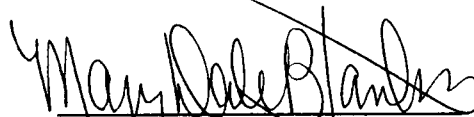


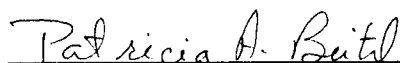
To the Graduate Council:

I am submitting herewith a thesis written by Dara L. Worrell entitled "An Analysis Of Student Perceptions On Fan Violence And Crowd Control At The University Of Tennessee, Knoxville". I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science with a major in Recreation and Leisure Studies.



Dr. Mary Dale Blanton
Major Professor

We have read this thesis and
recommend its acceptance:



Accepted for the Council:



Associate Vice Chancellor
and Dean of The Graduate School

**AN ANALYSIS OF STUDENT PERCEPTIONS
ON FAN VIOLENCE AND CROWD CONTROL AT
THE UNIVERSITY OF TENNESSEE, KNOXVILLE**

A Thesis Presented

for the

Master of Science Degree

The University of Tennessee, Knoxville

Dara Worrell

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DEDICATION

This work is dedicated to my parents, Bill and Suzanne, and to my sister Paige for all their patience and understanding.

ACKNOWLEDGEMENTS

The completion of this thesis, and with it my Master's studies, would not have been possible without the help, support, and encouragement of several people.

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To the psychology students who took the time to complete my questionnaire, thank you.

Finally, a thank you to my family. Your support has made this possible.

ABSTRACT

The current awareness of fan violence in intercollegiate athletics has the attention of administrators, coaches, players, and fans. Fan violence at sporting events is not a new problem but the frequency continues to increase. The Southeastern Conference (SEC) has attempted to prevent fan violence by establishing crowd-control policies.

It was the purpose of this study to determine the level of fan violence and perceptions of fan violence legislation among students at The University of Tennessee, Knoxville. Sub-problems included:

1. How many UTK students have been a victim of fan violence while attending home or away UTK football games?
2. What are the students' reactions/perceptions toward crowd-control legislation?

For the study, participants completed a 30-question survey. The questionnaire was administered by the researcher in February 1994. The participants completed the questionnaire in approximately 10 minutes.

Results of this study indicate a significant difference in the number of home UTK football games attended by white students than any other race. Freshmen were more likely to attend a home game than any other class;

however, no profound difference was found among the sexes and home game attendance.

Females were more likely to be victims of fan violence than males. there was a profound difference in the number of freshmen who had friends who were victims of fan violence. Male students were more likely to witness fan violence. Results indicate that UTK students feel current crowd-control policies are adequate. According to sex, race, and hyear in school, there was a definite agreement for crowd-control policies, and the SEC is addressing fan violence with adequate crowd-control policies. There was significant agreement among UTK students that fan violence awareness is increasing; however, there was a difference in opinion about fan violence awareness increasing among SEC fans.

Recommendations for further research include replication of this study in three years to determine if UTK students' perceptions change. Educate security personnel on better methods to search and confiscate alcohol from fans. Security and university personnel should conduct more in-stadium inspections for alcohol during the games. Monetary fines should be enforced for persons found to have brought alcohol into the stadium. These policies should be enforced by university personnel and also by city police at all SEC schools. SEC schools shoulc conduct surveys on fan violence among their fans,

especially season-ticket holders, and report the results to the SEC. This could help develop more extensive and improve crowd-control policies.

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CHAPTER 1

INTRODUCTION

The current attention given to fan violence and crowd control incidents has administrators, coaches, players, and fans concerned. Fan violence and crowd-control policies have established a new awareness for everyone involved with sport. Dr. Edwin Schneibman (cited in Yeager, 1976) states that fans are drawn to football to fulfill an obsession. "Fans used to go to the park to see players and to support the team. . . . Now fans want to share the limelight with the players" (cited in Yeager, 1976, p. 74).

Wanting to be part of the limelight was one cause of the "violent victory" at the University of Wisconsin on October 30, 1993. The 12,000 students seated in the student seating section rushed the field. When it was over, 73 people were injured and six were in critical condition. Everyone involved with the Wisconsin incident could not believe that it happened. Paul Soglin (cited in Telander, 1993), Mayor of Madison, Wisconsin, said he had seen such incidents only in "news footage" and then "mostly from soccer games in other countries" (p. 60).

The Southeastern Conference (SEC) has anticipated the need for updated crowd-control policies to prevent an incident similar to Wisconsin. An SEC rule has moved the visitor's bench away from the student section, but the intimidation factor remains, and stories become legend among players and fans. The University of Tennessee (UTK) football team believes there is no place like the University of Florida's field--especially the student section. During the 1991 game, UTK players tell stories of Florida students spitting in the water coolers, throwing pizza boxes at the bench, and verbal abuse. Fan violence is a focus of administrators and fans due to current crowd-control legislation. Fans perceive crowd-control legislation as targeted for the other teams's fans; however, all fans in the SEC have contributed to the need for crowd control.

The University of Tennessee, Knoxville, is a public institution for higher learning with an enrollment of 26,000 students and 1,300 faculty. UTK is a charter member of the SEC and a member of the National Collegiate Athletic Association (NCAA). The SEC follows the conduct principles set by Article 2 of the NCAA Constitution and requires SEC members to follow these principles. The NCAA does not involve itself in interpretation or enforcement of any Conference's rules; consequently, when SEC rules are more stringent, the SEC rule supersedes NCAA legislation. The SEC is a competitive and legislative body made up of the following institutions: Alabama, Arkansas,

Auburn, Florida, Georgia, Kentucky, Louisiana State, Mississippi, Mississippi State, South Carolina, Tennessee, and Vanderbilt.

The University of Tennessee, Knoxville, has a strong athletic tradition in both women's and men's sports. The most visible sport is football, but understand that in women's athletics, basketball is tops. Neyland Stadium, located on the UTK campus, is the largest football stadium in the South and the third largest college stadium in the nation. Neyland Stadium seats 91,902 and has undergone 12 additions or renovations since 1921. Attendance records have been maintained since 1950, and, since that time, more than 16 million fans have watched Tennessee football in Neyland Stadium. The average attendance during the 1992 season for six games was 95,924, with a total attendance of 575,544. The 1992 attendance was second in the nation, behind the University of Michigan's per-game attendance of 105,867.

The University of Tennessee, Knoxville, ranks nationally in many football team categories. Tennessee is tenth of the all-time "winningest" teams (627) and ninth for all-time wins (627). After playing in 33 post-season bowl games, Tennessee ranks fourth in the nation for bowl appearances. UTK's 11 SEC All-Sports Championship titles places it second in the men's division for championship titles. Not only does Tennessee rank among the best in national team categories, it ranks in the nation's top 10 for the number of players in the

National Football League (NFL). The Tennessee football program represents the university and SEC on the national level with tremendous success.

The NCAA has passed strong legislation in all areas of intercollegiate athletics; regulations apply to many areas, including recruiting, playing and practice time, academic requirements, and game management. In today's society, intercollegiate athletics play a role in establishing a school's reputation, name recognition, and the level of fan interest. The SEC is known for addressing current issues affecting intercollegiate athletics, and, in today's football scene, crowd control is a major issue.

The SEC implemented a new crowd control rule for the 1993 football season. Due to SEC legislation, a home student seating section cannot be located behind the visiting team's bench. The SEC views the rule as a way to protect visiting teams from unruly student sections and to prevent fan violence in the stands. The SEC manual does not address crowd control with prevention methods but regulates game management procedures, which address risk management and proper implementation.

