholarships to student-athletes, and the number of scholarships an institution may award varies between divisions and varies from sport to sport. Further, in Division I, an institution must provide a minimum amount of institutional financial aid awards to student-athletes. The NCAA also rewards annual awards from up to 174 postgraduate scholarships to student-athletes who have excelled academically and athletically, and who are in their last year of intercollegiate athletics competition. To qualify for an NCAA postgraduate scholarship, a student-athlete must have an overall grade-point average of 3.000 (4.000 scale) or its equivalent and must have performed with distinction as a member of the varsity team in the sport in which the student-athlete was nominated. The student-athlete also must intend to continue academic work beyond the baccalaureate degree as a full-time graduate student. (Hawes, Kay (December 7, 1998) "Common bond-Student-athletes from all levels face similar challenges and opportunities". Pages 130, The NCAA News. 2001)

Coaches

In Men's division I basketball, coaches effect the players more then any other significant role model in their lives at the time they step onto the court. Basketball in life for many of these players and they idolize their coach as a father figure. They believe that the coach is there to encourage them to play and give as much as they can. A coach is usually an older figure that has dedicated their life to being involved in the sport of basketball. Young players arrive at the university and must obey sets of rules that the coaches lay out. Coaches can be very stressful individuals because between school and practice the players have no life off of the court. Often, coaches want their players to be aggressive and work hard. Some like coach Bobby Knight would express their feelings in a variety of ways. Most major studies in division I college basketball have been done on Knight. His temper and violent acts on his own players is a significant action that must be reviewed.

There is no better indication of the impact of a coach then to use the example of past Indiana University coach Bobby Knight. Coaches influence interpersonal violence in men's division I college basketball. There were investigations at Indiana University because Knight was alleged to have choked a player for not working hard enough. A player accused the coach of chocking him during a practice. Here we have a coach that has lead teams to national championships but to what lengths will he go to do this. Coaches are known to be father figures but also put an extremely great amount of pressure on players to perform. These days it seems that they will curse and do whatever it is necessary to motivate their players to win. Some like Knight take it to extremes. The reason for this is that there is pressure on the coach to win games. This pressure comes from the school board and the alumni because the school will obtain more donations and receive more money to a winning basketball program then a losing one. The coach's job is on the line and the ordinary coach will be moved from team to team immediately if they do not have a very good record. This leads them to do whatever they can to get their players ready. Sometimes they will make the athletes practice too much and many of them may become burnt out. The relationship between the coach and player is an interesting one. Some players play the game because they received scholarship sand want to play for their school. Other players believe they may make a career out of the

sport but this is very rare in reality. (Jay J. Coakley, "Sport in Society", Issues and Controversies, 6th edition, 1998)

A coach will also show favoritism to the players that are doing well, and yell at the players that are not. This is not true in all cases though. The better players are sometimes used as examples or role models of how the rest of the team should be playing. This creates a very bad image and can motivate players to jealous acts of rage or violence. In the case of Bobby Knight, the interpersonal conflict and violence actually was between the coach and player. Knight may have been frustrated with the player's attitude and instead of talking and working with him he allegedly chocked him. The student may have been going through many other problems because they also have a life off the court. There is pressure to keep scholarships, to spend time studying and maintaining a specific GPA. The violence I tend to look at is the violence that players may commit when they play other teams. Coaches usually try to pump their players up and tell them to intimidate the other terms. This can cause a player to start to use "trash talking" against their opponents. It is a part of basketball where during the course of the game players run the fine line of exchanging unpleasant words with the opposing team. This type of talking is allowed but players can face foul calls and other regulations when they participate in it. It is a part of the game because basketball is very mental as well as physical. This nasty talking though leads to violence on the court, which stemmed from how the coach taught the player to act. There are some acceptations of players just not being able to socially fit into the basketball realm. (The Sporting News, August 1999)

Every basketball player is from a different culture, and in division I basketball each team has around fourteen players on it. These players spend a serious amount of time together and form bonds. Others become enemies and we see the interpersonal violence that occurs from conflicts between these players. If a player does not like another, they must learn to cooperate and this forms a problem. Some players in trouble may go to the coach and act on his advice. In most cases players in basketball tend to get along because of how the game is designed. Division I college basketball is a team game and it takes a team to produce wins. An example is the national champion Duke University. Their mission statement is as follows: the university endeavors to provide a program of intercollegiate athletics from which participating students can derive all the benefits that participation in competitive sport confers. The goal of the intercollegiate

program is the same as that of the University's academic programs: excellence. In this context, excellence includes commitment to the physical and emotional well-being, and social development of student-athletes as well as to the development of their sense of citizenship, dedication to sportsmanship and fair play, the development of individual and team skills, the exertion of best effort, the will to win, and general conduct that brings credit to the University and is a source of pride and enthusiasm for all members of the Duke community. The measure of "excellence" when applied to intercollegiate athletics means also a level of performance that frequently will produce winning seasons and the realistic opportunity to compete for team or individual championships. It requires that students engaged in intercollegiate athletics be students first, that they be admitted according to this criterion, that they progress satisfactorily towards a degree, and that their attrition and graduation rates as student-athletes not be significantly different from those of non-athletes. Duke has an extremely high level of performance booth on and off the court. These expectations have deterred interpersonal violence during their time as a basketball program. The NCAA has not released any statistics on the level of interpersonal violence at Duke University for the men's basketball program. The University itself counts any violent offenses with their on-campus crime polls. I contacted the Duke University athletic department and received a very poor response when trying to obtain a record of the past history of any related violent offenses since the beginning of the basketball program. I then contacted the Duke University police department to request any information on violent offenses in the history of the men's basketball program. Because of the nature of basketball, which is a very aggressive sport, we can come to conclusion on why violence occurs on the court. "The violence in sport mirrors the violence found in society. It is the result of economic incentives, the influence of crowd behavior on player violence, excessive coaching, scholarships, genetic causation for player aggression, learning theory and player aggression, bad referee calls and psychological stress and player violence" (1. Lapchick, R. (Ed.). (1986). Fractured focus. Lexington, MA.: Lexington Books). Most people when involved in a highly stressful situation where violence is around would probably resort to a fight to resolve their differences.

Male basketball players use intimidation and violence as a tool but it is not known if they use this at home or off the court. Using violence as a tool within a sport is usually tied to a form of masculinity that shows a willingness to risk personal safety and a

desire to intimidate others. Males that participate in sports understand this action and feel it is natural or appropriate. The term violence is defined as physical assault based on total disregard for the well being of self and others, or the intent to injure another person (2. Sport in Society, Issues and Controversies 6th edition, Jay J. Coakley 1998). Intimidation usually does not cause physical harm, but often is designed to produce psychological consequences, enabling one person to physically over power or dominate another. Although some people are still in belief that aggressive behaviors in all forms, are grounded into instincts, but they also relate these actions to sports. Athletes do have to be aggressive to a point, so that the team can form a strategy to win. There is also a limit to aggression when it turns into violence. People might say that it's not aggression or violence, its just adrenaline pumping. Contrary to predictions of instinct theory, several studies show that contact sports exist and thrive in the same societies that have high rates of aggression and violence. Unfortunately, another belief is that contact sports teach discipline, self-respect, and self-defense. (3. Rollo May, Power and Innocence, 1972 9. Man and Aggression, 1968 pg. 8). Basketball can be defined as a contact sport because it is so physical. When a player goes up for a dunk they may end up hitting the floor hard. When players commit interpersonal violence on the court such as hitting another player sometimes it is an accident which sparks and exchange of words and that leads to an argument. When referees let this contact go then the players end up battling with fists because the referees let things go to far. We can say that in man, as in other animals, there exists a physiological mechanism, when stimulated; it raises both subjective feelings of anger and to physical changes, which relate to fighting. This is easily set off, and like other emotional responses, it is very stereotyped, and instinctive. Different people show their anger in different ways.

The entire topic of interpersonal violence when dealing with men’s college basketball and athletics is reviewed by psychologists. The relationship between anger, rage, and violence, and psychopathology that is abnormal, or unnatural in human behavior and experience. Similar to most human behavior, violence has a meaning that it only seems "senseless" or "meaningless" to the extent that we are unable to understand it. Most violence starts the fiery human emotions of anger and rage. Not all-violent behavior has its origins in anger and rage; some of it is learned, as mentioned before. Some violence is driven primarily by as Friedrich Nietzsche referred as "the will to power". (4. Stephen A. Diamond, “ Anger, Madness, and the Diatonic”; the psychologists genesis of

Violence, evil and creativity 1996) Rage is an instinctual and defensive reaction to severe stress, or physical threat. Violence usually takes place in certain circles, certain settings, and on certain occasions. If violence is really blind and random, it's hard to understand why we should find so much in specific situations. Violence can't be associated with angry explosions. There is shape and form to violence. Patterns of destructiveness show consistently, and they relay from person to person. As for each of us, violence seems to be tied to a restricted range of life situations. It seems to reflect purpose, and implies the presence of hidden meanings. Pressure I believe is the number one factor in violence that stems from a bad relationship with the coach. A coach should encourage more time to school and academic work but when the coach stresses basketball over schoolwork it could be disastrous. The coaches should stress grades as the main purpose of school and the only reason athletes are here is because of grades. The Sporting News ran an article about sports college athletes and importance of grades. "Fans applauded these wonderful competitions and rightly so but away from the fields of friendly strife, things are not always so picturesque. Students have been ridiculed for taking courses with seemingly little academic substance. Coaches and advisers were implicated in term paper writing schemes. Boosters were charged with the sort of overzealous conduct that for years has gotten good programs in trouble. The beat went on." (5. Gietschier, Steve, Sept 13, 1999, "grades are in". Sporting News, pgs 15, 16. 2000 Gale Group) The only way to solve the problem of coaches influencing factors of interpersonal violence in men's division I college basketball programs is to act more as a leader and mentor, then as a dictator. They should be in contact with families, and the advisors to ensure a bright future for the student and not just a bright future for the coach as long as they win. The athletes are the main focus here and most of the time there are not many violent offenses. They only occur when strategies backfire or when athletes are not treated as human being and instead treated as pawns for a billion dollar industry know as the collegiate sports world.

