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Consistent with predictions derived from the Team Identification – Social Psychological Health Model (Wann, 2006), a large number of empirical investigations have documented the positive relationship between identification with a local college sport team and the social psychological health of students at that university. The two studies reported here extend previous work by examining the relationship between identification and two additional components of social well-being: subjective vitality and social avoidance/distress. As predicted, amount of identification was associated with higher levels of subjective vitality and lower levels of social avoidance and distress. However, because mere sport fandom was also found to predict social avoidance and distress, modifications to the model may be warranted.
Although empirical research on sport fans was somewhat rare prior to 1990 (Wann & Hamlet, 1995), there has been more interest from social scientists in recent decades. This increased attention on the psychology of fandom has enhanced our understanding of the lives of fans, including motivations (Fink & Parker, 2009; Wann, Grieve, Zapalac, & Pease, 2008), cognitive biases (Dietz-Uhler & Murrell, 1999; Markman & Hirt, 2002), superstitions (Wann et al., 2013), perceptions of rival teams (Havard, Gray, Gould, Sharp, & Schaffer, 2013), and the consumption/marketing of disability sports (Cotttingham, Gearity, & Byon, 2013).

Recent work has also targeted the psychological well-being of fans. According to the Team Identification – Social Psychological Health Model (TI-SPHM; Wann, 2006), social connections with other fans that result from following a local team lead to increased social psychological health. As applied to college student populations, this model predicts that there will be a positive correlation between identification and well-being (team identification is frequently defined as the extent to which an individual feels a psychological connection to a team, see Wann, Melnick, Russell, & Pease, 2001). Indeed, research testing college students has strongly supported this pattern of effects. In fact, the list of indices of social well-being found to be related to identification with a local college team is quite extensive. For instance, research testing student populations indicates that college team identification is positively correlated with social self-esteem (Wann, 1994), satisfaction with one’s social life (Wann & Pierce, 2005), trust in others (Wann & Polk, 2007), and social integration (Wann & Weaver, 2009). Furthermore, high levels of identification correspond with lower levels of alienation (Branscombe & Wann, 1991) and loneliness (Wann, Polk, & Franz, 2011). Also consistent with the TI-SPHM, because mere sport fandom (i.e., the extent to which an individual identifies with the role of sport fan, see Wann, 2002) should not lead to connections to others as efficiently as identification, fandom has not been found to correlate with well-being among college students (Wann & Pierce, 2005; Wann, Dunham, Byrd, & Keenan, 2004; Wann & Weaver, 2009). And finally, the process through with identification is expected to facilitate well-being warrants mention. According to Wann’s framework, identification should lead to impact social connections with others which, in turn, result in enhanced well-being. Similar to the aforementioned components of the TI-SPHM, support among college students has established that college students do in fact gain valuable social connections via their identification with their university’s sport teams and athletic program in general (Clopton, 2008a, 2008b; Clopton & Finch, 2010; Wann, Waddill, Polk, & Weaver, 2011).

**Campus Community and College Athletics**

Given the rising cost of fielding collegiate athletic teams and declining revenues for many institutions, colleges and universities are forced to justify the financial resources funneled into athletics (Jones, 2014). Typically, university administrators point to several benefits of college sports as a means of defending these expenditures. For instance, it has been documented that student interest in university sports teams positively correlates with academic success, involvement with and satisfaction of the university, and desires to persistent at that institution (Schurr, Wittig, Ruble, & Henriksen, 1993; Wann & Robinson, 2002), although recent work has found to replicate some of these effects (Clopton, 2009). Furthermore, successful athletic
programs often correspond with increased interest of and admissions applications to the universities (Pope & Pope, 2009; but see also Jones, 2014).

Sport scholars have suggested that an additional justification for the expense of college athletics may lie in the ability of college sports to aid in the construction and maintenance of a sense of community on campuses (Clopton, 2008b; Toma, 2003; Warner, Shapiro, Dixon, Ridinger, & Harrison, 2011). Given that feelings of community are associated with several positive outcomes for student life, such as persistence at the university (Boyer, 1990; Tinto, 1993), this potential benefit has clear value. That is, if athletic programs do indeed foster a sense of campus community, and given that empirical work suggests there are positive consequences of a sense of community, then athletic departments may be able to partially justify their costs via the community-building consequences of college athletics. These justifications are particularly valid when considered within the framework provided by the TI-SPHM (Wann, 2006). That is, as noted above, college students do indeed utilize their interest in college sport teams and these connections often result in tangible benefits for the student and the campus as a whole.