Strong fan support for the UTK football team is obvious according to the attendance record. The 26,000 students are affected and addressed in current SEC crowd control legislation. A student's level of identification with UTK will determine how the student interprets this rule. Fan identification stems

from the student's in-depth knowledge of the game, which influences his or her interest level; an accurate measure of the student's interest level will determine how responsive the student is to current SEC crowd-control legislation.

Findings on student identification levels and perceptions on crowd-control measures will help UTK and the SEC to implement or to adjust current legislation. The SEC's regulation of crowd control should help prevent fan violence and promote fan sportsmanship in its member institutions' student bodies.

Problem Statement

The purpose of this study is to determine the level of fan violence and perceptions on fan violence legislation among students of The University of Tennessee, Knoxville. The study is divided into the following sub-problems:

1. How many UTK students have been a victim of fan violence while attending home or away UTK football games?
2. What are the students' reactions/perceptions toward crowd-control legislation?

Definition of Terms

To gain a better understanding of this study, the following terms are defined:

1. Fan violence. As used in this study, fan violence is a disturbance created by a crowd that regularly attends a scheduled gathering as a group of partisan followers and natural observers whose behavior is usually predictable, but who can readily transform into a destructive crowd (a riot), an acquisitive crowd (stampede), or an escape crowd. Recognition of this close connection between potential crowd behaviors shows the tendency of a group to become members of a collective violent act (Goldstein, 1983; Smith, 1983).

2. Fan violence legislation. As used in this study, fan violence legislation refers to policies and rules implemented to protect the teams and fans from unsportsmanlike behavior.

3. Level of interest. As used in this study, level of interest refers to "a student's demonstrated cognitive and affective responses that are modified by the individual's level of identification with a team which represents a group that has important implications for the student's social identity" (Wann & Branscombe, 1993, p. 3).

4. Loss exposure. As used in this study, loss exposure is any set of circumstances that presents the possibility (or risk) of loss of physical property and/or material possessions (Russell & Hueston, 1991).

5. Perceptions. As used in this study, perceptions refers to students' comprehension of the purpose of fan violence legislation.

6. Reactions. Reaction refers to students' response (positive or negative) to fan violence legislation.

7. Risk management. Risk management, in the simplest sense, is the taking of steps to avoid harm, to serve the needs of an organization to manage risk, and to develop formalized procedures to deal with risk to help ensure that no loss exposures are overlooked (Russell & Hueston, 1991).

8. Southeastern Conference (SEC). The SEC is a body of . . . member colleges, universities, athletics conferences or associations and other groups that are related to intercollegiate athletics; that have acceptable academic standards and that are located in the United States. Such institutions or organizations must accept and observe the principles set forth in the constitution and bylaws of the Association. (Bollig, 1993, p. 22)

Assumptions

The assumptions of this study are as follows:

1. The University of Tennessee, Knoxville, students in the sample represent the characteristics of all UTK students as related to this investigation.
2. The questionnaire is valid and a reliable measure for the identification levels of the students of The University of Tennessee, Knoxville, football team.
3. The students answered the questions in an honest manner.

Delimitations of the Study

The study was delimited to the following parameters:

1. The sample consists of selected students enrolled at The University of Tennessee, Knoxville.
2. The sample consists of the following selected demographic data: sex, race, and year in school.

Limitations of the Study

The limitation of this study was as follows:

The subjects were randomly selected from the entire student population of The University of Tennessee, Knoxville.

Significance of the Study

With the findings of this study, information can be provided to university, SEC, and NCAA administrators and students who may assist in determining future crowd-control legislation. The study measures students' game attendance for home and away UTK football games. The information gathered is a reaction of current 1994 UTK and SEC crowd-control policies and procedures. The study could change in the future due to changing attitudes of UTK students or changes in policies and procedures.

The results of this study will benefit all sports fans and participants. The study will be beneficial due to the new awareness and the results, and will represent how fans perceive the need and usefulness of crowd control.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This review is concerned with the effect of sport violence on fans. Current legislation addressing crowd control is attracting attention from administrators and fans. The influencing factors contributing to fan violence involve a broad spectrum of variables. These factors may influence some fans and not others; the different theoretical approaches to crowd control try to explain this concept. In an effort to look at the influence of sport violence on fans, this paper included literature related to: (a) sport violence - theoretical perspective, (b) effect of sport violence on the fan, (c) fan identification, and (d) fans' need for sport entertainment.

Sport Violence - Theoretical Perspective

Smith (1983c) classified sport violence of athletes into four categories: brutal body contact, borderline violence, quasi-criminal violence, and criminal violence. The purpose of this section is to provide definitions of the four

categories by the degree of violence on a scale of legitimacy. Smith took into account views of the law, the players, and the fans.

Borderline violence is accepted by all concerned but is prohibited by the rules of the game. Borderline violence can produce serious injuries but is viewed as "part of the game" (Smith, 1983c, p. 36).

Smith (1983c) views quasi-criminal violence as a concern of top management because it can lead to suspensions. The most important fact is that a conference or league will determine what violence will be tolerated, the level of punishment, and the form of punishment. Quasi-criminal violence generates public response due to the form of punishment that is administered.

Criminal violence in sport is clearly an act outside of the rules, and this form of violence is handled by law enforcement. Smith (1983c) cited specific cases in which the athlete was involved in a violent act outside of the playing field or arena. The violent act was committed because of an occurrence between an opponent or fan. The athlete's punishment is decided in the courts, and league or conference officials have a special circumstance involving sport violence.

Brutal body contact is legal, according to game rules and society; it occurs in game situations involving more physical force than normal. Body checking,

tackling, and a hard foul in basketball are situations studied by Smith (1983c). Brutal body contact, like borderline violence, is viewed as part of the game.

Sport violence occurs at many different levels of acceptance by players, administrators, and fans. Smith's (1983c) study shows that different levels of violence are accepted and more severe violence is viewed as unacceptable. The need for stronger legislation and consistent interpretation by administrators will lead to improvements in sport violence--specifically, controlling fan violence.

Effect of Sport Violence on the Fan

The effect sport violence has on a fan can lead to fan violence. Smith (1983a) stated that social conflict is typically based on class, race, or religious beliefs, but not in all cases. A sport event is a social outing in which fans with similar backgrounds can experience conflict or issue-oriented violence. Conflict can result from negative stereotyping, hostility, and violence because of the desired goals of each group.

Smith (1983a) identified four categories of issue-oriented violence, which results due to a group-desired goal. The study measured the influence of group violence with four variables; i.e., game violence, official's decision, cheering fans, and the unknown.

Fans experience violence in four forms: (a) fan violence, (b) near violence, (c) player violence, and (d) a combination of the three contribute to the occurrence of violence. Smith (1983a) defined crowd violence as 10 or more fans involved in violence against people and/or property. Near violence refers to fan outbursts involving 10 or more people that fail to climax. A fight between two teams or players is player violence. The combination of violence is compared to the four variables by Smith to view causes and results of violence.

Smith's (1983a) study surveyed fans or influencing factors leading to fan violence. Smith studied 68 episodes of violent behavior, 49 of which resulted in fan violence. Seventy-four percent ($n=20$) of the fan violence was started by reactions to player violence. Near violence occurred due to events on the field or floor in 74% ($n=9$) of the incidents. Player violence was caused by violent or "dirty" play between players, which led to a fight. Sixty-nine percent ($n=20$) of the fan violence occurred because of player violence. The combination of violence resulted in 73% ($n=49$) of fan violence incidents; this shows specifically how a combination of all three variables can contribute to a fan's reactions.