The most interesting facts I found on coaches was that the most brutal coaches to their players and the coaches that faced many illegal charges throughout their careers seemed to have the best records. Division I coaches like Bobby Knight and Jerry Tarkanian had numerous violations in the past and they also held the most wins of any coach in the history of college basketball. Coaches, based on their position of control over athletes, provide a strong influence on their team members with respect to the types of violent behavior considered acceptable in sport. One study found that 52% of hockey

players between 18-21 perceive their coaches as high approvers of violent behavior. Another study by Smith found that the more coaches support violence, the more their players will engage in violent behavior. Compared to coaches, the impact of teammates may even be greater. A great deal of pressure exists within peer groups to adhere to normative expectations, and if normative behavior in a sport is highly aggressive, it is inevitable that a violent ethic will be internalized. Research indicates that the internalization of violence as normative behavior often takes place in sports. There was a study done on the perceptions about violence in sports in general for Southeastern Metropolitan University Student Participants in sports. The poll indicated that most strongly agreed that encouragement by fellow players to be violent often results in violence. With regard to the perceptions of participants in basketball about violence, over 80% of the respondents felt that "weak" officials who do not take complete control of player violations contribute to violence in sports. Over 72% of the respondents felt that if severe sanctions are not present to control violence in sports, violence would likely occur. In terms of other strongly supported perceptions, over 71% of the intramural sport participants felt that encouragement by fellow players to be violent often results in violence and over 64% of these participants felt that encouragement by coaches to be violent would tend to result in violence. Violence was perceived as likely to occur by almost 79% of the respondents if it is recognized as an implicit part of the game. About 83% of the respondents felt that violence in sport is likely to result in personal injury and over 65% of the respondents felt that being suspended from a game for violent behavior is okay but not enough of a penalty.

Referees

Referees influence interpersonal violence in men's division I college basketball. I found that there are many different styles of players in college basketball. Some are the type that work hard and don't really talk to the referees. The other players are the players that argue with the referees, and finally players that befriend the referees. All of these personalities of the athletes confer different behaviors when playing the game.

Although there is a specific set of rules concerning physical contact in basketball, referees call games with different standards when it comes to the rules of contact. To explain this, one referee may allow contact, but another may not. This could confuse a

player and eventually encourage them to act out violently. My research found that representatives of the National Association of Sports Officials (NASO) are so concerned about the number of assaults on officials these days that the association is making a concerted effort to get state legislatures to increase the penalties for offenders. NASO president and Referee magazine publisher Barry Mano said there are now enough reports of serious assaults that referee could lead every monthly magazine with an account of an incident. Assaulting an official is one of the most extreme examples of poor sportsmanship, but often other incidents of poor sportsmanship lead to the assault or to the environment that creates it. In addition to the more common and rarely reported incidents involving taunting, obscenities, shoving and having objects thrown at them, referees are being spit upon, choked, kicked, punched and pummeled with everything from bats to helmets. Because no national clearinghouse keeps track of the number of assaults each year, NASO representatives must rely on anecdotal evidence and the increasing number of assaults that are being reported to them to track the trend.

There is a lack of respect amongst basketball players in college basketball. "While it's difficult to say precisely how much assaults are on the rise," Mano said, "I haven't found anybody yet who's said we're more civil to each other. We all seem to have less tolerance and less patience. (6. Hawes, Kay June 1, 1998, “Sportsmanship: Why should anybody care?”, NCAA News) There are behaviors, not just assaults, that aren't being taken care of by coaches. There are instances where players curse their coach and the coach does nothing about that comment. It all seems so much more volatile today than it used to. You see players going down the court, and they just bump into each other accidentally, and you see this look in their eyes. Men’s basketball seems to be becoming less civil as a society. "It makes sense that the decline in sportsmanship and the assault on officials reflect what's going on, on the street with road rage, and in the schools and with other aspects of society," Mano said. "I'm just astonished to see people yelling at each other over nothing. We've lost our ability to take a bad call, if you will, and get over it." (7. Hawes, Kay June 1, 1998, “Sportsmanship: Why should anybody care?”, NCAA News)

Referees have a large impact on sportsmanship and if they do not uphold the values of the sport then violence can occur. Sportsman ship is a very large part of violence in college basketball. There's a lack of respect for authority and it's at schools, with the police force, the fire department, teachers, and coaches. We see a lack of respect

toward authority in society being mirrored on the playing field. The players are seeing it happening at the professional level, and it's coming down to them. We've been taught that we can challenge anything and this lack of respect for authority in society is something that translates into poor sportsmanship. Still also pointed out that the lack of respect extends to the sport itself. Today's kids don't have a respect for the game. They look at the game as a way to get a scholarship for college, as a way to get into the pros and make money. And they're thinking about it at younger ages and at lower levels. College official John Clougherty told the Raleigh, North Carolina, News and Observer that he thought fan behavior now is simply awful. "Students, you can almost accept," he said. "But the alumni, the donors, they go to the games and they're irate. They scream and holler, and you look at them and they're booing. In some cases, they throw stuff. "Game management ought to do a better job in some cases. But we've got fans that curse you, scream at you, and their little kid is sitting right next to them. These are guys who are doctors, dentists, whatever. It just amazes me." (8. Hawes, Kay June 1, 1998, “Sportsmanship: Why should anybody care?”, NCAA News)

I have reviewed surveys that have indicated the declining of sportsmanship. This stems from bad coaches, and bad referees, as well as a lack of disrespect form the players. All of these factors can lead to interpersonal violence during the course of a game or season. Last November, ESPN examined the issue of sportsmanship on its cable network and its website, ESPN SportsZone. In one of ESPN's surveys, more than 81 percent of respondents said they believed sportsmanship had declined in the last decade and that most pro and major college athletes care only about winning. In the world of today's major college sports, sportsmanship is nothing more than an abstract, moral concept. Taunting and trash talking are up. Respect and decorum are down. Greg Garber did a study on sportsmanship and found that flagrant fouls in the NBA went from 76 in 1994 to 117 in 1995 and to 134 in 1996. A reflection of what the college leagues are suppose to mirror. There may be a few other ways to measure sportsmanship. The Institute for International Sport recently released a survey of college basketball players that indicated that 43.8 percent of male players were willing to accept trash talking as a way of life in college basketball. Only 24.8 percent of female players agreed. The Institute's poll also revealed that 46 percent of male players would follow directions by their coach that would result in an advantage, even if those methods were against the rules. In an earlier study by the Institute for International Sport, as many as 76.5 percent

of the members of the media who were surveyed said that they believe there is an increased level of serious game misbehavior involving professional athletes. Also, 78.8 percent of the media members surveyed said sportsmanship in professional sports is at an all-time low, while 72.9 percent said sportsmanship at the college level is at an all-time low.