The Current Investigation

The current pair of investigations was designed to extend our understanding of the relationship between identification with collegiate teams and social psychological health of college students by examining two components of well-being whose relationships with identification had yet to be tested. Specifically, we examined subjective vitality and social avoidance/distress.

Subjective vitality concerns “one’s conscious experience of possessing energy and aliveness” (Ryan & Frederick, 1997, p. 530). Vitality has long been viewed as a key component of physical and psychological health (McNair, Lorr, & Doppleman, 1971; Stewart, Hayes, & Ware, 1992). Indeed, vitality has been found to be positively correlated with self-esteem and self-actualization and negatively associated with depression (Ryan & Frederick, 1997). These and similar findings lead Ryan and Frederick to conclude that subjective vitality was a “dynamic reflection of well-being” (p. 529). A student’s (and athlete’s) sense of vitality can be a critical factor in determining success (Li, 2010; Pritchard & Wilson, 2003; Rampersaud, Pereira, Girard, Adams, & Metzl, 2005). That is, students engaging in activities that led to a sense of vitality and feeling energetic (such as eating well and exercising) will likely perform better academically. Work in organizational settings has also confirmed the importance of energy and vitality for performance (Ragins & Dutton, 2007) and has indicated that relationships and connections to others can play a key role in this process. For instance, Carmeli (2009) recently found that relationship quality within an organizational setting facilitated vitality which, in turn, resulted in improved job performance. Therefore, among college students, establishing a link between identification and vitality could be critical and provide college administrators with another possible link for enhancing the energy of their students and, as a result, their performance.

The second component of social well-being examined, social avoidance and distress, concerns “avoiding being with, talking to, or escaping from others” and “experience of a negative emotion, such as being upset, distressed, tense, or anxious, in social interactions” (Watson & Friend, 1969, p. 449). Similar to vitality, social avoidance and distress is a component of psychological well-being. For instance, persons with elevated levels of this trait tend to have higher levels of anxiety (Watson & Friend, 1969). Similar to the previous discussion of vitality, social integration (i.e., a lack of social avoidance) is critical for success at
the collegiate level (Bers & Smith, 1991; Gerdes & Mallinckrodt, 1994; Pritchard & Wilson, 2003). In fact, university administrators can potentially facilitate student performance by encouraging activities that reduce avoidant responses (Bean & Eaton, 2001-2002; Eaton & Bean, 1995). Consequently, university officials should be and are on the lookout for activities that can facilitate social interactions (and reduce social avoidance and distress) in the hope that such measures will enhance student academic performance and, ultimately, retention.

Based on the Team Identification – Social Psychological Health Model (Wann, 2006), using college students samples and identification with college teams, we tested a pair of hypotheses involving the relationships among sport fandom, team identification, and vitality (Study 1) and among fandom, identification, and social avoidance and distress (Study 2). First, it was expected that level of identification with a local college team would be associated with positive levels of psychological health (Hypothesis 1). Specially, we predicted that identification would account for a significant proportion of unique variance in vitality (i.e., identification would correspond with higher levels of vitality) and social avoidance and distress (i.e., identification would correspond with lower levels of social avoidance/distress). Second (Hypothesis 2), we predicted that sport fandom would not account for a significant proportion of unique variance in well-being (either vitality or social avoidance/distress).

Study 1

Method

Participants. The original sample consisted of 400 university students receiving partial course credit in exchange for participation. However, 5 persons failed to complete all items and were removed from the sample. Consequently, the final sample consisted of 395 students (81 male; 314 female). They had a mean age of 19.87 years ($SD = 3.67$).

Materials and procedure. Subsequent to receiving university IRB approval, respondents completed questionnaire packets online (participants were part of a larger testing pool and were free to choose whether or not to participate in this particular study). The questionnaire packet contained four sections. The first section contained demographic items assessing age and gender. The second portion contained the Sport Fandom Questionnaire (SFQ), a reliable and valid unidimensional instrument designed to assess participants’ degree of identification with the role of sport fan (Wann, 2002). The SFQ was reworded slightly to specifically focus on fandom for men’s college basketball. The scale is comprised by five Likert-scale items. A sample item read, “I consider myself to be a men’s college basketball fan.” Response options ranged from 1 (strongly disagree) to 8 (strongly agree). Consequently, higher numbers represented greater levels of fandom.