In a separate study, Smith (1983b) surveyed issue-oriented violence and fan reaction. Sixty-eight sport-related violent situations were found to

contribute to and lead to some violent act. Fans were influenced by the action of the game or by their perceptions of a player's reaction; they responded with a violent act. In a subsequent study, Smith (1983a) examined a fan's reaction as part of a pattern.

Smith (1983b) examined sport crowd patterns and violence as the end result. He categorized sport crowds into two groups: issue-oriented and issueless. Issue-oriented crowds want to organize and draw attention to a cause or issue. Issueless crowds are found to be very reactive and spontaneous, according to Smith; their reactions are usually violent because of a denied performance or a defeat. Issueless groups include violence not because of being denied but due to lack of social control. Little social control can be found in the forms of discrimination or a current social problem.

Vamplew (1983) discussed the reasons for crowd reaction along with different types of crowd disorders and suggested that frustration disorders occur when a fan's expectations for the game's outcome and level of play are exaggerated. Outlawry disorders occur when violence-prone fans use sport events to act out by destroying property and fighting with officials and rival fans. Vamplew's third disorder, remonstrance, occurs when fans use a sport event to express grievances. Vamplew states that crowd disorders are important for identifying features of crowd behavior.

Lee (1985) examined how sport competition determines attitudes and behavior among fans. He suggested that competitive sport encourages strong fan identification with teams. Strong fan identification has important psychological effects on people and may develop negative attitudes toward fans of different teams. Lee explored three theories that draw attention to how fans demonstrate group differentiation and their consequences.

Fans draw attention to teams in order to gain self-esteem by associating themselves with these teams. This association has given rise to different forms of fan violence. Lee (1985) examined theories dealing with group interaction and its rise in determining a fan's objective for membership to a group.

The Realistic Conflict theory states that the attitudes and behaviors of interacting groups is determined by linking group goals. In an experiment by Sherif (cited in Smith, 1983b), boys at a summer camp were assigned to two groups, each of which was identified by colors and symbols. The boys lived separately for eight days and then were brought together for an athletic competition. Sherif noted strong in-group favoritism and hostility to the other group. The study showed that the athletic contest was a way to demonstrate superiority over rivals. Lee (1985) stressed that group goals that are different from another group can cause conflict.

The Social Categorization theory introduces how group attitudes reflect the different group goals. Lee's (1985) research led him to believe that fans identify as group members not only to develop an interest with the group but also to gain a social status from the membership.

Membership helps fans feel good about themselves. Gained self-esteem is considered a social competition theory that has two prerequisite conditions. According to Turner (cited in Smith, 1983b), the two conditions are: (a) the possibilities of different actions important to group membership, and (b) the purpose of an intergroup situation. The first condition relates well to sport because a win or a loss can influence a fan's identification; the second condition deals with the importance of a fan's being a part of the group.

Lee (1985) brings the three theories together in three areas of fan interaction. First, it is clear that fans view a team as important in determining their interest; fan identification is important to administrators due to strong opinions toward one's own group to another, which has led to fan violence awareness.

In 1985, Horn presented crowd control techniques proposed by different researchers and their effectiveness in today's society. Three studies by Melvin, Gan, and Horn (cited in Horn, 1985) were tied together to develop a realistic approach to the control of sport violence. The theories developed by Melvin

(cited in Horn, 1985) on fan violence examined causes found on and/or off the playing field.

Irving Goldaber, head of the Center for the Study of Crowd and Spectator Behavior in Miami, Florida, felt that many fans are looking for a reason to feel important or significant in today's society. "If the team is No. 1, they feel they're No. 1. In this world, being significant--counting--is hard to come by. It's much easier to do it by paying \$10.50 to get into a ball park!" (Horn, 1985, p. 31).

Melvin (cited in Horn, 1985) and his colleagues felt that more violence has not occurred because of the "equity based justice system" (p. 31) that dominates sport. Sport penalties aim at equity rather than punishment; therefore, penalties can result in violent outbreaks. Players are penalized identically for violations due to effort level.

Gan (cited in Horn, 1985) looked at Goldaber's idea of how a player's reactions can instigate fan violence. The sportsmanlike conduct of handshake and helping players up would give the fans the impression that it is just a game. The conduct of players and fans can determine the interest level of the fan toward a team or player.

Oldenburg (1991) discussed fan participation at a sporting event as a way of showing community support. The use of cheers such as the Tomahawk

Chop, the Wave, or Homer Hankie draws a crowd together. Media coverage helps to familiarize the fans with the trend; people want to be a part of the new phenomenon. Fans have an identity and the crowd is united in a visual support for their team; they possess a feeling of belongingness and display a noticeable consciousness in the crowd. Experts believe that a cheering crowd helps to prevent crowd violence; the crowd is united as one, which leads the fans to feel important--a violent act would make them an outcast. The reason some people are fans and some are not is described by Guttman (cited in Klein, 1993) as "fandom."

Oldenburg (1991) and Guttman have both written opinionated articles on fan behavior or motives that lead one to ask how fan identification can be determined. Klein (1993) interviewed Guttman, author of Sports Spectators, and addressed fandom. Guttman stated that he does not know what causes people to be sport fans or non-fans; he did say, however, that non-fans have other obsessions just as intense as their sport-fan peers.

Observation of sport fans shows the competition among them. Fans compete in broad categories ranging from boisterousness and bizarre dress to a knowledge of sport trivia. Guttman linked the degree of fandom from fanatical to a non-fan's lack of interest; the level of interest displayed by fans distinguishes the team's ability to draw that interest.

Wann and Branscombe (1993) studied the fan identification levels of the University Kansas students, which can be related to any team and its fans. The purpose of this research was to develop a way to measure fan identification with a team. The researchers wanted to demonstrate the validity and reliability of the study; therefore, two studies were conducted. Study 1 measured factor structure and the reliability of the new measure; Study 2 provided support to Study 1 by distinguishing the different characteristics of the fans--high identifiers to low identifiers.

Fan identification is measured in behavioral, cognitive, and affective dimensions of personality. Wann and Branscombe (1993) grouped fans' responses into four categories: (a) amount of involvement with the team, (b) view of the team's accomplishments, (c) amount of time and money invested in team events, and (d) view of other fans.

The most visible sport fans are college students supporting their school. Wann and Branscombe (1993) surveyed 75 males and 113 females in a University of Kansas psychology class, whose mean age was 18.5 years. The students were asked seven questions in each response category, using an 8-point Likert scale. One year later, 49 (25 males and 24 females) were contacted and asked to complete another questionnaire to determine test-retest reliability.

The mean score for Study 1 was 56.20, with a standard deviator (SD=1.35), and there was no difference by subject gender. Internal consistency was a standardized reliability coefficient of .91, and average item-total correlation was .59. The total variance was 66.3%, resulting from a factor analysis of a single factor. The test-retest reliability correlation between scores were Time 1 (M = 6.42; SD = 1.32) and Time 2 (N = 5.99; SD = 1.16). The coefficient for the test retest for one year later was significant: $p(49) = .60$, $p < .001$. The seven questions were all used in an attempt to determine how strong loyalty was to one team; furthermore, the scores one year later were consistent with the first time the student was questioned.

