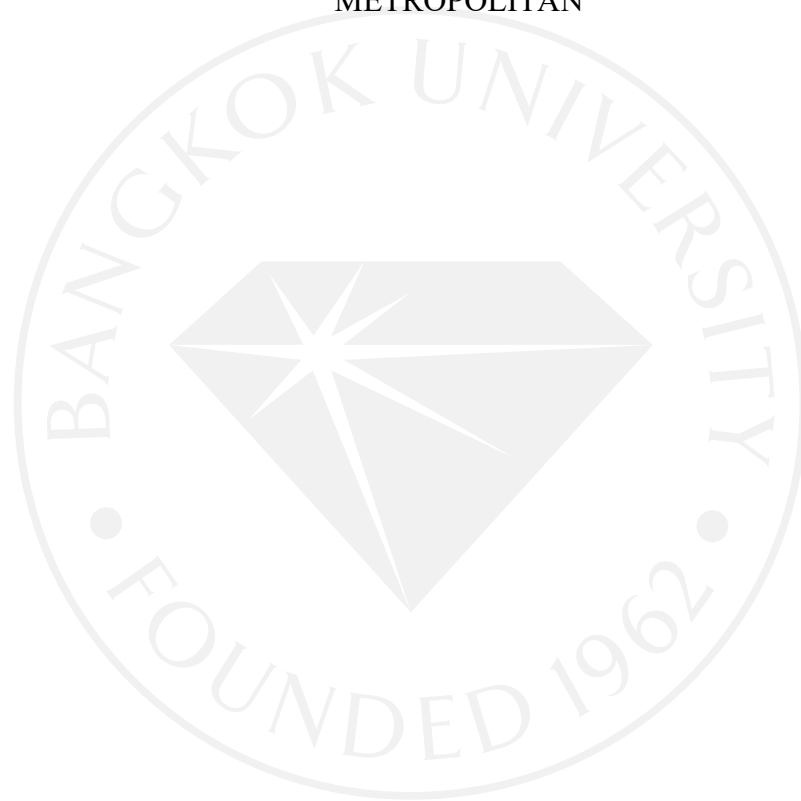
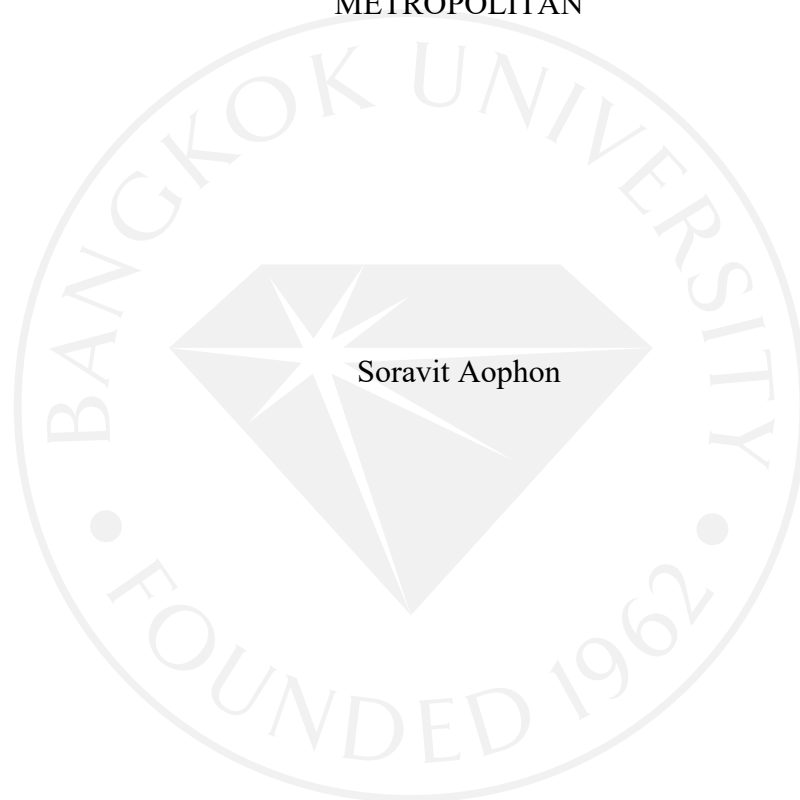