Next, participants completed the seven Likert-scale items comprising the Sport Spectator Identification Scale (SSIS; Wann & Branscombe, 1993). Participants targeted their university’s men’s basketball team when completing the SSIS. The SSIS is a reliable and valid tool for assessing team identification (Wann, et al., 2001). This scale has been successfully utilized in many studies and has been translated into several languages including Portuguese (Theodorakis, Wann, Carvalho, & Sarmento, 2010), Dutch (Melnick & Wann, 2004), and French (Bernache, Bouchet, & Lacassagne, 2007). A sample item read, “How strongly do you see yourself as a fan of (target team)?” Response options ranged from 1 (low identification) to 8 (high identification). Thus, higher numbers represented greater levels of team identification.
The fourth and final section contained the Subjective Vitality Scale (SVS) developed by Ryan and Frederick (1997). The SVS is a psychometrically sound questionnaire containing seven Likert-format items with response options ranged from 1 (not at all true) to 8 (very true). Higher numbers represented greater levels of vitality. A sample item on the SVS read, “I have energy and spirit.” After completing the questionnaire packet (approximately 10 minutes), participants were debriefed (i.e., a debriefing page appeared on the computer screen). The debriefing page disclosed the purpose and hypotheses of the study and contained information on contacting the author for a report of the research. Once the participant was presented with the debriefing page, the testing session ended.

Results

Preliminary analyses. Items on the SFQ, SSIS, and SVS were summed to form indices for each scale. Means, standard deviations, and Cronbach’s alphas for the measures are listed in Table 1. Consistent with the work of Ryan and Frederick (1997), we failed to find significant relationships between level of vitality and either gender or age. Specifically, males ($M = 35.27; SD = 7.24$) and females ($M = 34.40; SD = 7.85$) did not report differential levels of vitality [$F(1, 393) = 0.82, p > .35$], and the correlation between age and vitality was not statistically significant ($r = -.038, p > .40$). As a result, consistent with the procedure utilized by Ryan and Frederick (1997), all subsequent analyses were collapsed across age and gender.

Tests of hypotheses. Pearson correlations revealed that level of vitality was significantly and positively correlated with both sport fandom ($r = .182, p < .001$) and team identification (i.e., $r = .195, p < .001$; zero order correlation between team identification and sport fandom = .670, $p < .001$). To test the hypothesis that team identification would predict levels of vitality (Hypothesis 1) but sport fandom would not (Hypothesis 2), a simultaneous regression was computed in which sport fandom and team identification were employed as predictor variables and subjective vitality was the dependent variable. This analysis revealed that the combined effect of the two predictor variables was significant, $F(2, 392) = 8.76, p < .001$ ($R = 0.207; R^2 = 0.043; \text{adjusted } R^2 = 0.038$). With respect to independent contributions, as hypothesized (Hypothesis 1), team identification accounted for a significant proportion of unique variance in subjective vitality ($t = 1.99, p < .05; B = 0.078; SE B = 0.039; \text{Beta} = 0.133$). Also as predicted (Hypothesis 2), sport fandom did not account for a significant proportion of unique variance ($t = 1.40, p > .15; B = 0.079; SE B = 0.056; \text{Beta} = 0.093$).
Table 1 - *Means, Standard Deviations, and Cronbach’s Reliability Alphas for all Measures*

<table>
<thead>
<tr>
<th>Measure</th>
<th>Study 1</th>
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<td>M</td>
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<tr>
<td>Sport Fandom (SFQ)</td>
<td>15.85</td>
<td>9.12</td>
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<tr>
<td>Team Identification (SSIS)</td>
<td>29.60</td>
<td>13.08</td>
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<tr>
<td>Subjective Vitality (SVS)</td>
<td>34.58</td>
<td>7.73</td>
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**Study 2**

As hypothesized and consistent with the predictions of the TI-SPHM (Wann, 2006), level of identification was significantly and positively associated with subjective vitality while level of sport fandom was not. Study 2 was designed to further extend our understanding of the well-being of sport fans by investigating social avoidance and distress.
Method

Participants. Participants were 129 college students (52 male, 77 female) receiving extra credit in their psychology course in exchange for participation. Participants had a mean age of 20.59 years ($SD = 4.25$).