Study 2 measured: (a) fan investment and involvement with the team, (b) views on the team's success, (c) expectations about the team's chances, and (d) fans' views on their own characteristics as a team supporter. Study 2 asked 288 introductory psychology students (175 males and 113 females) to complete a questionnaire that would assess their reactions and behavior to their University of Kansas basketball team. The students' identification with the team was computed as a mean score, which was quite high with a standardized $\alpha = .93$.

The researchers used a tripartite split to measure student identifications into three groups: high, moderate, and low identifiers. The mean level of

identification was 7.15 for the three groups. The study was 3x2 factorial design, which was the level of Identification (high, moderate, and low) and by gender (male or female). The dependent variables represented four areas of fans' involvement: length of time they have followed the team, how they view the team's chances for the upcoming year, amount of time and money they were willing to invest for a chance to see one game, and how they viewed other fans.

A mixed factor, MANOVA, was conducted on the number of years each student reported being a fan of the team, the number of home games the student expected to attend during the 1989-1990 season, and the possibility that he or she would attend an "away" game. The significant level of identification was 17.13, $p < .001$. The high identifiers were always more involved with the team than other students. A priori contrasts indicated that all three identification groups differed greatly from each other on all three items.

The second set of questions was designed to test the hypothesis of team success viewed by the three identification groups. A model MANOVA with the identification level of the subjects' significant rankings of three factors for the team's success: (a) likelihood of external influences (e.g., luck), (b) the perceived importance of internal factors (e.g., ability of University of Kansas

players), and (c) the perceived likeliness of the student about post-season play (e.g., NCAA Division I basketball playoffs).

The multivariate Item by Identification factor was $F = 12.15$, $p < .001$. The high identifiers made more external views on the team's success while also accepting more internal views than either the moderate or low identified students. The moderate and low identifiers did not differ from one another significantly.

The third MANOVA addressed how students differ in their level of identification and its affect on their investment in the team. The six levels of measure were greatest amount they would pay to see the team play a regular season game, playoff game, or championship game; the largest amount they had paid; the longest amount of time they had stood in line to see the team play; and how long they would be willing to stand in line in the future. The multivariate effect of identification was significant, $p < .001$. The students' identification level had more impact on behavior than on others. Moderate and high identifiers had paid more for a ticket than low identifiers, and the individuals in the first two groups did not differ substantially.

The final MANOVA examined the relation of identification levels regarding their views of other fans and friendship patterns in selecting other fans as friends. Wann and Branscombe (1993) studied three levels chosen by

students: (a) how important it is that a friend be a fan of the team, (b) the amount of current friends who are fans, and (c) how the student views this friendship as a special or meaningful bond. The result was significant due to identification interaction, $F = 40.72$, $p < .001$. Univariate tests showed that each of the individual items were significant (all p 's $< .001$). Each identification level differed slightly where high identifiers reported more of each variable than moderate identifiers, who scored higher than low identifiers.

The two studies did show significant levels of reliable behavioral, cognitive, and emotional differences in the identification levels. Students high in identification were more involved with the team, invested more time with the team, and viewed the team's performance and expectations more positively, and believed that it was important that their friends were fans of the team. Persons high in team identification were found to be more knowledgeable about the game and the team. Wann and Branscombe (1993), in a previous study, found that high identifiers were less likely to disassociate themselves from the team after a loss.

Conclusions that can be made from Wann and Branscombe (1993) include the determination that as team identification increases, so does the amount the person is willing to pay to see the team play. High identifiers will also stand in line longer for a ticket or to see the game, which led Wann and Branscombe

to suggest that a good place to study loyal fans is in the lines. Students who had high identification with the team also had more friends who were fans. In a previous study by MacArthur (cited in Smith, 1983), this high identification with a particular group may result in focusing on the differences of the people not sharing the same viewpoints; this is an important point because sport fans may display aggression toward other groups that may result in fan violence.

Fans' Need for Sport Entertainment

Zillman, Bryant, and Sapolsky (1989) examined popular ideas, formal theories, and empirical data on fans' need for and enjoyment of sport violence. They examined the enjoyment of fans toward aggressive play.

Zillman et al. (1989) examined three theories from different theorists regarding fan enjoyment of aggression in sport. The most common of these theories was proposed by Lorenz, who stated that active participation in competition produces a catharsis for the spectator. Lorenz feels that viewing aggressive competition is a way for a spectator to release feelings of hostility. Zillman et al. reason that the more aggressive the contest, the more chance a fan has to use energy to participate and receive relief. An important concept of this theory is the identification of a fan with a sport hero; the more control

the player demonstrates through aggressive, dominating play, the more the fan views the acts as necessary and "part of the game."

Cheska (cited in Zillman et al., 1989) considered the sense of power and dominance as important parts in modern sport. Examples of control between a player and a fan would be the fan's perception of the dominance in a fullback's slamming through a tackler.

Zillman et al. (1989) studied a theory that focused on competition. The key element in competition is the fan's enjoyment of the game. Rough and aggressive play show conflict; the more intense, the more action for the spectator. Increased aggression between players is interpreted by fans as "giving 110%." The more at stake from the final score produces an increased anticipation from the fans; sport entertain fans with added conflict and player aggression in order to produce a high drama.

Zillman et al. (1989) investigated three studies directly related to sport violence influencing fans. One investigation was on the appeal of rough-and-tumble play in televised professional football. In this study, enjoyment of a play was increased with the degree of player violence; male fans were found to enjoy the more violent plays. A study by Comisky, Bryant, and Zillman (cited in Zillman et al., 1989) focused on the enjoyment of sport by the amount of roughness, enthusiasm, and violence of play. The study used sport

commentary influence on fan interpretation by being more dramatic on normal play and very subtle on tapes of violent play. This study allowed the researchers to see the broadcasters' effects on viewers' perceptions of the roughness of play and the way in which sport violence influences a fan's overall impression of a play. Fans in the study rated the play and commentary by the amount of perceived sport violence. The study found that the increased commentary changed the way a fan perceived the roughness of play. Zillman et al. (1989) concluded that commentary can influence fans' perceptions of play; the plays' perceived roughness and violence can contribute to a fan's enjoyment of a game.

The third study, by Bryant, Brown, Comisky, and Zillman (cited in Zillman et al., 1989), dealt with perceived hatred between opposing players or teams with altered commentary. Fans who thought that opponents were hated foes reported enjoying the competition more than the fans not viewing the hated rivalry between opponents.

Zillman et al. (1989) suggested three limiting conditions on effective promotions of sport violence toward fans. The first is that the degree of aggression not exceed the fans' view of proper play. The second limitation is similar to the first in that individual differences among fans or violence is expected. From a marketing perspective, this is probably not a big limitation

because those attracted to sport violence will be the major audience anyway. The third factor is fans' perception of athletes' risk. Sport violence is an effective way of attracting and entertaining the fans.

Summary

The literature reviewed the effects of sport violence on the fans. Game events, player reactions, and media coverage have an obvious effect on a fan's attitudes and behavior. The literature consistently found a relationship between sport violence and fan reactions. The articles reported how fan behavior and crowd make-up combine to develop how a fan identifies with a team.

If an accurate measurement could determine why a fan perceives or reacts to an aggressive play, then fan violence would be better understood. Fan violence is a major issue for administrators and fans, especially due to current trends of crowd control legislation. The literature reviewed types of sport violence, fan identification, and fan entertainment with which sport organizations are dealing in today's society.

It was difficult to find current studies dealing with fan reactions to occurring sport violence; however, extensive media coverage has brought sport violence to the attention of society.