Sportsmanship is very hard to define. When division I college basketball players defined sportsmanship, they said that they could offer only examples of actions they perceived to be sportsmanlike, such as shaking hands. But tennis player Jim Courier offered a definition that ESPN SportsZone users agreed with the most. He said: "Sportsmanship for me is when a guy walks off the court and you can't tell whether he's won or lost. It's going out and giving your best and honoring your opponent by giving your best all the way through, and shaking his hand at the end of the battle and saying, 'That was good warfare, but we can still go have a beer afterwards.' " SportsZone columnist Tom Farrey says the definition of good sportsmanship may depend on many factors. "In today's diverse world, there is no longer any single definition of 'sportsmanship' that applies in the world of sports but rather many definitions, each shaped by the nature of the sport, the relative pressure to win, the personality of the individual and even the culture that the person springs from," Farrey wrote. (9. Hawes, Kay June 1, 1998, “Sportsmanship: Why should anybody care?”, NCAA News)

Sportsmanship and ethics play a large role in determining whether violence occurs in division I college basketball. Apart from the obvious desire to ensure that officials and other participants remain healthy and safe, we care because, as some would suggest, sports mean nothing if you don't play by the rules. Russell Gough, author of "Character is Everything: Promoting Ethical Excellence in Sports" and a professor at Pepperdine University, points out that ethics and sportsmanship are really two sides of the same coin. "Sportsmanship is a big deal because ethics is a big deal. If ethics isn't a big deal, sportsmanship isn't a big deal," Gough wrote. "As with ethics, when we talk about 'sportsmanship,' we are talking about someone's character and actions, but specifically in the context of sports." Gough defines sportsmanship as "a matter of being good (character) and doing right (action) in sports." Gough also points out that the majority of acts that are considered unsportsmanlike acts that are unfair, dishonest, and disrespectful or against the rules are unsportsmanlike because they are unethical. Being sportsmanlike is like being ethical in sports. We can also better appreciate why there is no

concept or value more important to sports than sportsmanship. It gives us our very best reason to play fairly, to show respect to opponents and officials, and to follow the rules because it is the right thing to do and the ethical thing," Gough continued. (10. Hawes, Kay June 1, 1998, “Sportsmanship: Why should anybody care?”, NCAA News)

Chapter III:

Hypothesis

Chapter III: Hypothesis

Factors of scholarships, coaches and referees do influence interpersonal violence in men's division I college basketball programs. If scholarships cause pressure then men's basketball athletes will act out in violent means because they cannot cope with the stress of maintaining the required grade point average and dedicating every minute to their game. If coaches are the most important influence to a college basketball player then if they treat the athletes badly, it will result in interpersonal violence between the coach and athlete, or the athlete and teammates as well as against other teams. If referees are lax and do not set good standards for keeping the games clean and not too physical, then college basketball players will not be able to act violently towards them or other players.

There is a lot of interpersonal violence that occurs during a season of division I college basketball. Most of it is acceptable and statistics are not kept. There are rare occasions in which worse situations occur. The NCAA has set up an infractions committee that deals with deterring the interpersonal violence in men's division I basketball programs from the factors of pressure of scholarships, coaches and from referees. The National Collegiate Athletic Association is the governing organization through which the nation's colleges and Universities oversee matters at the national level. The Association tries to maintain intercollegiate athletics as an integral part of the educational program and the athlete as an integral part of the student body. The NCAA has created an enforcement board that's mission is to reduce violations of NCAA legislation and to impose appropriate penalties if violations occurred. The specific mission of the NCAA enforcement committee is to act as a means of accountability for member institutions by seeking out and processing information relating to possible major violations of NCAA legislation in accordance with the policies and procedures enacted by the NCAA membership. The referees are there to

uphold the on court penalties, and the NCAA infractions committee holds investigations is necessary to research problems with coaches, referees, and players behaviors. The rules of the game, which have been outlined and given to every single player, referee, and college coach are the guidelines and the constitution of the league. When someone does not obey them they are punished justly. Violence is only an option in college basketball if calls are not made, if coaches encourage their players to hurt other players, if unsportsmanlike conduct is occurring, and if sportsman ship and scholarship pressure is not coherent. As long as scholarships are putting pressure on athletes, there will always be a sense of devastation when a player does not do well academically and thus loses their scholarship and dream of playing basketball at their university. This pressure along with bad coaches and bad referees only adds to the enormous pressure a college student must endure during their maturation stages and this all leads to acting out. Sometimes the act ends up in violence on or off of the court as a way to relieve their stress. If is usually interpersonal violence against another teammate, coach, head butting a referee or cursing a fan. It can also lead to hitting a girlfriend or further illegal activity that disobeys the NCAA and United States laws. The last important factor, which we must always keep in our mind, is that these players are just kids that are enduring life decisions and at a benchmark point in there lives. They range from ages 18 to 25 and most have just left home and are learning what it is like to be independent with no one to turn to for help. They usually turn to coaches and administrators who advise and mentor the students but when given wrong advice could turn fatal. All of these factors as well as scholarships, coaching, and referring all influence interpersonal violence in men's division I college basketball programs. These three topics are crucial to discuss, evaluate, and research because if we come to important conclusions we may be able to prevent further harm and acts that could be stopped if considered and evaluated in the first place.

Chapter IV:

Methodology

Chapter IV: Methodology

In order to further prove or disprove the three hypothesis detailed in the introduction of this paper, data, surveys and questionnaires of division I male basketball players that has been taken on their careers and how they viewed violence in college athletics. The issue is how their scholarships, coaching, and referees influenced interpersonal violence in their university.

A list of questions have been compiled and verbally presented to interviewees in person, via email, and during telephone calls. In addition to the questions that were presented, information from editorials and historical data contained in published materials assisted the implementation of the data that was collected.

The sampling for the interviewees included eleven current and former college athletes at division I universities. All of the questionnaires were complete and innovative. The eleven questionnaires are both valid and reliable of the sampling group.

The sampling from this project was a convenience sample since the people interviewed were co-workers, and students throughout the university system that played in division 1 college basketball teams throughout the nation. The player each had different focuses, attitudes, views, and opinions on the issues of interpersonal violence influences by coaches, referees, and scholarships. A detailed analysis of the players interviewed answers in detailed in the conclusion of this paper.

The questions presented were as follows:

The affects of sports on big time collegiate athletes
Questionnaire

A) Where did you play?
B) When did you play?
C) What was the coach's name and how was he/she as a coach?
D) How were you treated?
E) What was the time commitment like?
F) What was the gender/age/race of most players?
G) What did you learn about ethics and morality?
H) What lessons did you learn on and off of the field?
I) What was the reason you started played college sports?
J) What age did you start playing college sports?
K) What where the positive aspects of playing the sport?
L) What were some of the negative aspects of playing the sport?
M) Did you have a lot of obstacles and conflict to overcome?
N) What is your main future goal? (Where would you like to be in 7 years?)
O) Did you participate in youth sports?
P) Did you play sports because everyone else was?
Q) Did your parents of any other relatives play college sports?
R) How did it effect your time to study and socialize with others?
S) Did you meet a lot of new people and make all new friends through playing the sport?
T) Do you watch a lot of sports on television?
U) Do you still play the sport today? And how much?
V) What impact do you feel playing the sport had on your life?
W) How did you become involved/participated in sports?
X) Do you ever feel burned out?
Y) Do you feel sports build character?

On Violence…

1) Did you ever see violence on the field?
2) Where you ever involved with on field violence?
3) Why do you feel violence occurs in college sports?
4) Did you see a lot of verbal arguments between coaches and players?
5) Did the verbal fighting lead to physical?
6) Did you see violence off the field from the players on the team?
7) Why did the person commit the violent act?
8) Have you heard about the national programs to stop violence in college sports?
9) Do you feel that athletes engage in more deviance and violence then non-athletes do?
10) Did you know that the NCAA has guidelines and an infractions committee set up to investigate problems with violence in college sports? Do you think it deters violence in college sports?
11) Do you believe that referees let a lot of calls go during the course of games and did it affect the players on the court to act out violently?

Chapter V:

Results

Chapter V: Results

The responses in the following interviews proves that the initial three hypothesis which are 1) the factor of scholarships initiates so much pressure that it influences interpersonal violence in men's division I college basketball, 2) the factor of coaching initiates so much pressure that it influences interpersonal violence in men's division I college basketball, and 3) the factor of referees making bad decisions influences interpersonal violence in men's division I college basketball, are all currently accurate according to the responses. All of the athletes interviewed, where males and most said that the they believed that a majority of the time, the factor of scholarship pressure, coaches, and referees do influence interpersonal violence in men's division I college basketball. Most believed that too much pressure from college scholarships and to holding good grades and managing time was hard. Some said that if a coach were too harsh it would serve as a deterrent to play harder. They also said that the better players were treated on a higher scale. When referring to officials and referee calls they indicated that one call could lead to a very bad violent situation but that the officials usually did do a decent job handling the rules during the course of the games. Almost all of the athletes interviewed said that they knew of the NCAA's rules and regulations including the infractions committee and that it does deter them from committing a violent act.

The athletes said that factors including the ones discussed in this research paper such as: childhood experiences, race, ethnicity, and aggression all play vital roles on how each person and player is in life. Those factors will dictate how the person will deal with different situations, and that each player has different values, beliefs, customs, and from different cultures. There is an array of diversity in sports and in basketball from team to team and player to player.

This research reviewed the factors of how scholarships, coaches, and referees do influence interpersonal violence in men's division I college basketball because they cause so much pressure on the athletes involved in the game. The results of this study show that overall perceptions that college athletes have about violence in sports is it is very hard to determine when it will occur, but with the proper steps, rules, an regulations violence can be deterred from college sports. A big question that arose because of this research is if we can ever end violence in college sports permanently. We just have to continue to prevent it. The factors of scholarships initiates so much pressure because

there are many players that would never be able to afford to go to school if they didn't use their talent as a skill. Many coaches are major influences on the every day daily life of the athletes and they take each and every word to heart. A coach that is friendlier but serious seems to be the kind that gains more respect from heir players then the coach that just yells and throws temper tantrums. And finally, the referees in this study are viewed as doing an overall good job but that if the wrong official is not trained then chaos could break out in the court and this will lead to interpersonal player violence. The compilation of the research that was collected has led to these discoveries.