Materials and procedure. Subsequent to receiving university IRB approval, upon entering the testing room and providing their consent, participants (tested in small groups in university classrooms) completed a questionnaire packet containing four sections. The first section contained demographic items assessing age and gender. The second section contained the SFQ (Wann, 2002), which was once again slightly reworded to specifically target college basketball fandom. Also similar to Study 1, the third section of the packet again contained the Sport Spectator Identification Scale (Wann & Branscombe, 1993). Subjects again targeted their university’s basketball team when completing the SSIS. The last section contained the Social Avoidance and Distress Scale (SAD; Watson & Friend, 1969) assessing participants’ levels of avoidance and distress in social situations. This psychometrically-sound scale consisted of 28 true or false items. Questions answered ‘true’ were coded as ‘1’ and questions answered as ‘false’ were scored as ‘2’. As a result, higher scores reflected greater levels of social avoidance and distress (potential range was 28-56).

After the participants had completed the questionnaire packets, they returned them to the researcher who handed them a debriefing statement. This statement disclosed the purpose and hypotheses of the study and contained information on contacting the author for a report of the research. Once each participant had received the debriefing statement, the participants were excused from the testing session. The sessions lasted approximately 15 minutes.

Results

Preliminary analyses. Items on the SFQ, SSIS, and SAD were summed to form indices for each scale. Means, standard deviations, and Cronbach’s alphas for each measure appear in Table 1. Although Watson and Friend (1969) found that males tended to score higher than females on the SAD, we failed to find a relationship between scores on the SAD and gender. Specifically, males ($M = 33.75; SD = 6.38$) and females ($M = 35.07; SD = 6.81$) did not report differential levels of social avoidance and distress [$F (1, 127) = 1.22, p > .25$]. Furthermore, and the correlation between age and social avoidance/distress was not statistically significant ($r = .042, p > .60$). Thus, consistent with Study 1, all subsequent analyses were collapsed across age and gender.

Tests of hypotheses. Pearson correlations revealed that level of social avoidance and distress was significantly and negatively correlated with both sport fandom ($r = -.359, p < .001$) and team identification ($r = -.327, p < .001$) (zero order correlation between team identification and sport fandom $= .506, p < .001$). To test the hypotheses that team identification would predict levels of social avoidance and distress (Hypothesis 1) but sport fandom would not (Hypothesis 2), a simultaneous regression was computed in which sport fandom and team identification were employed as predictor variables and social avoidance/distress was the dependent variable. This analysis revealed that the combined effect of the two predictor variables was significant, $F(2, 126) = 11.74, p < .001$ ($R = 0.396; R^2 = 0.157$; adjusted $R^2 = 0.144$). With respect to independent contributions, as hypothesized (Hypothesis 1), team identification accounted for a significant proportion of unique variance in social avoidance and distress ($t = -2.06, p < .05; B = -0.096; SE$}
$B = 0.047; \beta = -0.195$). However, contrary to expectations (Hypothesis 2), sport fandom also accounted for a significant proportion of unique variance ($t = -2.74, p < .01; B = -0.154; SE B = 0.056; \beta = -0.260$).

**Discussion**

Over the past few decades, a number of studies have highlighted the positive relationship between identification with a college sport team and the social psychological health of members of the student body. This relationship has been found using a large array of indices of social well-being including social self-esteem, social life satisfaction, trust in others, social coherence and integration, alienation, and loneliness (Branscombe & Wann, 1991; Wann & Polk, 2007; Wann & Pierce, 2005; Wann et al., 2011; Wann & Weaver, 2009). Consistent with this ever-growing body of literature and the Team Identification – Social Psychological Health Model (Wann, 2006), the current studies found that higher levels of identification with a college sport team corresponded with higher levels of subjective vitality and lower levels of social avoidance and distress. Thus, these two facets of well-being can be added to the extensive list of those related to college team identification among students. Given that both vitality and social avoidance are related to academic performance and retention (Bers & Smith, 1991; Gerdes & Mallinckrodt, 1994; Li, 2010; Pritchard & Wilson, 2003; Rampersaud et al, 2005), these findings are of considerable importance to college and university officials. College administrators must justify the funds allotted to athletics (Jones, 2014) and justifications typically focus on potential benefits for those involved with sport. The current work suggests that one such benefit may be found among athletic supporters as those more identified with the college team reported higher levels of vitality and lower levels of social avoidance/distress, a pattern consistent with academic success.