THE INFLUENCE OF TEAM COMMUNICATION, COLLECTIVE EFFICACY,
AND ATHLETE SATISFACTION ON TEAM PERFORMANCE EFFICIENCY
AMONG MULTICULTURAL RUGBY PLAYERS IN BANGKOK
METROPOLITAN



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METROPOLITAN



This Independent Study Manuscript Presented to
The Graduate School of Bangkok University
in Partial Fulfillment
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Master of Arts in Communication Arts

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**This Independent Study has been approved by
the Graduate School
Bangkok University**

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on Team Performance Efficiency among Multicultural Rugby Players in Bangkok
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ABSTRACT

The objective of this survey research is to explore the influence of team communication, collective efficacy, and athlete satisfaction on team performance efficiency among multicultural rugby players in Bangkok Metropolitan. One hundred forty-two rugby players currently living in Bangkok Metropolitan, Thailand, responded to the questionnaires. The sample was selected by using purposive sampling and convenience sampling methods. The data was tabulated and analyzed by using Linear Regression Analysis, Spearman Correlation Analysis, and Multiple Regression at the significance level of .05. The findings revealed as follows: (1) Team communication among multicultural rugby players in relations to positive conflict, distinctiveness, and acceptance significantly influenced their collective efficacy, but negative conflict was not significantly influenced their collective efficacy. (2) Team communication among multicultural rugby players in relations to acceptance and distinctiveness were positive predictors of athlete satisfaction but negative conflict was negative predictor, and positive conflict was not significantly influenced their athlete satisfaction. (3) Collective efficacy among multicultural rugby players significantly influenced their athlete satisfaction. (4) Athlete satisfaction among multicultural rugby players was significant predictor of their team performance efficiency, but collective

efficacy was not significant predictor of their team performance efficiency. (5)

Collective efficacy among multicultural rugby players was positively correlated with their team performance efficiency. (6) Athlete satisfaction among multicultural rugby players was positively correlated with their team performance efficiency.

Keywords: Team communication, collective efficacy, athlete satisfaction, team performance efficiency



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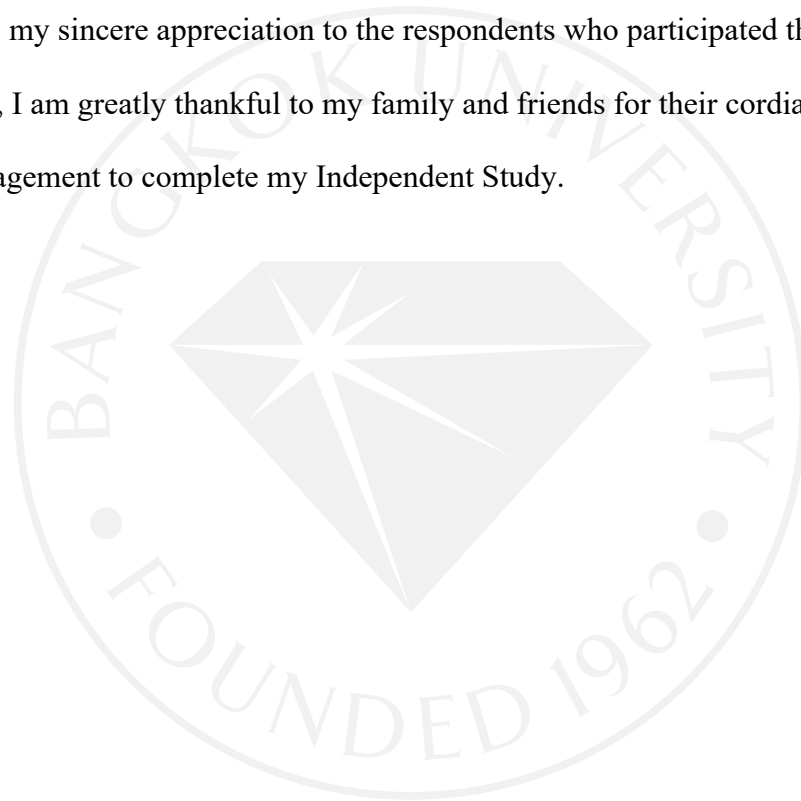