Chapter VI:

Discussion and Conclusion

Chapter VI: Discussion and Conclusion

Based on the research that was done in this report, there is no definite conclusion, only similar beliefs. Everyone has a different value system and violence is a major topic of discussion in the sports world. Violence in college sports is a fearful issue that haunts every facet of athletic departments, programs, and administrations all around the world. It is an issue that we try to discuss and come to conclusions to solve, deter, and prevent it. There are no straightforward answers, only ideas and conclusions that can be draw on the data and surveys taken.

The future holds great things because there is a solidarity and teamwork between the NCAA, federal government, Colleges, Universities, and players to prevent future violent acts in college sports. Players are there to play, make a career and create opportunities and most of all have fun. They all want to eliminate the negative aspects of such a topic and will do whatever it takes to do so. The factors of pressure on performance of scholarships that lead to violence is just one critical topic that will be interesting and a pivotal discussion until sports are extinct. The effects of coaching and referees making calls are also issues that are so important to determine specific micro-isms of the sports world and how the impact interpersonal violence that could fill a tremendous amount of literature and journals.

The following are a few ideas for the future of research to be developed and to continue this study. Another survey to find out the outcomes, rates, and figures of the programs statistics could be one possibility. Other studies of NCAA committee decisions and the exact percentages of all violent offenses in the last decade would help the cause. More cooperation is a necessity in order to study the violence in past and its relationships to pressure of scholarships, coaching, and referees.

I have interviewed athletes in college from various universities of college basketball. From interviewing athletes in different sports we get to see the differences on how sports impacted each athlete in their respective organized game. The following is an explanation and analysis of my conclusions on the derived hypothesis.

Violence did occur in many situations. It seems like it depends on the athlete's background and sport. I found that basketball is a very physical sports and there is more mental and physical violence because it is part of the game. In hockey, some players are just there to fight. This stems from a violent childhood and past experience that teach children that it is all right to fight during athletics. I have found that most players are interviewed played on the East Coast like in NY and in the South. Sports are also for enjoyment and external rewards. Players felt it was important to define sports in order to distinguish them from other activities. It is the study of social arrangements that people create as they live together and make sense of their lives. They are concerned with social issues, relations and organizations. Some goals were to understand control, and change in their lives so we could accomplish needs among all categories of people are met at both individual and group levels. Most of the athletes played one or two seasons depending on injuries, time management, and scholarships.

In some cases, player said that the way their coach treated them had a great impact on their personal lives and how they acted toward others on the court. The

player I interviewed said that there are many factors in determining whether a player will act out because of their coach screaming at them but they said that it could be the spark that initiates the player's violent act. Many said that the referees did officiate well, but there are always instances that referees treated players better then others and this also caused players to act out in violent means because they felt it was acceptable to do so. Almost every player I interviewed was on a college scholarship to play men's basketball and that they may have not been able to afford the school if not for their sport. They said that there was tremendous pressure though, and that sometimes to get a release they would talk trash, or see an act of aggression no necessarily violent, but they saw deviance because they needed to let steam off. When a coach and player could not get along, or a player and another teammate, it cause bad experiences and relations were hard because they didn't have much in common.

Most of the players said that they were treated well if they were doing well, team wise, but the players that didn't care and if the team was losing things were bad. All of the athletes went through major forms of socialization. Socialization is a complex, interactive process through which people form ideas about who they are and how they are connected to the world around them. This process occurs in connection with sports and experiences in people's lives. The Chronicle of Higher Learning said ""Sports teach positive lessons that enrich America even while revealing its flaws. We live in an age when, too often, rules are scorned; values are turned upside down; principles are replaced by expediency; and character has been sacrificed for popularity. Individual athletes sometimes are the worst offenders, but not as often as one might think. That is because sports teach important moral lessons athletes can apply on and off the playing field." (11. Kemp, Jeff (March, 1999) SPORTS AND LIFE: Lessons to Be Learned, Chronicle of higher Education, Copyright 1999)

Every player said that the time commitment was tremendous and they didn't have time for anything else. It was hard to concentrate on studying, which impacts their educational commitments. Most in the study were black or white males from 18 to 24. Race and ethnicity in sports plays an important role in our society. Most of the athletes I interviewed learned a lot. They learned how to be good people and stay healthy. They learned how to get along with others and what is right and wrong. Player's grew up faster then most kids their ages and matured at an earlier age. They saw the good and bad sides of sports. Some basketball players saw violence on the court when players took their aggressions out by throwing balls if they played poorly. Other players I interviewed said that the officiating caused them to act violently. An article in Insight on the News stated decries that there are two myths of officiating that announcers often mention: that officials can be "worked" by coaches (verbally harassed to the point that they will make calls in the coach's favor) and that officials make "makeup" calls (making up for a bad or missed call by trying to even things). Good officials won't be affected by either, says Marshaus, but the notion that they are fuels much of the obnoxious behavior exhibited by coaches, fans and parents. "I think a lot of coaches see things on TV, and they go out and try to practice it." (12. Stewart, Mark (June 19, 2000) Good Sports Insight on the News, 2000) Sports athletes I interviewed said that their coaches often tried to befriend officials to get more calls our way. Many fist fights between fellow teammates off the field occurred around campus parties because they held a different status and were treated different then the average students at the campus.

Interpersonal violence is a form of deviance. Deviance is present in sports. The forms and causes of deviance among those associated with sports are diverse and no

single theory can explain them all. Deviance in sports often involves an uncritical acceptance of norms, instead of a rejection of them. Deviance is defined as failing to conform to ideals and deviants are seen as lacking moral character. The athlete's ideals are hard to understand and many athletes violate norms because they get so much attention and it is hard to accept.

Most serious forms of deviance in sports occur when athletes, coaches, and others over conform to the norms of the sport ethic. Sport ethic norms are about making sacrifices, striving for distinction, taking risks, and achieving dreams. When not much time is put into limiting conformity, then deviant over conformity becomes a problem. Some said that coaches acted like babies when the team lost, others said that they were very well liked and treated everyone very good. Ethics are a major concern in sports. In USA today, there was an article on the prevention of abuse of authorities in sports. "Coaches need to learn about six general principles that include competence, integrity, professional responsibility, respect for participants' dignity, concern for others' welfare, and responsible coaching. Moreover, they would be taught about misuse of influence; exploitative relationships. Athletes also need to learn how to confront ethical issues and report ethical violations." (13. Zaichkowsky, Leonard (January 01 2000) The Dark Side of Youth Sports: COACHES ABUSING CHILDRE, USA Today Page: 6, 2000)

All of these athletes were taught that an athlete must sacrifice for the game, an athlete strives for distinction, and athlete accepts risks and plays through them, an athlete accepts no limits in the pursuit of possibilities. But these are just kids and shouldn't be treated different then any other average kid in the US. Most on and off the field behavior falls within the range of acceptability, when they don't they often over conform to the norms of the sport ethic. Most rates off the field deviance are the same as others in the community. When rates are high they usually have something to do with dynamics and consequences of over conformity of the sport ethic. A large topic that I did not go into much, was the abuse of coaches, athletes, and referees of alcohol and drug abuse which both lead into the influence on factors that cause coaches, players, and referees to act out violently in college basketball. Drugs would include, illegal substances and performance enhancing drugs. If I were to conduct another study it would focus on these effects. On drugs, I found it interesting that players would still use a drug that could cause them bad future harm just to get ahead. Substances are used all over the world among athletes.

The athletes responded to my questions by explaining that most played because they loved the sport. Others were good and wanted to see how far they could compete at. Others liked the competition. Most did play in youth sports. Some started out as athletes of many sports, but as they got older they started to concentrate on their one favorite sport and get better at that one. Most played their entire lives and have seen a lot of physical play turn into violence only if referees allowed it. But the violence they saw was encouraged. They didn't really know the details of many of their teammates private lives off the field but some can guarantee that the lessons of violence on the court most definitely led off into the players private lives off the field. One player told me that they felt if it was acceptable to be violent on the field, then they felt they could get away with it off the field also. They did so because they were taught that it was ok, and that they would get away with such behavior. Violence in sports is an important topic. Violence like physical force can cause harm or destruction even in sports. It can be controlled though, if they deal with it as a problem. Both men and women have been

put in their head that violence helps and is a strategy for success even if it causes pain and injury among athletes.

Some positive aspects of sports that the players I interviewed learned was that that sports did impact all of their lives greatly. It taught them time management, teamwork, ethics and morality. Some of the negative aspects of the sports world they learned was that it was time consuming, injuries, most aren't going to the professional. They would have liked to have more time to study and worry more about a career. Each had their own obstacles to go through like being able to get along with teammates to win injuries, relationships with others off the field. Everything in sports affected their lives and still does. They were so busy it was hard to have intimate relationships with others as well. Concentrating in school was hard. A lot I interviewed were players in the middle class on scholarships so money was a huge factor. Athletic scholarships help millions of young people around the world. Some even achieve great careers because they got this chance. Many scholarship recipients have the motivation and resources to attend college without sport-related financial assistance. There is a sense of racial inequality, gender inequality, class relations, and patterns that indicate that wealthy and powerful people have many more opportunities then others do.