With respect to subjective vitality (Study 1), given that this construct involves energy and feeling “alive”, the findings reported here serve as a replication and extension of earlier work by Wann, Inman, Ensor, Gates, and Caldwell (1999) utilizing the Profile of Mood States (POMS; McNair et al., 1971). One of the key components of the POMS is the vigor subscale which assesses an individual’s subjective energy. Wann and his colleagues (1999) found that, relative to students categorized as low in identification with their university’s men’s basketball team, students with high levels of identification reported greater levels of vigor. This pattern of effects was substantiated here as those with higher levels of identification reported greater levels of vitality, of which energy is a key factor. Sport fandom tends to be a highly social activity, particularly for college fans. Indeed, over 90% of persons attending sporting events do some with friends and/or family members (Wann et al., 2001) and both group affiliation needs and the desire to spend time with family are often viewed as key motives driving sport fandom (Wann, 1995). Given that vitality is related to social variables (e.g., vitality and extroversion are positively correlated, see Ryan & Frederick, 1997), it stands to reason that vitality would also correlate with a highly social activity such as identification with a sport team. Thus, combining the current work with past research (Wann et al., 1999), it is clear that college students who identify with their college’s athletic teams have an increased likelihood to feel energetic.

As for Study 2, the data revealed that students with higher levels of college team identification tended to report lower levels of social avoidance and distress. This finding appears to mesh well with past research indicating that highly-identified college sport fans report greater levels of trust in others (Wann & Polk, 2007) and work revealing that university team
identification is positively correlated with social integration (i.e., the perception of commonality with others, see Wann & Weaver, 2009). These past studies have shown that highly-identified college students feel more integrated with society and are more trustful of its members. It stands to reason, then, that these persons would also experience lower levels of social avoidance and distress. That is, if highly-identified fans have a propensity to trust others and feel connected to them, this should correspond to lower levels of concern over acting within social situations. Therefore, combining the current work with past efforts (Wann & Polk, 2007; Wann & Weaver, 2009), it seems appropriate to conclude that college students with higher levels of identification with their school’s teams are more open to interactions with other students (e.g., they are more trusting, feel a sense of commonality). This proposition is further substantiated by research indicating that a positive correlation between college team identification and extroversion among a college student sample (Wann et al., 2004). The positive social and community consequences of increased identification often lead to greater connections with other students. Indeed, higher levels of identification with one’s college athletic teams are strongly correlated with the establishment and maintenance of friendships (Wann et al., 2011). The increased social connections and friendships may, in turn, provide students with valuable resources including study partners and social support. Consequently, higher levels of identification are associated with academic outcomes such as grades and retention (Schurr et al., 1993; Wann & Robinson, 2002; but see also Clopton, 2009).

However, the results of Study 2 indicated an expected finding as sport fandom was found to be a significant negative predictor of social avoidance and distress. This pattern of effects was contradictory to the prediction derived from the TI-SPHM (Wann, 2006). Because mere sport fandom is not expected to result in valued social connections (at least not with the regularity of identification with a local team), fandom per se has not been found to be related to well-being (e.g., Theodorakis, Wann, Nassis, & Luellen, 2012; Wann & Pierce, 2005; Wann, et al., 2004; Wann & Weaver, 2009). In fact, only one other study appears to have found that mere sport fandom accounted for a significant unique proportion of variance in social well-being (when team identification was also included in the equation). This project, conducted by Wann and Martin (2008), examined the impact of local teams versus favorite teams with respect to their relationships with well-being. Consistent with expectations derive via the TI-SPHM (Wann, 2006), level of identification with a favorite team was only a significant predictor of social psychological health if that team was a local team. Team identification did not predict well-being among persons whose favorite team was non-local. However, an unexpected finding was that for those with a non-local favorite, sport fandom accounted for a significant proportion of unique variance in well-being, with higher level of fandom associated with more positive levels of social psychological health. These researchers concluded that “there may be potential benefits to mere sport fandom after all” (p. 89) and suggest that modifications to the TI-SPHM may be in order.