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CHAPTER 1

INTRODUCTION

1.1 Rationales and Problem Statements

In a global environment, communication is the most important tool to interaction between individuals and it enables to connect people or terminate. Furthermore, communication is a social process that people can exchange expressions, symbols, and behaviors. Even each individual speaks the same language, misunderstandings can occur due to cultural differences.

Communication is a convergent process and it aligns a group of individuals around a common objective, and the process can decrease with increased cultural diversity (Stahl, Maznevski, Voigt, & Jonsen, 2010). Culture is a commonly held body of beliefs and values, and communication can be seen to have an interdependent relationship (Hall, 1959; Hofstede, 1980). Cultural norms impact the way people communicate, the interpersonal communication patterns of a society influence its culture (Gudykunst, 1997). Cross-cultural communication, both cross-nationally and intra-nationally, refers to communication of individuals who have difference in cultures, languages, norms, countries, or individuals with different ethnic identities and traditions (Nixon & Dawson, 2002).

In term of sport team, the effective communication can lead to success. Several past studies have given priority to the important of cross-cultural communication skills of multicultural teams, and the need for collective efficacy among members in teams has also been established (Chmielecki, 2012; Mor Barak, 2011; Stockdale & Crosby, 2004). To effectively communicate in a multicultural team, players need to develop

diversity-related competencies and raise levels of cultural understanding and awareness (Lane, Maznevski, Mendenhall, & McNett, 2004).

In team sports, interaction between athletes is a basic assumption, since peers need to rely on each other for performing certain tasks both in training and in competitions (Shearer, Holmes, & Mellalieu, 2009). Hence, believing in the group's capacity is essential for a team to organize and perform the tasks necessary to achieve a certain goal (Bandura, 1997) and, consequently, to achieve a higher performance level (Myers, Paiement, & Feltz, 2007). Also known as team efficacy or team confidence, the perceived collective efficacy reflects a group's shared belief in its capacity to organize and execute some actions to achieve the goals, whether these are proposed by its members or imposed on the group (Bandura, 1997). Shared judgments about team's collective efficacy are important because they apparently can influence what individuals choose to do as components of the same group, how much effort they put into their actions and how persistent they find themselves when they encounter obstacles in accomplishing the task or fail to some reason (Bandura, 1997; Short, Sullivan, & Feltz, 2005).

Athlete satisfaction, which is the important outcome to a variety of psychological variables define as a positive, affective state resulting from a complex evaluation of the structures, processes, and outcomes associated with the athletic experience (Chelladurai & Riemer, 1997) or may express concern about athlete's performance and the level of which it reaches or fails to achieve expected levels (Chelladurai, 1984). Satisfaction is accepted as an imperative component of affective success and productivity (Chelladurai, 1984). According to Papaioannou, Ampatzoglou, Kalogiannis, and Sagovits, (2008), athlete satisfaction determines basically achievement of goals and

approval of social agents' such as coach, parents, and teammates. Most previous studies supported the positive link between athlete satisfaction and the leadership behavior of a coach; and between satisfaction and individual/team performance (Chelladurai, 1984).

Many studies have shown the importance of investigating factors as key performance indicators in team sports and several variables have been studied together with team performance in sport. In rugby union, no significant effort can be performed without the help and cooperation of every player. In this context of cooperation, a team's performance can be described both by its productivity and by the sum of its players' abilities. Thus, effective communication, teamwork, and collaborations are needed by coach and players for success. According to the president of Thai Rugby Union, Kulthon Prachuapmoh (2018), the key policies of the Thai Rugby Union is creating love and unity within the association, promoting the rugby to easily access to be widely known, pushing a professional rugby-7 league in Thailand for athletes to have a career or income, and hosting an international competition to more motivation and goals for playing rugby.