CHAPTER 3

METHODOLOGY

This study was concerned with the level of identification of UTK students with the football team and their perceptions on fan violence legislation and crowd-control policies. The procedures used in this study are identified in this chapter as the population sample, the instrument, administration of the instrument, and data analysis.

Population and Sample

The population used in this study is the psychology pool developed by The University of Tennessee, Knoxville, Psychology Department. The population consisted of 344 students enrolled in Psychology. The student population was informed that completion of the questionnaire served as informed consent for the study.

Instrumentation

The instrument used in this study was a questionnaire designed by the researcher, with some questions taken from Wann and Branscombe (1992) and Olinski (1981). The Wann and Branscombe and Olinski questionnaires dealt with similar subject areas, and the questions related well to a fan identification survey.

Administration of the Instrument

The questionnaire was given in February 1994, after SEC crowd-control policies went into effect. It took approximately 10 to 20 minutes to complete the questionnaire. All questionnaires were administered by the researcher in a classroom setting.

Analysis of Data

Data were analyzed and descriptive statistics provided summarized information. Descriptive statistics, including cross tabulation, frequency, and percentages, were used to determine the purpose of this study and its sub-

problems. The descriptive statistics were appropriate to compare: (1) demographic information and game attendance, (2) game attendance and fan violence, (3) level of interest with UTK football, and (4) knowledge of crowd-control legislation and game attendance. Level of interest with UTK football was compared with knowledge of crowd-control legislation and fan violence. Relationships among the factors were identified.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter is a report and discussion of the results found in the UTK student questionnaire. The data were grouped into the following sets: Profile Information, Game Attendance, Victim of Fan Violence, Friend of Victim of Fan Violence, Witness Fan Violence, and Policies.

Profile Information

All of the 344 students who took part in this study were enrolled in a psychology class. The data indicated that 59% of the students were classified as freshmen, 19.1% as sophomores, 11.6% as juniors, 5.2% as graduate students, and 4.9% as seniors (Table 1). Female students outnumbered male students by a margin of 24. The females made up 53.4% of the sample, and male students consisted of 46.5%. The racial makeup of the 344 students were: 294 (85.4%) white, 29 (8.4%) black, 12 (3.4%) Asian, 5 (1.4%) Hispanic, and 4 (1.1%) American Indian (Table 1).

Table 1

Sample Makeup of Sex, Race, and Year in School

Characteristic	# of respondents	% of respondents
Sex		
Female	184	53.4
Male	160	46.5
Race		
Afro-American/black	29	8.4
American Indian	4	1.1
Asian/Pacific islander	12	3.4
Caucasian/white	294	85.4
Hispanic/Latino	5	1.4
Year		
Freshman	203	59%
Sophomore	66	19.1
Junior	40	11.6
Senior	17	4.9
Graduate	18	5.2

In summary, the majority (294 or 85.4%) of the sample were white UTK students. Females represented 184 (53.4%), while males represented 160 (46.5%) of this group. Freshmen represented 203 (59%) of the 344 students in the sample.

Game Attendance

Students responded to questions regarding UTK home and away game attendance. In this section, only information for UTK home games will be reported. This is because the researcher is interested in establishing how UTK students perceive fan violence and crowd control at The University of Tennessee, Knoxville. Away game information can be found in Appendix D.

The percentage of students who attended home UTK football games were as follows: 72.3% attended Duke, 77.9% attended Georgia, 63.6% attended LSU and Louisiana Tech, 62.5% attended South Carolina, and 69.4% attended the Vanderbilt game. A complete attendance breakdown of sex, race, and year in school can be found in Appendix C.

An overwhelming majority of the students in the sample attended home UTK football games. A total of 297 (86.3%) students attended home UTK football games and received their free student ticket from the UTK ticket office (Table 2). Of the students who attended home games, 88.3% sat in the student section.

Table 2

Free UTK Football Ticket

Home game			Away game	
Characteristic	# of subjects	Row %	# of subjects	Row %
Sex				
Female	154	44.7	21	6.1
Male	143	41.5	22	6.4
Race				
Afro-American/black	25	7.2	7	2.0
American Indian	3	.87	0	0
Asian/Pacific islander	12	3.4	2	.58
Caucasian/white	253	73.5	32	9.3
Hispanic/Latino	4	1.1	2	.58
Year				
Freshman	180	52.3	22	6.4
Sophomore	53	15.4	9	2.6
Junior	34	9.8	5	1.4
Senior	15	4.3	4	1.1
Graduate	15	4.3	3	.87

Victim of Fan Violence

Students responded to three questions regarding fan violence. The questions dealt with: (a) victim of fan violence, (b) physically harmed, and (c) received medical assistance. The data revealed that 9.5% of the respondents were victims of fan violence. Of the responding students, only 1.4% were physically harmed and 1.4% received medical assistance. The 33 (9.5%) students who reported that they were a victim of fan violence were all seated in the student section.

Of the victims of fan violence, 3.4% felt that security reacted somewhat promptly. The data for victims of fan violence may be found in Table 3. A complete analysis by sex, race, and year in school may be found in Appendix E.

Table 3

Fan Violence Victim

	% of total subjects responding
Victim of fan violence	9.5
Physically harmed	1.4
Received medical assistance	.87
Seated in UTK student section	88.4

Friend Victim of Fan Violence

Students responded to three questions regarding whether a friend was a victim of fan violence: (a) a friend was a victim of fan violence, (b) the friend was physically harmed, and (c) the friend received medical assistance.

In response to the question, "Has a friend of yours been a victim of fan violence while attending a game at Neyland Stadium?", 62 (18%) answered yes. The students reported that 5.5% of their friends had been physically harmed and 2.6% received medical assistance. This information is presented in Table 4. An analysis for this section by sex, race, and year in school can be found in Appendix F.

Table 4

Friend Victim of Fan Violence

	% of total subjects responding
Friend victim of fan violence	18.0
Friend was physically harmed	5.5
Friend received medical assistance	2.6

The questions did not specify if the friend was a victim of fan violence at a home game or an away game. The questions related to victim of fan violence and the consequences were asked to determine if the students or friends related to the topic of fan violence.

Witness of Fan Violence

In this section, students responded to questions related to witnessing fan violence at home and away UTK football games. The questions dealt with:

- (a) witnessing fan violence at a home or away UTK football game, and
- (b) security's reaction. This information is located in Table 5. The analysis of this section by sex, race, and year in school can be found in Appendix G.

Results indicated that the students witnessed more fan violence at UTK than at another SEC stadium. This may be due to the fact that only a small number of the students attended an away UTK football game.

Table 5

Witness Fan Violence

Games	
Home games	% of total students responding
Witness fan violence	27.5
Security reaction*	39.7 (Somewhat a problem)
Away SEC games	% of total students responding
Witness fan violence	6.9
Security reaction*	78.7 (Neutral)

*Students answered this question by selecting from a 5-point Likert scale.

Students' Opinion on Crowd Control Policies

The data indicated that the students witnessed more fan violence at UTK than at an away UTK game. This was due to the small number of students in the sample who attended an away UTK game.

The four questions in this section related to the students' opinion of fan violence; the questions took into account: (a) reaction to moving student section or visiting team bench, (b) degree they felt safe at Neyland Stadium, (c) degree they felt safe outside Neyland Stadium before and after the game,

and (d) if the SEC was addressing fan violence. The students could choose their answer from a 5-point Likert scale. The students' opinion of fan violence is presented in Table 6.