Given that the current investigation also found a relationship between mere fandom and well-being, such modification may indeed be warranted (although it remains possible that the current finding was simply an artifact of the current work testing only one relatively sample at one university). Because the overwhelming majority of studies have failed to find a relationship between fandom and well-being, a complete overhaul of the model is not justified. Rather, it appears as though there may be special circumstances in which fandom impacts well-being. One such situation, noted in the work by Wann and Martin (2008), involves fans rooting for a distant favorite team. The authors suggest that perhaps fandom generates sufficient levels of social
capital (i.e., social connections) for persons whose favorite team is not among those from the immediate geographical area. Within the current work, a second situation in which fandom may relate to well-being may involve the specific component of social well-being in question. Social psychological health is multifaceted and involves multiple dimensions (Keyes, 1998; Keyes & Lopez, 2001). Perhaps there are certain forms of social well-being that are related to both fandom and identification, with social avoidance and distress being one. Thus, although the TISPHM argues that it is the social connections resulting from team identification that drive the identification—social well-being relationship, perhaps other mechanisms are at work that result (in certain circumstances) in significant relationships between fandom and well-being. More work is needed to replicate the unexpected findings involving fandom and social psychological health to further our understanding of the generalizability of this relationship.

Limitations

Certain limitations of the investigation warrant mention. First, as noted above, the current research contained single, relatively small samples from one institution. Certainly, additional work is needed with other samples from other universities to ensure the generalizability of the results reported here. Furthermore, both samples contained a large portion of female participants (80% of Study 1 respondents were female; 60% of Study 2). This gender imbalance may have influenced the results and, in particular, levels of team identification and sport fandom, which have previously been found to differ by gender (with males scoring higher than females, e.g., see Wann, Grieve, Zapalac, Partridge, & Parker, 2013; Wann et al., 2001).

Additionally, team identification was assessed via the SSIS (Wann & Branscombe, 1993). Although this measure possesses strong psychometric properties and has been successfully utilized in many studies including those testing the TISPHM (see Wann, 2006; Wann et al., 2001), this instrument is a uni-dimensional assessment of identification. Recently, authors have begun to develop and utilize multi-dimensional measures of identification. For instance, Heere and James (2007) have developed a scale (labeled TEAM*ID) assessing six dimensions of identification: public and private evaluation, interconnection of self, sense of interdependence, behavioral involvement, and cognitive awareness. Similarly, a scale recently validated by Dimmock, Grove, and Eklund (2005) measures three dimensions of identification: cognitive-affective, personal evaluation, and perceived other evaluation. Future research should attempt to replicate the findings reported here (as well as test the components of the TISPHM) using multi-dimensional measures if identification to determine which forms of identification are most significantly correlated with vitality and social avoidance/distress (as well as other types of social well-being). Such research is warranted by recent work indicating that individual points of attachment (e.g., players, coaches, team, community; see Robinson & Trail, 2005) impact the relationship between identification and psychological outcomes (Clopton, 2011a).

Conclusion

In conclusion, the two studies reported above provide additional support for the tenets the Team Identification – Social Psychological Health Model (Wann, 2006) with college student populations and within the context of allegiance to college teams. Specifically, as predicted, level of team identification was associated with higher levels of subjective vitality (Study 1) and lower levels of social avoidance and distress (Study 2). Thus, these two components of social
well-being can be added to a growing list of indices of social well-being found to be related to sport team identification. By feeling a strong attachment to their university’s sport teams and athletic program, college students can gain a valuable sense of campus community. This sense of community, in turn, can result in tangible benefits including academic outcomes and, in the case of the current investigations, positive social psychological health.

However, future researchers need to continue to examine the processes involved in the relationships among identification, connections to others, and psychological outcomes. Recent work has shed doubt about the precise nature of identification→connections→outcomes pattern of effects (e.g., Wann, Waddill, et al., 2011). For instance, in his research utilizing a large, multi-university sample, Clopton (2009; see also Clopton 2011b) found that when sense of community was entered as a mediation variable between identification and academic/social integration, higher levels of identification were surprisingly associated with lower level of integration. In a separate study, again using a large multi-university sample, Clopton (2011a) found that motivation (vicarious achievement) interacted with team identification to predict positive student well-being. Indeed, these additional findings lend support to Clopton’s (2011a) conclusion that “there might be additional processes occurring within the model to deliver particular outcomes related to social psychological well-being” (p. 10). Thus, continued examination of the interrelationships among the components of the Team Identification – Social Psychological Health Model (Wann, 2006) are thus warranted as are refinements to the model.
References