However, there was limited knowledge and academic research that studied about team performance in sport. Initially in sports sciences literature, most of the studies give priority to the athletes' physical condition, characteristics, and training backgrounds. But nowadays studies focus on athletes' psychological factors that facilitate team performance such independent factors as cohesion, communication, norm, coordination, motivation, collective efficacy, coach and athlete relationship, and athlete satisfaction.

In Thailand has a few studied in sport team especially in term of athletes' psychological factors. Of these variables, team communication, collective efficacy, and athlete satisfaction are determined to be investigated on the influence of team performance efficiency in this study. The rugby union or other sport association can apply the study results as guidelines to improve team performance efficiency in the sport association.

1.2 Objectives of the study

1.2.1 To examine the influence of team communication among multicultural rugby players on their collective efficacy.

1.2.2 To examine the influence of team communication among multicultural rugby players on their athlete satisfaction.

1.2.3 To examine the influence of collective efficacy among multicultural rugby players on their athlete satisfaction.

1.2.4 To examine whether collective efficacy and athlete satisfaction among multicultural rugby players are significant predictors of their team performance efficiency.

1.2.5 To examine that collective efficacy and athlete satisfaction among multicultural rugby players correlated with their team performance efficiency.

1.3 Scope of the study

The study examined the influence of team communication, collective efficacy, and athlete satisfaction on team performance efficiency among multicultural rugby players

in Bangkok Metropolitan in order to study on athletes' psychological factors that facilitate team performance efficiency.

The population is Thai and foreign rugby players live in Bangkok, Thailand. The sample, researcher chose 150 Thai and foreign rugby players in age about 20-40 years old and had experiences in rugby about 1-6 years whose current teams included foreign players. Thus, the data would represent only players of teams with both cross-national and intra-national diversity.

The purposive sampling and convenience sampling were used to select the samples. In addition, the study used quantitative methodology and sent the questionnaires in order to examine the influence of variables. The data was collected for about one month. On June 2020, during this period.

1.4 Research questions

1.4.1 Is team communication among multicultural rugby players significantly influences their collective efficacy?

1.4.2 Is team communication among multicultural rugby players significantly influences their athlete satisfaction?

1.4.3 Is collective efficacy among multicultural rugby players significantly influences their athlete satisfaction?

1.4.4 Are collective efficacy and athlete satisfaction among multicultural rugby players predicts their team performance efficiency?

1.4.5 Do collective efficacy and athlete satisfaction among multicultural rugby players correlated with their team performance efficiency?

1.5 Significance of the Study

This research examined how the influence of team communication, collective efficacy, and athlete satisfaction among multicultural rugby players on their team performance efficiency. The finding offered knowledge sport team and players to aware of the different ways to improve their team performance efficiency and multicultural communication skills.

1.6 Definitions of Terms

1.6.1 Team communication can be defined as “a process of a least two individuals who shared meaningful exchange of information in which a person attempts to influence the response of another person or the team as a whole. The shared information in verbal communication is open, explicit, unambiguous, precise, and clear. Conversely, in nonverbal communication the information conveyed is hidden, implicit, covert, unexplained, and sometimes, not obvious to the casual observer” (Eklund & Tenenbaum, 2014). This study will use the Scale of Effective Communication in Team Sports (SECTS-2) to measure the nature of team communication, dividing into 4 subscales- acceptance, distinctiveness, positive conflict, and negative conflict.

1.6.2 Collective efficacy is defined as “a sense of collective competence shared among individuals when allocating, coordinating, and integrating their resources in a successful concerted response to specific situational demands” (Zaccaro, Blair, Peterson, & Zazanis, 1995). This study used the Collective Efficacy Questionnaire (CESQ) to measure the sense of collective efficacy as perceived by respondents, dividing into 5 subscales- ability, effort, persistence, preparation, and unity.