The data indicate that a majority of UTK students feel safe at home UTK football games. The students also felt that the SEC is addressing fan violence with adequate crowd-control policies.

Fan Violence Policies

Three questions related to fan violence awareness and crowd-control policies. The questions included information regarding: (a) the need for crowd-control policies, (b) fan violence awareness increasing, and (c) fan violence increasing among SEC fans. The students could choose yes or no. Results for the students' opinion on fan violence awareness can be found in Table 7. Complete data reported by sex, race, and year in school can be found in Appendix H.

Table 6

Student Opinions of Fan Violence (Percentage of total subjects responding)

Question	(1) Definitely a problem	(2) Not a problem	(3) Neutral	(4) Somewhat a problem	(5) Definitely not a problem
Degree fan violence is a problem at UTK	1.1	28.2	39.0	28.8	2.6

Question	(1) Poor	(2) Fair	(3) Adequate	(4) Somewhat adequate	(5) Very adequate
Is the SEC addressing fan violence with crowd control policies?	2.9	18.3	50.0	22.9	5.8

Question	(1) Poor	(2) Fair	(3) Adequate	(4) Somewhat adequate	(5) Very adequate
Opinion on decision to move visiting team's bench away from student section	4.3	12.2	25.0	24.7	33.7

Question	(1) Very unsafe	(2) Unsafe	(3) Safe	(4) Somewhat safe	(5) Very safe
Degree students feel safe at Neyland Stadium	1.1	2.6	34.8	30.5	30.8

Table 7

Fan Violence Awareness (Percentage of total subjects responding)

	No	Yes
Fan violence awareness increasing	19.1	80.8
Fan violence increasing among SEC fans	45.3	54.6
Need for crowd-control policies	10.7	89.2

The data in Table 7 reveal that UTK students feel that people are becoming more aware of fan violence. The students indicate a definite need for crowd-control policies. In response to the question, "Do you feel that fan violence is increasing among SEC fans?", the students were split on their opinion. The results reveal that 45.3% feel that it is not increasing, while 54.6% feel that fan violence is increasing among SEC fans.

Summary

There was a definite difference in student perceptions of fan violence at home and away game attendance. The more games attended, the more likely a student was to witness fan violence, have a friend who was a victim of fan violence, or become a victim of fan violence themselves. When the questions were analyzed by sex and race, the students' responses were similar, with very

little variation in the areas of game attendance, victim of fan violence, friend victim of fan violence, witness fan violence, and their opinion on policies.

The difference in student opinions were found as the responses were analyzed by year in school. The majority of the respondents, 59%, were classified as freshmen. Freshmen were more likely to attend home UTK football games and were more likely to be victims of fan violence, 4.9%. The data indicated that 9.5% of the 344 students surveyed were the victims of fan violence, and freshmen accounted for 4.9%.

Freshmen were 8.1% more likely to have a friend who was a victim of fan violence. Eighteen percent of the respondents had a friend who was a victim of fan violence; however, 5.5% were harmed and 2.6% received medical assistance. The survey did not question how severely the victim was harmed, but it is safe to speculate from the respondents' answers that the injuries were not very severe.

Student opinions on crowd-control policies were very similar according to sex, race, and year in school. When asked on a 5-point Likert scale, females felt neutral that fan violence was a problem at UTK. Of the males, 28.8% felt that fan violence was somewhat a problem. Female respondents outnumbered the males by 24; however, males were more likely to attend home

and away UTK football games. The male respondents (27%) were more likely to witness fan violence than females (18.5%).

The respondents felt that the SEC was adequately addressing fan violence. The students felt that fan violence awareness is increasing and there is a need for crowd-control policies; however, they split evenly that fan violence was increasing among SEC fans: 45.3% responded no while 54.6% responded yes.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine the level of fan violence and perceptions on fan violence legislation among students of The University of Tennessee, Knoxville. Sub-problems included:

1. How many UTK students have been a victim of fan violence while attending home or away UTK football games?
2. What are the students' reactions/perceptions toward crowd-control legislation?

For this study, students enrolled in a class in the psychology department completed the questionnaires.

Conclusions

Based on the results found in this study, the following conclusions have been drawn by the investigator.

1. There was a significant difference in the number of home UTK football games attended by white students than any other race. Freshmen were

more likely to attend a home game than any other class; however, no profound difference was found among the sexes and home game attendance.

2. Females were more likely to be victims of fan violence than males. There was a significant difference in the number of white freshmen who were victims of fan violence than any other race or year in school.

3. There was a profound difference in the number of freshmen who had friends who were victims of fan violence. The sexes were evenly divided, and white UTK students had a significant number who had friends who were victims of fan violence.

4. Male students were more likely to witness fan violence. There was a significant difference found among white students than any other race. Freshmen were more likely to witness fan violence, but there was no profound difference among UTK students and year in school.

5. Students feel that current crowd-control policies are adequate.

6. According to sex, race, and year in school, there was a definite agreement for crowd-control policies.

7. UTK students were in agreement that the SEC is addressing fan violence and crowd-control policies adequately.

8. There was significant agreement among UTK students that fan violence awareness is increasing; however, there was a difference in opinion about fan violence awareness increasing among SEC fans.

Recommendations

Assuming that crowd-control policies are going to continue to be developed and enforced in all intercollegiate athletics, not just football, the following recommendations were made based on the results of this study.

1. Repeat this study, or conduct a similar study, in three years to determine if UTK students' perceptions change over a longer period of time.
2. Educate security personnel on better methods to search and confiscate alcohol from fans.
3. Security and university personnel should conduct more in-stadium inspections for alcohol during the game.
4. Monetary fines should be enforced for persons found to have smuggled alcohol into the stadium. If the fine is not paid or if the fan is found to have violated this rule twice, the fan should be penalized. Penalize the fan by taking away his or her ticket or have the fan perform 50 hours of community service. These policies should be enforced by university personnel and also by city police at all SEC schools.
5. SEC schools should conduct surveys on fan violence among their fans, especially season-ticket holders, and report the results to the SEC. This could help develop or improve crowd-control policies.

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APPENDICES

Appendix A

Questionnaire

The following questions will be used to assist in research for my thesis, entitled *An Analysis of Student Perceptions on Fan Violence and Crowd Control at The University of Tennessee, Knoxville*. All answers and final results of this survey will be held in strict confidence. Your assistance in this survey is greatly appreciated.

Please circle your answer to the following:

1. Your year in school:

(1) Freshman (2) Sophomore (3) Junior (4) Senior (5) Graduate

2. Your sex:

(1) Female (2) Male

3. Your race:

(A1)	(A2)	(A3)	(A4)	(A5)
Afro-American/ Black	American Indian/ Alaskan Native	Asian/ Pacific Islander	Caucasian/ White	Hispanic/ Latino

Please fill in or circle your answer(s) to the following:

4. Check the UTK home football games you attended during the 1993 season:

Duke	___	Louisiana Tech	___	Vanderbilt	___
Georgia	___	Louisville	___		
L.S.U.	___	South Carolina	___		

5. For home games, did you sit in the student section?

(1) No (2) Yes

6. For home games, did you pick up your free student ticket at the UTK ticket office?

(1) No (2) Yes

7. Check the UTK away games you attended during the 1993 season.

Alabama	___	Florida	___
Arkansas	___	Kentucky	___
Citrus Bowl	___		

8. For away games, did you buy your ticket from the UTK ticket office?

(1) No (2) Yes

9. For the games(s) you attended, did you go with UTK students?

(1) No (2) Yes

10. Have you ever been a victim of fan violence while attending a game at Neyland Stadium?

(1) No (2) Yes

If you answered Yes to Question 10, proceed to Question 11.