Most of the players that I interviewed said that they played sports because they loved the game. They didn't play just because everyone else was but it did help because they didn't feel left out. If all the other kids played they could do otherwise they would have been left out. Its all part of the socialization process. Every player played their sport in high school as well. Sports are organized, creative, and influential to meet specific goals. Sports interfered with school and other social activities. Being a big time athlete in a big program at a school distracts kids from doing their homework. If a kid thinks they are going to go pro, then they will disregard school and spend more time chasing their goals. Interscholastic sport programs create school spirit. School spirit creates memories and is great for the school, but doesn't help individuals study habit. The athletes I interviewed had limited time and did not have time for their priority, which should have been academics. They practiced and played almost the entire day of every week and on weekends. Traveling was the hardest thing for athletes to do as well.

Playing sports opened up new doors of opportunities for the athletes that wouldn't have come if they didn't play. Every player said that they watched sports a lot and learned techniques of their sport by analyzing their heroes. Players still are active in sports for social interaction, and they only play in their leisure time. The ones that graduated said that they don't have as much time any more to play. Athletes said that they believe that their sport impacted their lives tremendously. It taught them socialization, gain new experiences and grow up faster then other kids. Most of the players were good with sports at early ages and dreamt of playing in the professionals but didn't have the opportunities they needed as well as skills. All of the players felt burned out at one time or another but they don't regret a minute of their time in sports. They said they would all do it again in a minute. It was an experience of a lifetime one said. Overall it took a large part of time but it was worth every second of the time commitment. "Another reason student-athletes have so much in common is that they often lead lives that are quite different from their classmates. The pressures of meeting every academic obligation and every athletics obligation are the same at every school. Time management skills must reach a level of sophistication that is often not seen in traditional college students." "A lot of people who aren't in athletics don't see how we have to budget our time," said Sara Keenan, a senior soccer player and accounting major

at the University of San Francisco." (14. Hawes, Kay (December 7, 1998) "Common bond-Student-athletes from all levels face similar challenges and opportunities". The NCAA News. 2001)

All of the college athletes that I interviewed said that sports builds a lot of character because they wouldn't be who they are today if they didn't go through life as they did. The credit sports in many ways for their great health, life experiences and lessons learned. Sports is a big part of their lives and reason why these 11 great people and college athletes strived for success and achieved goals that no one else could ever experience if they didn't play college sports. Violence did impact most of their lives because they were taught to use any means to obtain their goals whether violence or intimidation both mental and physical abuse may have be that means to do so.

In conclusion, the factors of scholarship pressure, coaching relationships and referee calls influencing interpersonal violence in men's division I college basketball programs is evident. This graduate project attempted to show the factors and broke them down individually. I have discussed the pressure of scholarships, the effect of coaching and refereeing and how they all influence interpersonal violence. Actual college basketball players have been interviewed on a variety of topics as they see the affects of these factors on interpersonal violence in their sport. I questioned them on topics in violence and how it affected their lives as college athletes. I found results and did comparisons of the influences these factors have on an individual that went through the actual experience of playing in college basketball. To deter interpersonal violence and how these factors influence men's division I college basketball programs we must be analytical, listen to ideas, and come up with important conclusions. These factors are a part of these athletes lives, and programs and we must deal with the pressures that each entity cause and help the athletes deal with them on an individual basis in order to ensure a successful future without violence in these basketball leagues.

Chapter VII:

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Chapter VII: Bibliography/References

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INDEX:

INDEX

Title	Page
Preface	Page 2
Table of contents	Page 3
Chapter I: Introduction	
Introduction	Page 4
Chapter II: Literature Review & Sub Problems	
Scholarships	Page 10
Coaching	Page 12
Referees	Page 18
Chapter III: Hypothesis	Page 22
Chapter IV: Methodology (Questionnaire)	
Methodology	Page 25
Questionnaire	Page 27
Chapter V: Results: (Questionnaire)	
Results	Page 28
Chapter VI: Discussion & Conclusions	
Conclusion	Page 43
Chapter VII: Bibliography & References:	
Bibliography & References	Page 49
Websites & other sources	Page 52
Index:	Page 53
Appendix A: (Additional Research)	Page 55

Appendix A:

Interviews

I

A) **Where did you play?** Western Michigan
B) **When did you play?** 1998-2000
C) **What was the coach's name and how was he/she as a coach**? Gary Darnell, Treated the sport like a business and not very personable
D) **How were you treated?** I was a scholarship athlete
E) **What was the time commitment like?** Major, Around 1to 7 every day
F) **What was the gender/age/race of most players**? Male, 18-21, black
G) **What did you learn about ethics and morality?** A lot of inter squad fighting
H) **What lessons did you learn on and off of the field?** Being an athlete I learned how to treat people and act after going through all my experience. Especially how to take care of living and myself on my own. I went away to school and that impacted me greatly. It was hard at first but I got use to it. You learn to grow up fast
I) **What was the reason you started played college sports?** Because I loved the sports and competition
J) **What age did you start playing college sports?** 18
K) **What where the positive aspects of playing the sport?** I learned disciple, hard work, how to budget my time, team relationships.
L) **What were some of the negative aspects of playing the sport?** The fighting, hard hours, and responsibility
M) **Did you have a lot of obstacles and conflict to overcome?** Injuries and major competition within the team and against other teams
N) **What is your main future goal?** (Where would you like to be in 7 years?) Coaching
O) **Did you participate in youth sports?** Yes all sports
P) **Did you play sports because everyone else was?** Not sure, I liked to play
Q) **Did your parents of any other relatives play college sports**? Dad played and almost went pro
R) **How did it effect your time to study and socialize with others?** It effected it greatly
S) **Did you meet a lot of new people and make all new friends through playing the sport?** Yes, I met a ton of people I would never have met if I didn't play
T) **Do you watch a lot of sports on television?** Yes and play the video games
U) **Do you still play the sport today? And how much**? Yes, alot
V) **What impact do you feel playing the sport had on your life?** It has played a great role in my life and I wouldn't be where I am today both mentally and physically without sports
W) **How did you become involved/participated in sports**? Friends, family
X) **Do you ever feel burned out**? Yes
Z) **Do you feel sports build character?** Definitely because you learn a lot growing up and experiencing new things and there is no way it can't build someone's character and change peoples life.

<u>On Violence…</u>

1) **Did you ever see violence on the field**? Yes continuously
2)**Where you ever involved with on field violence?** Yes we had fights among our teammates and against other teams; it is the nature of the mental and physical game.
3) **Why do you feel violence occurs in college sports?** It is part of the game because it gives each player a mental toughness
4) **Did you see a lot of verbal arguments between coaches and players?** yes
5) **Did the verbal fighting lead to physical?** Yes, not with coaches
6) **Did you see violence off the field from the players on the team**? Yes players acted their rage out on field and off
7) **Why did the person commit the violent act?** Because they felt they wouldn't get in trouble

8) **Have you heard about the national programs to stop violence in college sports?** Yes I know of them but didn't do much research like you have I'm sure.
9) Do you feel that athletes engage in more deviance and violence then non-athletes do? Yes I believe that regular student may have stress, but I believe that college athletes have more aggression to let out. I know of a lot of the kids on my team acting "deviantly" because they feel that they are such good players that the University will let them away with anything they do, unlike the regular student would think.
10) Did you know that the NCAA has guidelines and an infractions committee set up to investigate problems with violence in college sports? Do you think it deters violence in college sports? Yes the coaches warn us about those. We have meetings and each of us gets an advisor, like a coach and we go to them if we have a problem. Yes it definitely deters us because the coach will bench you or you can lose eligibility.
11) **Do you believe that referees let a lot of calls go during the course of games and did it affect the players on the court to act out violently**? Yes, in my experiences I saw that the people in the stands wanted to see us play hard, and referees didn't want to get screamed at.

II

A) **Where did you play?** FAU, UM
B) **When did you play?** 1996-99
C) **What was the coach's name and how was he/she as a coach?** Jim Morris, Kevin Cooney
D) **How were you treated**? Good
E) **What was the time commitment like?** Very committed
F) **What was the gender/age/race of most players?** 18-22, White, black and Hispanic, Male
G) **What did you learn about ethics and morality**? I met all different kinds of people
H) **What lessons did you learn on and off of the field**? No matter what you do you have to put in hard work to be successful
I) **What was the reason you started played college sports**? Good at it
J) **What age did you start playing college sports**? 18
K) **What where the positive aspects of playing the sport**? I met new friends and exposed to better competition
L) **What were some of the negative aspects of playing the sport**? Long days, tired alot
M) **Did you have a lot of obstacles and conflict to overcome?** Time management
N) **What is your main future goal? (Where would you like to be in 7 years**?) Play professionally or live NY
O) **Did you participate in youth sports**? Yes
P) **Did you play sports because everyone else was**? No
Q) **Did your parents of any other relatives play college sports**? Yes, relatives played
R) **How did it effect your time to study and socialize with others?** Only during the season. Hard to study but not to socialize
S) **Did you meet a lot of new people and make all new friends through playing the sport**? Yes
T) **Do you watch a lot of sports on television**? Yes
V) **Do you still play the sport today? And how much?** Yes and all the time
W) **What impact do you feel playing the sport had on your life**? It took over my life
X) **How did you become involved/participated in sports**? Family, and because you had to start somewhere
Y) **Do you ever feel burned out?** Sometimes
Z) **Do you feel sports build character?** Yes