1.6.3 Athlete satisfaction is the important outcome to a variety of psychological variables define as a positive, affective state resulting from a complex evaluation of the structures, processes, and outcomes associated with the athletic experience (Chelladurai & Riemer, 1997) or may express concern about athletes performance and the degree to which it reaches or fails to achieve expected levels (Chelladurai, 1984). This study used the Athlete Satisfaction Questionnaire (ASQ) to measure athlete satisfaction toward team performance, team task contribution, team social contribution, and team integration.

1.6.4 Team performance efficiency is defined as the extent to which a team is able to meet its output goals, the expectations of its members, or its cost and time objectives (Ancona & Caldwell, 1992). This study will calculate team performance efficiency from winning percentage (i.e., calculated by dividing the points the team earned by the points they could potentially achieve in the league). If a team wins the game, they receive two points. If the score is tied, the team gets one point. If the team loses a game, they get zero points.

1.6.5 Rugby is a full contact team sport that originated in England in the first half of the 19th century. One of the two codes of rugby football, is based on running with the ball in hand. In its most common form, a game is played between two teams of 15 players using an oval-shaped ball on a rectangular field called a pitch. The field has H-shaped goalposts at both ends. This study chose rugby players, both professional rugby players and non-professional, who participated in the Thailand Rugby Championship 2019.

CHAPTER 2

LITERATURE REVIEW

This chapter summarized relevant previous studies and synthesized concepts related to team communication, collective efficacy, athlete satisfaction, and team performance efficiency which are the premise of this study.

2.1 Concepts of Team Communication

2.2 Concepts of Collective Efficacy

2.3 Concepts of Athlete Satisfaction

2.4 Concepts of Team Performance Efficiency

2.5 Related Theories

2.6 Theoretical Framework

2.7 Hypotheses

2.1 Concepts of Team Communication

The communication process involves both sending and receiving information and it can take several forms. Verbal communication is the spoken word, while nonverbal communication contains actions, facial expressions, body position, and gestures. Communication can occur in one-on-one or in group settings, and in visual formats (e.g., pictures, videos, and observational learning). Communication involves not only the content of a message but also its emotional impact, or the effect the message has on the person receiving it (Burton & Raedeke, 2008).

Mabry and Barnes (1980) defined communication as a social process that involves the social exchange of symbols or behaviors (translatable into symbols) between two

or more people, and communication is arguably the most essential social behavior for any group dynamics (Sullivan & Feltz, 2003).

Hanin (1992) claimed that there are a number of performance-enhancing qualities of effective communication practices between sport team members. In other words, effective intra-team communication may serve to aid athletes of an interactive sport team by orienting (i.e., planning), stimulating (i.e., motivating), and evaluating (i.e., appraising) each member's performance. Hanin (1992) conceptualized team communication with a focus on task-orientated messages. Hanin (1992) defined these three different types of messages based on team performance. Orienting messages were seen as messages of encouragement that usually occurred prior to team performance. Stimulating messages were suggested to be motivating messages that were communicated during competition. Evaluating messages were characterized as strategic diagnoses that generally took place after team performance (Cotterill, 2012).

Sullivan and Feltz (2003) conducted a series of studies to develop and examined a measure of effective intra-team communication in team sports. They identified four components of communication in team sports: acceptance, distinctiveness, positive conflict, and negative conflict. Acceptance refers to the communication of consideration and appreciation between teammates (i.e., verbal communication). The second aspect of communication is distinctiveness, which is the communication of a shared but unique identity, and is considered both non-verbal (e.g., high fives) and verbal communication (e.g., nicknames). The subscale of distinctiveness is different from distinctiveness in Paradis and Martin's model (2012). Distinctiveness in Paradis and Martin's model (2012) is not based on communication. For example, distinctiveness in Paradis and Martin's model (2012) is identical team shirts, socks, or team motto. On

the contrary, distinctiveness in communication is related to interactions among two or more players such as nicknames and high fives. The third factor in communication is positive conflict, which involves intra-team conflict that expresses constructive and integrative ways of dealing with the disruption. Finally, the fourth factor in communication, negative conflict, refers to exchanges of intra-team conflict that are emotional, personal, and confrontational. Based on the sub-components of communication in team sports, Sullivan and Feltz (2003) developed a questionnaire to measure communication in team sports, called the Scale of Effective Communication in Team Sport (SECTS). In 2011, Sullivan and Short, based on social exchange theory, updated the questionnaire, and developed the Scale of Effective Communication in Team Sports (SECTS-2).