If you answered No to Question 10, skip to Question 13.

11. Did the violent act cause physical harm?

(1) No (2) Yes

12. Did you receive medical assistance?

(1) No (2) Yes

13. Has a friend of yours been a victim of fan violence while attending a game at Neyland Stadium? (You did not have to be with your friend, and the incident did not have to happen during the 1993 season.)

(1) No (2) Yes

If you answered Yes to Question 13, proceed to Question 14.
If you answered No to Question 13, skip to Question 16.

14. Did your friend suffer a physical injury?

(1) No (2) Yes

15. Did your friend receive medical assistance?

(1) No (2) Yes

For the following questions, please circle the answer that most closely matches your opinion.

16. If you have witnessed fan violence at Neyland Stadium, how quickly do you feel that Security reacted?

1
Very
slowly

2
Slowly

3
Neutral

4
Somewhat
promptly

5
Promptly

17. In your opinion, to what degree is fan violence a problem at UTK on Football Saturday?

1
Definitely
not a problem

2
Not a
problem

3
Neutral

4
Somewhat
a problem

5
Definitely
a problem

18. To what degree do you feel safe attending a game at Neyland Stadium?

1
Very
Unsafe

2
Unsafe

3
Safe

4
Somewhat Safe

5
Very safe

19. To what degree do you feel safe outside Neyland Stadium before and after attending a UTK football game?

1	2	3	4	5
Very Unsafe	Unsafe	Safe	Somewhat Safe	Very safe

20. Have you experienced fan violence while attending an away UTK football game (during the 1993 season and the bowl game, if you attended)?

(1) No (2) Yes

If you answered Yes to Question 20, proceed to Question 21.
If you answered No to Question 20, skip to Question 22.

21. Did the violence you experienced cause you physical harm?

(1) No (2) Yes

22. Have you witnessed fan violence while attending an away UTK football game?

(1) No (2) Yes

23. If you witnessed fan violence at another SEC stadium, how quickly do you feel that Security reacted?

1	2	3	4	5
Very Slowly	Slowly	Neutral	Somewhat Promptly	Promptly

24. How safe did you feel while attending an away game at another SEC stadium?

1	2	3	4	5
Very Unsafe	Unsafe	Safe	Somewhat Safe	Very safe

25. What is your opinion of the way the SEC is addressing fan violence with crowd control policies?
- | | | | | |
|------|------|----------|-------------------|---------------|
| 1 | 2 | 3 | 4 | 5 |
| Poor | Fair | Adequate | Somewhat adequate | Very adequate |
26. What is your opinion of the decision to move the visiting team's bench away from the student section as a preventive crowd-control measure?
- | | | | | |
|------|------|----------|-------------------|---------------|
| 1 | 2 | 3 | 4 | 5 |
| Poor | Fair | Adequate | Somewhat adequate | Very adequate |
27. Do you feel there is a need for crowd control policies?
- (1) No (2) Yes
28. Do you feel that fan violence awareness is increasing?
- (1) No (2) Yes
29. Do you feel that fan violence is increasing among SEC fans?
- (1) No (2) Yes
30. Please add any comments below regarding your opinion of fan violence and crowd control at The University of Tennessee, Knoxville.

Thank you for your participation in this survey.

Appendix B

Form A

FORM A

(This form is federally
auditable and MUST BE TYPED.)

Certification of Exemption from Review by Full Committee
for Research Involving Human Subjects

Date received in ORA

CRF# 4286-A
DEL 9/23/93

- A. **PRINCIPAL INVESTIGATOR(s) and/or CO-PI(s):** (For student projects, list both the student and the advisor.)
Dara Worrell (student) Dr. Mary Dale Blanton (advisor)
- B. **DEPARTMENT:** Recreation and Leisure Studies
- C. **COMPLETE MAILING ADDRESS AND PHONE NUMBER OF PI(s) and CO-PI(s):**
Dara Worrell Dr. Mary Dale Blanton
4619 Sunflower Road Apt. 45 357 Health, Physical Ed. & R
Knoxville, TN 37909 Campus
- D. **TITLE OF PROJECT:**
An Analysis of Student Perceptions On Fan Violence and Crowd Control At The University
of Tennessee, Knoxville
- E. **EXTERNAL FUNDING AGENCY AND ID NUMBER (if applicable):**
- F. **GRANT SUBMISSION DEADLINE (if applicable):**
- G. **STARTING DATE:** Upon certification by Coordinator of Compliances. (NO RESEARCH MAY BE INITIATED UNTIL
January 1994 CERTIFICATION IS GRANTED.)
- H. **ESTIMATED COMPLETION DATE (include all aspects of research and final write-up):** May 1994

I. **Objective(s) of Project (Use additional page, if needed.):** To determine the level of fan interest
with the UK football team and perceptions on fan violence legislation among students
at UK.

II. **Subjects (Use additional page, if needed.):**
Students enrolled in Psychology 110. Approximately 500 to 650 students will be
surveyed.

III. **Methods or Procedures (Use additional page, if needed.):**
Questionnaire with 20 to 40 questions.

IV. **CATEGORY(s) FOR EXEMPT RESEARCH PER 45 CFR 46 (see reverse side for categories):** 1, 3

CERTIFICATION: The research described herein is in compliance with 45 CFR 46 101(b) and presents subjects with no more than
minimal risk as defined by applicable regulations.

Principal Investigator	DARA L. WORRELL	Dara L. Worrell	12/6/93
Name		Signature	Date
Advisor	Dr. Mary Dale Blanton	Dr. Mary Dale Blanton	12/7/93
Name		Signature	Date
dept. Review Comm. Chair	Robert J. Purdy	Robert J. Purdy	12/7/93
Name		Signature	Date
dept. Head	Charles R. Hamilton	Charles R. Hamilton	12/7/93
Name		Signature	Date
APPROVED:	Edith M. Szathmari	Edith M. Szathmari	2-4-94
Coordinator of Compliances		Signature	Date
Office of Research Administration			

Rev. 10/90

Appendix C

Home Game Attendance

	Sex		Race					Year in school				
	F	M	B	AI	A	W	H	Fr.	S	Jr.	Sr.	Gr.
Home (1993)												
Duke	136 39.5	113 32.8	23 6.6	2 .58	6 1.7	216 62.7	2 .58	159 46.2	42 12.2	27 7.8	12 3.4	9 2.6
Georgia	137 39.8	131 38.0	20 5.8	3 .87	10 2.9	230 66.8	5 1.4	160 46.5	46 13.3	33 9.5	15 4.3	14 4.0
LSU	115 33.4	104 30.2	14 4.0	2 .58	7 2.0	194 56.4	2 .58	137 39.8	39 11.3	26 7.5	10 2.9	7 2.0
Louisiana Tech	119 34.5	100 29.0	13 3.7	1 .29	5 1.4	198 57.5	2 .58	138 40.1	35 10.1	22 6.4	13 3.7	11 3.2
Louisville	94 27.3	110 31.9	12 3.4	2 .58	4 1.1	183 53.2	3 .87	123 35.7	36 10.4	24 6.9	10 2.9	11 3.2
South Carolina	111 32.2	104 30.2	10 2.9	2 .58	5 1.4	197 57.2	1 .29	131 38.0	41 11.9	25 7.2	10 2.9	8 2.3
Vanderbilt	52 15.1	53 15.4	6 1.7	0 0.0	3 .87	93 27.0	3 .87	63 18.3	22 6.4	11 3.2	6 1.7	3 .87
Total students responding:												344