<u>On Violence…</u>

1) **Did you ever see violence on the field?** Yes I saw players taunt each other
2)**Where you ever involved with on field violence**? No but if there was ever a team fight I would help my teammates, it like a bond
3)**Why do you feel violence occurs in college sports**? Players have ego, and think they are unstoppable, frustration
4)**Did you see a lot of verbal arguments between coaches and players**? yes
5) **Did the verbal fighting lead to physical?** Sometimes, most of the time just eject coaches
6) **Did you see violence off the field from the players on the team**? no
7) **Why did the person commit the violent act?** Personality conflicts
8) Have you heard about the national programs to stop violence in college sports?
Yes when I was accepted to this school, they told us in orientation
9) Do you feel that athletes engage in more deviance and violence then non-athletes do?
I believe that we have more on the line because it could be a future in sports, plus we have to worry about grades, games and so much more. I think athletes are aggressive because it's the nature of sports. I think were much different then regular student.
10) Did you know that the NCAA has guidelines and an infractions committee set up to investigate problems with violence in college sports? Do you think it deters violence in college sports?
Of course, and believe me it deters a lot. There is still a lot that goes on because there is no way the NCAA can watch everything we do but I think players are aware and know that the NCAA is like our God that watches over us.
11) **Do you believe that referees let a lot of calls go during the course of games and did it affect the players on the court to act out violently**? I believe they tried their best and would do what was necessary to get the job done.

III

A) **Where did you play**? NY
B) **When did you play**? 97-99
C) **What was the coach's name and how was he as a coach?** We had so many
D) **How were you treated**? Very hardly
E) **What was the time commitment like**? Extreme
F) **What was the gender/age/race of most players?** Most were white males
G) **What did you learn about ethics and morality?** I learned a lot, how to be on my own, get along with others, adjust to the freezing cold weather
H) **What lessons did you learn on and off of the field?** I learned a lot that I could relate to on the field and off the field experiences like dealing with people in various kinds of settings
I) **What was the reason you started played college sports?** Love the sport, and to play
J) **What age did you start playing college sports**? 7
K) **What where the positive aspects of playing the sport?** I have a lot of positive ones like making new friends, and especially meeting a lot of girls
L) **What were some of the negative aspects of playing the sport?** Time and a lot of hard work but it was worth it
M) **Did you have a lot of obstacles and conflict to overcome**? Studying seemed less important the sports.
N) **What is your main future goal? (Where would you like to be in 7 years**?) In business or maybe pro sports
O) **Did you participate in youth sports**? Yes, baseball
P) **Did you play sports because everyone else was**? No, but it helped me because when everyone else played I wasn't at a disadvantage because I could play.
Q) **Did your parents of any other relatives play college sports**? No
R) **How did it effect your time to study and socialize with others**? Hard to study, easy, always to socialize, you're socializing every time we have a practice, game, or fundraiser.

S) **Did you meet a lot of new people and make all new friends through playing the sport?** I met all types of people in different cities and cultures
T) **Do you watch a lot of sports on television**? Yes and I still do, interested in the XFL.
U) **Do you still play the sport today**? And how much? Not as much because it is hard to get that many people to together to play.
V) **What impact do you feel playing the sport had on your life**? A tremendously large one, form health to meeting friends.
W) **How did you become involved/participated in sports?** Friends and wanted to play from watching on TV
X) **Do you ever feel burned out?** Always
Y) **Do you feel sports build character**? Yes and the lessons I have learned I try to bring those experiences with me throughout the rest of my life and maybe teach someone else what to do and what not to do, so they have the same success I did, and avoid the negatives learning through my experiences.

On Violence…

1) **Did you ever see violence on the field?** Yes a lot
2)**Where you ever involved with on field violence**? No
3)**Why do you feel violence occurs in college sports**? It is part of the sport
4)**Did you see a lot of verbal arguments between coaches and players**? Yes they try to intimidate each other
5) **Did the verbal fighting lead to physical?** Yes but it was usually broken up quickly
6) **Did you see violence off the field from the players on the team?** Sometimes
7) **Why did the person commit the violent act**? Thought they were an athlete so they could do whatever they want to
8) Have you heard about the national programs to stop violence in college sports? Well, I know a little about them but wouldn't bet on it. I think they are good and they definitely help people so why not have more of them
9) Do you feel that athletes engage in more deviance and violence then non-athletes do? As an athlete, I would have to say no, but I'm sure we do since there is more of an opportunity to do so
10) Did you know that the NCAA has guidelines and an infractions committee set up to investigate problems with violence in college sports? Do you think it deters violence in college sports? Of course, like the back of my and yes I would definitely recommend that it deterred even the worst athlete if they think they will get in trouble if they do something wrong.
11) **Do you believe that referees let a lot of calls go during the course of games and did it affect the players on the court to act out violently**? I believe that the referees weren't that good. But when you win you take it and move on. When you lose that's when the blame comes. I think yes, if they let too much go then more problems would definitely occur.

IV

A) **Where did you play?** Small college in Michigan
B) **When did you play**?98 and 99
C) **What was the coach's name and how was he/she as a coach?**
Ed Bowers, was a very aggressive coach
D**) How were you treated**? Just like another number
E) **What was the time commitment like**? We had to practice about 4 hours a day
F) **What was the gender/age/race of most players?** Male, 18 to 22 white
G**) What did you learn about ethics and morality**? Nothing
H) **What lessons did you learn on and off of the field?** Playing college sports does take a lot of your time up
I) **What was the reason you started played college sports**? The love for it

J) **What age did you start playing college sports**?19
K) **What where the positive aspects of playing the sport?** It was fun just being on a college team
M) **What were some of the negative aspects of playing the sport?** Very time consuming
N) **Did you have a lot of obstacles and conflict to overcome?** Yeah, classes and practice were very hard, couldn't have a life outside of it
O) **What is your main future goal? (Where would you like to be in 7 years?)**
Making a lot of money, don't know what doing, but making lots of money
P) **Did you participate in youth sports?** yes
Q) **Did you play sports because everyone else was?** No I did it cause I like to play
R) **Did your parents of any other relatives play college sports?** No
S) **How did it effect your time to study and socialize with others?**
It effected a lot, I could only study and go to practice, socializing was very difficult
T) **Did you meet a lot of new people and make all new friends through playing the sport?**Yeah
U) **Do you watch a lot of sports on television**? Yes
V) **Do you still play the sport today? And how much?**
Yes, every year I join an adult leave and play
W) **What impact do you feel playing the sport had on your life?**
A very big impact, It taught me how to be disciplined and to use teamwork at everything you do
X) **How did you become involved/participated in sports?**
Probably through seeing kids playing and also watching it on TV
Y) **Do you ever feel burned out?** no
Z) **Do you feel sports build character?** Absolutely

On Violence…
1) **Did you ever see violence on the field?** Yes
2)**Where you ever involved with on field violence**? Yes during the game
3)**Why do you feel violence occurs in college sports**? The fans tried to start things. Once I saw a player and fan get into it, but just words.
4)**Did you see a lot of verbal arguments between coaches and players**? No
5) **Did the verbal fighting lead to physical**? No
6) **Did you see violence off the field from the players on the team?** Rarely
7) **Why did the person commit the violent act**? Verbal fights lead to assault
8**) Have you heard about the national programs to stop violence in college sports?**
Yes I try to follow politics but get a lot of information from reading the sports section. The media is a huge outlet for information and I don't think they tell us enough about these programs.
9) Do you feel that athletes engage in more deviance and violence then non-athletes do?
Yes very much so. I have seen a lot of things that fraternities may do also but since were together so much things get bad. Hazing is another issue and I guess, yes its part of violence.
10) Did you know that the NCAA has guidelines and an infractions committee set up to investigate problems with violence in college sports? Do you think it deters violence in college sports? Well, we all know about the NCAA and its rules but if doesn't really effect us unless something bad goes wrong then everyone runs to learn what to do.
11) **Do you believe that referees let a lot of calls go during the course of games and did it affect the players on the court to act out violently**? Yes I believe that when players talked they should be warned more because that leads to more future problems.

V

A) **Where did you play**? FAU
B) **When did you play?** 1999-2001
C) **What was the coach's name and how was he/she as a coach?** Sydney Green, he has his favorites, and the others can't do enough to make a difference.