Sullivan and Gee (2007) defined effective team communication as interactions between teammates that result in enhanced team attributes and/or functioning. Effective team communication in sport teams can be measured with the Scale for Effective Communication in Team Sports (SECTS) and they found that effective communication was positively associated with athlete satisfaction.

2.2 Concepts of Collective Efficacy

Collective efficacy refers to a group's shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment (Bandura, 1997). In sport, it has also been referred to as team efficacy or team confidence. Collective efficacy beliefs are important because, theoretically, they influence what people choose to do as team members, how much effort they put into their team endeavors, and their persistence when collective efforts fail to produce quick

results or encounter forcible opposition (Bandura, 1986; 1997). According to Bandura (2001), the higher the perceived collective efficacy, the higher the teams' motivational investment in their undertakings, the stronger their staying power in the face of impediments and setbacks, and the greater their performance accomplishments.

Collective efficacy is not the same as self-efficacy. Self-efficacy refers to an individual's judgment or perception of one's own capabilities and efforts (Bandura, 1977). According to Bandura (1997), self-efficacy and collective efficacy differ in the unit of agency; self-efficacy is an individual level phenomenon, whereas collective efficacy exists on the team level.

Collective efficacy as phenomenon given on a group level whilst being measured on an individual level, and it concerns to a shared belief of conjoint capability, in an organization is the belief of the team members in what concerns to their performance capability as a whole (Bandura, 1997; Kozlowski & Ilgen, 2006). Taking these words into account, in a team level, perceived collective efficacy regard to the judgment of members that team as a whole is able to organize and execute actions to achieve positive outcomes (Goddard, Hoy, & Hoy, 2004).

Zaccaro, Blair, Peterson, and Zazanis (1995) defined collective efficacy as a sense of collective competence shared among members in coordinating and integrating their resources as a concerted response to specific situational demands. Thus, collective efficacy is very importance in sports that require a high level of interaction, cooperation, and interdependence to carry out tasks.

Myers, Feltz, and Short (2004) demonstrated that in football at the university level, collective efficacy before a game predicted offence performance such as total yardage, turnovers, and number of punts. Moreover, the aggregated self-efficacy in each player

did not predict offence performance. This revealed that collective efficacy can predict more team performance than aggregated self-efficacy. Similarly, Myers, Payment, and Feltz (2004) examined the relationship between collective efficacy judgments and team performance in women ice hockey teams. They measured collective efficacy judgments and objective performance on Fridays and Saturdays throughout the season. Results showed that the team performance on Friday can predict collective efficacy on Saturday, their collective efficacy which showed on Friday can predict the team performance on the same day. In addition, the impact of collective efficacy on performance was more influential than the impact of performance on collective efficacy.

Edmonds, Tenenbaum, Kamata, and Johnson (2009) studied adventure-racing teams. They observed that during the race, high levels of collective efficacy led to the perception of success and that high perceptions of success led to high collective efficacy and consistent with Myers, Payment, et al. (2004) that collective efficacy had a stronger impact on performance than performance had impact on collective efficacy.

Fransen, Decroos, Vanbeselaere, Broek, Cuyper, Vanroy, and Boen (2015) studied the perceived sources of team confidence in soccer and basketball. Their finding revealed that players perceived high-quality performance as the most important factor for their team outcome confidence. With regard to collective efficacy, team enthusiasm was perceived as most predictive determinant. Positive coaching emerged as second most decisive factor for both types of team confidence.

Watson, Chemers, and Preiser (2001) found that the level of team's collective efficacy in collegiate basketball was predictors, including past performance, group size, and confident leadership. Neither of these studies examined the influence of previous

performance on subsequent collective efficacy within teams and across games or the week-by-week influence of previous performance on subsequent collective efficacy within weeks and across teams.