Legend:

F = Female
M = Male
B = Black/African-Amer.
AI = American Indian
A = Asian
W = White/caucasian

H = Hispanic
Fr. = Freshman
S = Sophomore
Jr. = Junior
Sr. = Senior
Gr. = Graduate

Appendix D

Away Game Attendance

	Sex		Race					Year in school				
	F %	M %	B %	AI %	A %	W %	H %	Fr. %	S %	Jr. %	Sr. %	Gr. %
Away (1993)												
Alabama	26 7.5	25 7.2	4 1.1	1 .29	3 .87	40 11.6	3 .87	28 8.1	10 2.9	7 2.0	5 1.4	1 .29
Arkansas	2 .58	8 2.3	1 .29	0 0	0 0	9 2.6	0 0	5 1.4	2 .58	2 .58	1 .29	0 0
Citrus Bowl	13 3.7	12 3.4	4 1.1	0 0	0 0	20 5.8	1 .29	14 4.0	4 1.1	4 1.1	3 .87	0 0
Florida	11 3.2	17 4.9	1 .29	0 0	2 .58	25 7.2	0 0	13 3.7	7 2.0	4 1.1	3 .87	1 .29
Georgia	20 5.8	13 3.7	7 2.0	0 0	2 .58	24 6.9	0 0	18 5.2	5 1.4	5 1.4	3 .87	2 .58

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Legend:

%	=	Row percentage	H	=	Hispanic
F	=	Female	Fr.	=	Freshman
M	=	Male	S	=	Sophomore
B	=	Black/African-Amer.	Jr.	=	Junior
AI	=	American Indian	Sr.	=	Senior
A	=	Asian	Gr.	=	Graduate
W	=	White/caucasian			

Appendix E

Victim of Fan Violence

	Sex		Race					Year in school				
	F %	M %	B %	AI %	A %	W %	H %	Fr. %	S %	Jr. %	Sr. %	Gr. %
Victim of fan violence	20 5.8	13 3.7	3 .87	2 .58	1 .29	27 7.8	0 0	17 4.9	8 2.3	4 1.1	4 1.1	0 0
Physically harmed	1 .29	4 1.1	0 0	0 0	0 0	5 1.4	0 0	1 .29	3 .87	1 .29	0 0	0 0
Received medical assistance	1 .29	2 .58	1 .29	0 0	0 0	2 .58	0 0	0 0	2 .58	1 .29	0 0	0 0
Security reaction	78 Neut 22.6	67 Neut 19.4	14 Neut 4	2 V SI .58	6 Neut 1.7	122 Neut 35.4	3 S Pr 28	86 Neut 25	26 Neut 7.5	16 Neut 4.6	11 S Pr 3.2	12 Neut 3.4

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Legend:

% = Row percentage
 F = Female
 M = Male
 B = Black/African-Amer.
 AI = American Indian
 A = Asian
 W = White/caucasian
 Neut = Neutral
 S Pr = Somewhat promptly
 H = Hispanic
 Fr. = Freshman
 S = Sophomore
 Jr. = Junior
 Sr. = Senior
 Gr. = Graduate
 V SI = Very slowly

Appendix F

Friend of Victim of Fan Violence

	Sex		Race					Year in school				
	F %	M %	B %	AI %	A %	W %	H %	Fr. %	S %	Jr. %	Sr. %	Gr. %
Friend victim of fan violence	31 9	31 9	4 1.1	1 .29	2 .58	52 15.1	3 .87	28 8.1	16 4.6	10 2.9	5 1.4	3 .87
Physically harmed	8 2.3	11 3.2	0 0	0 0	2 .58	16 4.6	1 .29	9 2.6	2 .58	5 1.4	2 .58	1 .29
Received medical assistance	1 .29	0 0	0 0	0 0	0 0	1 .29	0 0	1 .29	0 0	0 0	0 0	1 .29

Legend:

%	=	Row percentage	H	=	Hispanic
F	=	Female	Fr.	=	Freshman
M	=	Male	S	=	Sophomore
B	=	Black/African-Amer.	Jr.	=	Junior
AI	=	American Indian	Sr.	=	Senior
A	=	Asian	Gr.	=	Graduate
W	=	White/caucasian			

Appendix G

Witness Fan Violence - Home and Away Games

	Sex		Race					Year in school				
	F %	M %	B %	AI %	A %	W %	H %	Fr. %	S %	Jr. %	Sr. %	Gr. %
Home												
Witness fan violence	38 11	59 17.2	1 .29	0 0	0 0	3 .87	0 0	81 23.6	25 7.2	13 3.7	5 1.4	10 2.9
Away												
Witness fan violence	26 7.5	34 9.8	3 .87	2 .58	2 .58	51 14.8	2 .58	25 7.2	13 3.7	12 3.4	6 1.7	4 1.1

Legend:

%	=	Row percentage	H	=	Hispanic
F	=	Female	Fr.	=	Freshman
M	=	Male	S	=	Sophomore
B	=	Black/African-Amer.	Jr.	=	Junior
AI	=	American Indian	Sr.	=	Senior
A	=	Asian	Gr.	=	Graduate
W	=	White/caucasian			

Appendix H

Security Reaction

	Sex		Race					Year in school				
	F %	M %	B %	AI %	A %	W %	H %	Fr. %	S %	Jr. %	Sr. %	Gr. %
Very slowly	10 2.9	7 2.0	4 1.1	2 .58	2 .58	9 2.6	0 0	8 2.3	5 1.4	4 1.1	0 0	0 0
Slowly	24 6.9	27 7.8	2 .58	0 0	3 .7	46 13.3	0 0	30 8.7	11 3.2	9 2.6	1 2.9	0 0
Neutral	78 22.6	67 19.4	14 4.0	1 .29	6 1.7	122 35.4	2 .58	86 25	26 7.5	16 4.6	5 1.4	12 3.4
Somewhat promptly	59 17.1	49 14.2	6 1.7	1 .29	1 .29	97 28.2	3 .87	63 18.3	20 5.8	9 2.6	11 3.2	5 1.4
Promptly	13 3.7	10 2.9	3 .87	0 0	0 0	20 5.8	0 0	16 4.6	4 1.1	2 .58	0 0	1 .29

Legend:

F = Female
 M = Male
 B = Black/African-Amer.
 AI = American Indian
 A = Asian
 W = White/caucasian
 H = Hispanic
 Fr. = Freshman
 S = Sophomore
 Jr. = Junior
 Sr. = Senior
 Gr. = Graduate

VITA

Dara L. Worrell was born in Fort Knox, Kentucky, on March 25, 1971. She attended elementary school through fourth grade in Lumberton, New Jersey; fifth grade through high school in Cookeville, Tennessee; and was graduated from Cookeville High School in 1989.

Ms. Worrell attended Tennessee Technological University (1989-1993) and graduated with a Bachelor of Science degree in Business Administration/ Marketing. Ms. Worrell pursued her graduate studies in Recreation and Leisure Studies at The University of Tennessee, Knoxville (1993-1994), where she worked as an intern in the Women's Athletics Department while in pursuit of a Master's degree. In August, 1994, she received a Master of Science degree in Recreation and Leisure Studies, with a concentration of Sport Management.