D) **How were you treated?** Badly
E) **What was the time commitment like?** A lot of time, 3 hours of practice, and 1 hour of study hall every day
F) **What was the gender/age/race of most players**? Male, 19-20, black
G) **What did you learn about ethics and morality**? To an extent everyone is pretty ethical
H) **What lessons did you learn on and off of the field**? How to be a better person, and give people more chances, hate the coach
I) **What was the reason you started played college sports**? To live my dream
J) **What age did you start playing college sports**? 18
K) **What where the positive aspects of playing the sport?** Build friendships, good shape
L) **What were some of the negative aspects of playing the sport**? Very time consuming, and hard on the body
M) **Did you have a lot of obstacles and conflict to overcome?** Yes I'm a 6'0 white kid
N) **What is your main future goal? (Where would you like to be in 7 years**?) I'd like to be playing for fun, not realistic be playing professional
O) **Did you participate in youth sports**? No
P) **Did you play sports because everyone else was**? No, because met a college basketball player and started playing
Q) **Did your parents of any other relatives play college sports**? No
R) **How did it effect your time to study and socialize with others**? Yes sometimes, but rarely
S) **Did you meet a lot of new people and make all new friends through playing the sport?** Yes
T) **Do you watch a lot of sports on television?** Yes
U) **Do you still play the sport today? And how much**? Yes still active on the team
V) **What impact do you feel playing the sport had on your life?** I think it has taught a lot about hard work and perseverance
W) **How did you become involved/participated in sports**? Just grew up loving the game
X) **Do you ever feel burned out**? Yes, too much of a time commitment
Y) **Do you feel sports build character**? Yes I think that it shows people how to work on a team, how to take control of themselves and be better people as well as players

<u>On Violence…</u>
1) **Did you ever see violence on the field?** Sometimes
2)**Where you ever involved with on field violence**? No
3)**Why do you feel violence occurs in college sports?** Things get out of hand, player or coach fights over a call or no call
4)**Did you see a lot of verbal arguments between coaches and players?** Tremendous amount, some players are babies and of they don't get the call they go nuts
5) **Did the verbal fighting lead to physical?** Maybe 1 out of 100 times
6) **Did you see violence off the field from the players on the team?** No
7) **Why did the person commit the violent act**? N/A
8) Have you heard about the national programs to stop violence in college sports? Yes
9) Do you feel that athletes engage in more deviance and violence then non-athletes do? There is a lot of corruption everywhere. Were here to play a game and have fun. For some of it is life and more serious then for others. I think the players that take sports more serious may be more violent and yes I see a difference in deviance from non-athletes.
10) Did you know that the NCAA has guidelines and an infractions committee set up to investigate problems with violence in college sports? Do you think it deters violence in college sports?

We have to know the rules to watch ourselves. I know a lot about the rules because I served on a student committee for athletes.

11) Do you believe that referees let a lot of calls go during the course of games and did it affect the players on the court to act out violently? Yes I believe that for the better players and for the players that became friends with the referees that they received more calls and better calls because of their relationships.

VI

A) **Where did you play**? Chicago
B) **When did you play?** 19995-1999
C) **What was the coach's name and how was he/she as a coach**? Pendelton, excellent coach. Like a father figure.
D) **How were you treated?** I was treated very well.
E) **What was the time commitment like**? 110%
F) **What was the gender/age/race of most players**? black 18-24
G) **What did you learn about ethics and morality**? Treat people with respect
H) **What lessons did you learn on and off of the field**? How to be a winner
I) **What was the reason you started played college sports?** Scholarship
J) **What age did you start playing college sports?** I was 16 when I first started playing.
K) **What where the positive aspects of playing the sport**? Meeting all sorts of different people from around the world
L) **What were some of the negative aspects of playing the sport?** Time consuming
M) **Did you have a lot of obstacles and conflict to overcome**? Injuries
N) What is your main future goal? (Where would you like to be in 7 years?) A psychologist
O) **Did you participate in youth sports**? Yes
P) **Did you play sports because everyone else was**? No
Q) **Did your parents of any other relatives play college sports?** No
R) **How did it effect your time to study and socialize with others**? No badly
S) **Did you meet a lot of new people and make all new friends through playing the sport**? Yes
T) **Do you watch a lot of sports on television**? Yes
U) **Do you still play the sport today? And how much**? No, I do not have the time.
V) **What impact do you feel playing the sport had on your life**? How to win and put your heart into something
W) **How did you become involved/participated in sports?** Signed up at a young age
X) **Do you ever feel burned out**? No
Y) **Do you feel sports build character?** Yes

<u>On Violence…</u>

1) **Did you ever see violence on the field**? no, but a lot of physical play
2)**Where you ever involved with on field violence**? Yes
3)**Why do you feel violence occurs in college sports**? Fans go crazy and we get psyched up
4)**Did you see a lot of verbal arguments between coaches and players?** Not with coaches but on the field yes
5) **Did the verbal fighting lead to physical?** Yes
6) **Did you see violence off the field from the players on the team**? No
7) **Why did the person commit the violent act?** Take it very seriously, it is life

8) **Have you heard about the national programs to stop violence in college sports?**
I know that they around and that they exist and I think they definitely help
9) Do you feel that athletes engage in more deviance and violence then non-athletes do? No, well maybe, I was going to join a fraternity but my father told me what they did to him so that he could get in, and I changed my mind. In sports we have crazy things going on also but not as harsh as those fraternities. Unimaginable.
10) Did you know that the NCAA has guidelines and an infractions committee set up to investigate problems with violence in college sports? Do you think it deters violence in college sports?
NCAA is part of our lives as long as we are in college sports so yes, and of course
11) **Do you believe that referees let a lot of calls go during the course of games and did it affect the players on the court to act out violently**? Yes, because the game is already drawn out. Players would foul out alot

VII

A) **Where did you play?** NY
B) **When did you play?** 3 years ago
C) **What was the coach's name and how was he/she as a coach**? Lee
D) **How were you treated?** Fairly well
E) **What was the time commitment like?** 10-15 hours a week, not counting practices
F) **What was the gender/age/race of most players?** Black and white male, mostly 19-22
G) **What did you learn about ethics and morality?** Team work
H) **What lessons did you learn on and off of the field?** Dealing with people
I) **What was the reason you started played college sports?** Leisure
J) **What age did you start playing college sports**? 19
K) **What where the positive aspects of playing the sport**? Social scene outside of games/practices
L) **What were some of the negative aspects of playing the sport?** Cut into study time
M) **Did you have a lot of obstacles and conflict to overcome?** Time management
N) **What is your main future goal? (Where would you like to be in 7 years?)** Business administration
O) **Did you participate in youth sports**? Yes
P) **Did you play sports because everyone else was**? Yes
Q) **Did your parents of any other relatives play college sports?** No
R) **How did it effect your time to study and socialize with others**? Hard at first, then it worked out fine
S) **Did you meet a lot of new people and make all new friends through playing the sport?** Yes
T) **Do you watch a lot of sports on television?** Yes
U) **Do you still play the sport today? And how much**? No, sports related injury
V) **What impact do you feel playing the sport had on your life?** Helped with social and time management skills
W) **How did you become involved/participated in sports**? Started
X) **Do you ever feel burned out?** Yes occasionally
Y) **Do you feel sports build character**? Yes

<u>On Violence…</u>
1) **Did you ever see violence on the field**? no
2)**Where you ever involved with on field violence?** No
3) **Why do you feel violence occurs in college sports?** Pressure of winning
4)**Did you see a lot of verbal arguments between coaches and players**? No
5) **Did the verbal fighting lead to physical**? N/A
6) **Did you see violence off the field from the players on the team?** No
7) **Why did the person commit the violent act?** N/A
8**) Have you heard about the national programs to stop violence in college sports?**

Yes, but I don't know much about them
9) Do you feel that athletes engage in more deviance and violence then non-athletes do? I believe it is mostly the same
10) Did you know that the NCAA has guidelines and an infractions committee set up to investigate problems with violence in college sports? Do you think it deters violence in college sports? Yes we all have to know about the rules. Only the big schools violence do we hear about, and the small school athletes seem to be quieter and don't receive as much attention
11) **Do you believe that referees let a lot of calls go during the course of games and did it affect the players on the court to act out violently**? definitly

VIII

A) **Where did you play**? Florida
B) **When did you play**? 97-01
C) **What was the coach's name and how was he/she as a coach?** He was good coaching on the court, but off the court he had a hard time dealing with player relationships
D) **How were you treated?** Everyone was treated equally except if you were slacking off then you would get a talk to pump you back up.
E) **What was the time commitment like**? Absolutely ridiculous. You spend your entire college life playing. It was probably school in morning, then practice entire day and then games the entire night.
F) **What was the gender/age/race of most players**? 17 to 22, Hispanic, white, Black
G) **What did you learn about ethics and morality**? On the court people act differently then in real life. They go crazy on the court because they get so mad and take their anger out on the ball. During games you have to behave or face penalties
H) **What lessons did you learn on and off of the field**? Learned how to work with other people well, relate with other cultures, to work the hardest ever before, and listen to what I've been told and do it without any complaining.
I) **What was the reason you started played college sports**? I was good
J) **What age did you start playing college sports?** 17
K) **What where the positive aspects of playing the sport?** Working as a team because its a team sport, and for scholarship money. It keeps you healthy and in shape.
L) **What were some of the negative aspects of playing the sport**? Time, sore muscles, injuries, tired all the time
M) **Did you have a lot of obstacles and conflict to overcome**? School, almost kicked off because said wasn't working hard enough.
N) **What is your main future goal? (Where would you like to be in 7 years**?) Married, not playing unless of fun
O) **Did you participate in youth sports?** Programs, played since 7 years old,
P) **Did you play sports because everyone else was**? Just enjoyed it
Q) **Did your parents of any other relatives play college sports**? No
R) **How did it effect your time to study and socialize with others**? Very badly still joined a fraternity, hard because of traveling
S) **Did you meet a lot of new people and make all new friends through playing the sport?** Yes
T) **Do you watch a lot of sports on television**? Yes to learn about the sport
U) **Do you still play the sport today? And how much**? Yes
V) **What impact do you feel playing the sport had on your life**? Big one, large part, made me a better person, shows I am able to do anything I want. Very hard to do. Provided me an opportunity to deal and relate with other people not of my religion, and cultures.
W) **How did you become involved/participated in sports**? Father played
X) **Do you ever feel burned out**? Yes
Y) **Do you feel sports build character?** Yes it builds character. Gives you a sense of accomplishment