While in the Edmonds et al. (2009) study, collective efficacy measured before the race predicted the subjective performance at the first check point. However, they can measure their collective efficacy at half-time based on the actual performance. Therefore, the influence of collective efficacy on performance may vary depending on the sport.

Overall, collective efficacy seems to be related to both objective and subjective performance, and collective efficacy seem to have a stronger impact on performance than performance has on collective efficacy.

2.3 Concepts of Athlete Satisfaction

Chelladurai and Riemer (1997) defined athlete satisfaction as a positive affective state resulting from a complex evaluation of the structures, processes, and outcomes associated with the athletic experience. Athletes' and coaches' evaluations of improvement, hard work, development of physical and psychological skills and abilities, peer and coach-athlete relationships, positive self-image, feelings of empowerment, opportunities provided, and sport enjoyment (Scanlan, Carpenter, Simons, Schmidt, & Keeler, 1993) during training and practice sessions are the impetus for athletes and coaches to participate and stay committed. Athlete satisfaction is a construct that includes several desired outcome variables, including but not limited to performance.

Athletic performance is a difficult construct to measure because performance includes more than just win/loss records. Chelladurai and Riemer (1997) noted that the majority of athletic activity occurs during practice rather than competition and that measuring success merely in terms of performance (i.e. win/loss records) in competition is neglecting the majority of the athletic experience. Performance in a given athletic contest can be dependent on many different internal and external factors such as physical abilities, psychological skills, technical skills, strategy, environment (e.g. weather), officials, and competitor's performances (Chelladurai & Riemer, 1997). Therefore, win/loss records do not always provide an accurate depiction of what has taken place in a competition, and they don't take into account what happens during training.

Although athletic performance is probably the most highly sought-after outcome in athletics and the ultimate aim of all competitors, it is not necessarily the most important aspect of athletics in a given day according to the majority of athletes and coaches (Chelladurai & Riemer, 1997; Jowett, 2005; Werthner, 2009). While elite or professional level athletes rely on personal performance different levels of competition (youth, interscholastic, amateur, etc.) may place comparative value on the entire athletic experience as a whole (Chelladurai & Riemer, 1997). For example, a basketball team may work very hard, show exemplar teamwork, and excellently executed game strategy, yet still lose a game by 1 point. Although the scoreboard says the team lost, the team and coaches may be very satisfied with their performance and efforts (Chelladurai & Riemer, 1997). In an individual sport setting, an athlete may finish a 110-meter hurdle race a tenth of a second behind their personal record time in a 10-mph headwind, yet he would most likely be thrilled by his performance.

Scanlan (1993) pointed out, satisfaction with the overall experience is one of the most important factors that keeps athletes committed to their athletic pursuits.

Athlete satisfaction may be the ultimate measure of effectiveness of an athletic program (Chelladurai & Riemer, 1997). Athlete satisfaction with performance is a more relevant measurement of performance than win/loss records because satisfaction with performance is self-referenced, making it a more relevant measure of performance in regards to the specific individual and his/her abilities and expectations.

Chelladurai and Riemer (1997) suggested that performance satisfaction is actually a more accurate depiction of performance than win/loss records, because it controls for other variables that affect performance outcomes (e.g. environment, other competitors, officials). In the example above, athletes competing during challenging weather conditions will not have the same performance expectations as when they compete in fair weather conditions. Therefore, feelings of performance accomplishment are relative to the athlete's expectations and are more accurately measured in reference to the individual athlete and his/her expectations. Further, measuring self-satisfaction accounts for the entire experience of the athlete including factors such as effort, strategy, skill execution, teamwork, or work ethic, which may not be reflected in the overall score or outcome of the game (Chelladurai & Riemer, 1997).

The importance of satisfaction cannot be underestimated at any age. According to Chelladurai (1984), the degree of satisfaction in athletes is expressed by the relation of their performance and the degree to which team performance reach or fail to reach expected levels. Mugala (2000) stated that lack of satisfaction in sport leads to dropout from sport. Petlichkoff (1993) suggested that the level of satisfaction an athlete maintained during sport involvement also played a role in perception of performance.