On Violence…

1) **Did you ever see violence on the field?** No
2) **Where you ever involved with on field violence?** No
3) **Why do you feel violence occurs in college sports**? Bad calls, not getting enough playing time
4) **Did you see a lot of verbal arguments between coaches and players**? Yes
5) **Did the verbal fighting lead to physical**? No
6) **Did you see violence off the field from the players on the team?** No

7) **Why did the person commit the violent act?** N/A
8**) Have you heard about the national programs to stop violence in college sports?** Yes, but I do not think my school is really involved much
9) Do you feel that athletes engage in more deviance and violence then non-athletes do? I believe that according to the media we do because they unfortunately broadcast more problems and show more deviance from athletes even if only one problem occurs per semester or year. People like to hear more about athletes that commit crime then regular students. I don't know the statistics but I feel we definitely have more pressure.
10) Did you know that the NCAA has guidelines and an infractions committee set up to investigate problems with violence in college sports? Do you think it deters violence in college sports? We have to realize the rules but I am not to sure about an NCAA infractions committee. I'm sure that if they felt we needed one that they are doing a good job.
11) **Do you believe that referees let a lot of calls go during the course of games and did it affect the players on the court to act out violently**? Yes but they are human also and people make mistakes. I do believe that player acted more physically when they knew they were getting away with calls.

IX

A) **Where did you play?** Boston
B) **When did you play**? 97-98
C) **What was the coach's name and how was he/she as a coach**? Coach was like family
D) **How were you treated**? Very competitive
E) **What was the time commitment like**? Very time consuming
F) **What was the gender/age/race of most players**? Male, 18-22
G) **What did you learn about ethics and morality**? I learned hard work, patience, sportsmanship
H) **What lessons did you learn on and off of the field?** It takes time to develop relationships with other people
I) **What was the reason you started played college sports**? Liked to play
J) **What age did you start playing college sports**? 8
K) **What where the positive aspects of playing the sport**? Learned how to become more athletic, made a lot of friends
L) **What were some of the negative aspects of playing the sport**? Took a lot of time, hard to get everyone's schedules in tact
M) **Did you have a lot of obstacles and conflict to overcome**? No
N) **What is your main future goal? (Where would you like to be in 7 years**?) To be a lawyer
O) **Did you participate in youth sports**? Yes all of them
P) **Did you play sports because everyone else was**? No
Q) **Did your parents of any other relatives play college sports**? No
R) **How did it effect your time to study and socialize with others?** Effected is alot
S) **Did you meet a lot of new people and make all new friends through playing the sport?** Yes
T) **Do you watch a lot of sports on television**? No
U) **Do you still play the sport today?** And how much? Just for fun
V) **What impact do you feel playing the sport had on your life**? It had a big impact because it created great memories, and stories
W) **How did you become involved/participated in sports**? Childhood experience
X) **Do you ever feel burned out**? Yes but I enjoyed doing it
Y) **Do you feel sports build character?** Yes, I believe it builds character because every thing we do builds character.

<u>On Violence…</u>

1) **Did you ever see violence on the field?** Yes sometimes the players would dunk the ball and hang on the rim as well as shout and scream then receive technical fouls.
2)**Where you ever involved with on field violence**? No
3)**Why do you feel violence occurs in college sports**? Because of ridicule, bad calls
4)**Did you see a lot of verbal arguments between coaches and players?** Yes
5) **Did the verbal fighting lead to physical**? No
6) **Did you see violence off the field from the players on the team**? No
7) **Why did the person commit the violent act**? N/A
8) **Have you heard about the national programs to stop violence in college sports?** Yes
9) **Do you feel that athletes engage in more deviance and violence then non-athletes do**? Maybe, I think that athletes are more in the news because they are looked upon by children and get more publicity then non-athletes. It seems like we are more violent but I think that it is equal
10) **Did you know that the NCAA has guidelines and an infractions committee set up to investigate problems with violence in college sports? Do you think it deters violence in college sports?**
I am not sure on this issue because it is so hard to oversee everyone. If someone comes from a messed up past they usually don't think about what they are about to do. They are usually thinking irrationally and will commit the act out of rage
11) **Do you believe that referees let a lot of calls go during the course of games and did it affect the players on the court to act out violently**? Yes I believe I even go away with calls, but

that is part of the game and so is the trash talking, physical and mental play of the sport. I don't believe letting us play hard led to any violence.

X

A) Where did you play? Rutgers unvi.
B) **When did you play**? 1994-1998
C) **What was the coach's name and how was he/she as a coach?** gershon (football), otto (soccer) , track (forgot), football (ridout...something like that), and Basketball
D) **How were you treated?** I was treated more like the president of the college rather than a student.
E) **What was the time commitment like?** Very committed. Have to be to get what you want.
F) **What was the gender/age/race of most players**? Age-not sure, gender? of course male. although I wouldn't have mind couple female teammates.
G) **What did you learn about ethics and morality**? Everyone is equal.
H) **What lessons did you learn on and off of the field**? To be discipline and patients is key in achievement you get want you want if u apply your self and work for it.
I) **What was the reason you started played college sports**? I started so early I don't remember a time with out sports. I think once I developed legs I started playing.
J) **What age did you start playing college sports**? 17
K) **What where the positive aspects of playing the sport**? Teamwork, thinking in a fast paced environment. Being aggressive when need be. And being patient and waiting for a perfect moment.
L) **What were some of the negative aspects of playing the sport**? Being addicted to winning.
M) **Did you have a lot of obstacles and conflict to overcome**? In basketball yes because the first time I played ball was the day I tried out for my college team. I would say that was an obstacle. Other than that. First impression last.... once you prove yourself in the beginning. its almost automatic for the next step.
N) **What is your main future goal? (Where would you like to be in 7 years?**) To play pro basketball...I see myself living the life of luxury, nice house nice cars and family 4 kids maybe 5, 8 dogs. and oh yes a wife. Almost forgot about her.
O) **Did you participate in youth sports**? Yes
P) **Did you play sports because everyone else was**? I can't remember a time when I wasn't playing so I don't know how I got into sports or why.
Q) **Did your parents of any other relatives play college sports?** My mom didn't go to college. and my dad didn't go to college but played pro cricket in Jamaica.
R) **How did it effect your time to study and socialize with others**? **study?**
S) **Did you meet a lot of new people and make all new friends through playing the sport?** yes
T) **Do you watch a lot of sports on television?** Yes my TV is stuck on sports center
U) **Do you still play the sport today? And how much**? I still play but I play in semipro-leagues to get better so I can try my hand at the professional world.
V) **What impact do you feel playing the sport had on your life**? Most of all my discipline
W) **How did you become involved/participated in sports?** I have no idea. I can't remember a time without sports.
X) **Do you ever feel burned out?** All the time.... but its the only life I know.
Y) **Do you feel sports build character**? Yes indeed.

On Violence…
1) **Did you ever see violence on the field**? Yes, we look up to professionals and when they act out we feel it is ok to do it also since they get away with it. The better players get always with more things.
2) **Where you ever involved with on field violence**? Pushing, shoving, verbal
3) **Why do you feel violence occurs in college sports**? Failure to win

4) **Did you see a lot of verbal arguments between coaches and players**? A lot over calls, players not performing well, pressure from sponsors, owners, and schools to have winning programs
5**) Did the verbal fighting lead to physical**? Sometimes
6) **Did you see violence off the field from the players on the team?** No, but in street ball there is a lot of mental violence. With refs you can't get away with that
7) **Why did the person commit the violent act**? Retaliation, didn't want to look bad so didn't back down, tough guys
8) Have you heard about the national programs to stop violence in college sports?
Yes I haven't heard of our school doing it but I saw online and that the federal government was involved.
9) Do you feel that athletes engage in more deviance and violence then non-athletes do?
Yes, because with sports comes violence. A lot of athletes are breed to be violent and use intimidation and it goes from the field to the off field action of the athletes.
10) Did you know that the NCAA has guidelines and an infractions committee set up to investigate problems with violence in college sports? Do you think it deters violence in college sports? Yes we have clinics, and the NCAA sends us tapes on all of that. I don't know if it deters but I'm sure it helps a lot.
11) **Do you believe that referees let a lot of calls go during the course of games and did it affect the players on the court to act out violently**? No, I believe they did a good job, I remember many time I was upset at them but we tend to blame others for our mistakes. Bad calls or no calls never lead to any violence that I saw.