Riemer and Chelladurai (1998) noted some of these reasons, such as the link between satisfaction and performance, the importance of the athlete to athletic programs, and the relationship between satisfaction and other constructs in the group dynamics framework (e.g., cohesion and leadership).

Athlete satisfaction always reflects in their performance especially in team games where a group of athletes come together with only one single goal. Every teammate is a key to the overall success but all depend on their performance, practices, coaching, facilities etc. Athlete satisfaction is very vital as it brings in positive attitude towards training and competitions. Satisfaction also depends on what the athlete wants, as there may be variation in terms of needs and this can be noticed even during performance at training and match days.

2.4 Concepts of Team Performance Efficiency

Performers can generate behavioral patterns that are tightly coordinated with environmental events, in order to achieve a specific performance goal. In team sports, athletes are surrounded by physical and social constraints. Successful performance in sport is predicated on the constraints of an individual's perceptual and action capabilities, and is grounded on information used for action selection and goal achievement (Araújo, Davids, & Hristovski, 2006).

Assuming the mutuality and reciprocity between the performer and the environment, i. e. , the performer-environment system as the key level of analysis, implies, not only an active agent, but also that the environment is an active part of a system, facilitating specific behavioral outcomes (Davids & Araújo, 2010). One

consequence of this account is that behavior can be understood as self-organized, in contrast to organization being imposed from inside or outside.

Team performance does not always need to be prescribed by internal or external structures, due to inherent self-organization tendencies that exist for exploitation in sports teams (Araújo, Mesquita, Hastie, & Pereira, 2016) yet traditional sports psychology and pedagogical practice has decreed that internal/external prescription is the default mode to face this challenge (Lidor & Henschen, 2003). Ecological dynamics suggests that, from a player's point of view, the task is to exploit physical and informational constraints to stabilize emergence of intended behaviors. Constraints have the effect of reducing the number of configurations available to a dynamical sports team, conceptualized as a social adaptive system, at any instance. In sports team competitions, coordination patterns emerge under constraints as less functional states of organization are dissipated. Every team sport presents its own set of interacting constraints that helps define competitive functioning. This view contrasts with the traditional use of team statistics and notations that are often used to mechanistically operationalize team sports performance in a data-driven way such as frequency counts and averages in sports (Vilar, Araújo, Davids, & Button, 2012).

2.5 Related Theories

2.5.1 Social Exchange Theory

A relatively precise conceptualization of communication emerged in the work of Sullivan and Feltz (2003) who defined communication in a very specific sense. They used the phrase effective communication in sports to refer to those interactions that enhance the operation of the team and its member. For instance, messages between

teammates that result in improved team performance or more satisfied players would be considered effective communication because they contribute to a better functioning team. This notion is based on the definition of communication as a symbolic process by which two people, bound together in a relationship, provide each other with resource or negotiate the exchange of resources (Roloff, 1981) and is couched within the theoretical framework of social exchange theory (Foa & foa, 1974). A resource is any commodity, whether material or symbolic, that can be exchanged through interpersonal behavior (Foa & foa, 1974).

Social exchange theory assumed that all interactions are form of negotiation and exchange of resource that are valued by the actors. The various social exchange theories tend to offer different classifications of these resource, but they may be said to include both tangible and intangible resources. Basically, anything that may be given by one person to another and is valued can be a resource.

Social exchange theories also tend to assume that people are rational actors. People not only evaluate the costs and benefits of their current relationships, but also evaluate the ratio of costs and benefits in other possible relationship.

2.5.2 Self-efficacy Theory

Self-efficacy and collective efficacy are related in that collective efficacy is rooted in self-efficacy (Bandura, 1986, 1997). They can both be considered as cognitive mediators of performance in that they both serve similar functions and operate through similar processes (Bandura, 2001). Although collective efficacy is hypothesized to be influenced by events and experiences like those that influence self-efficacy, collective efficacy beliefs depict the teams' shared confidence in the team's ability to generate collective action and successfully complete a sport task relative to a specific goal or

criteria (Bandura, 1997). Magyar, Feltz, and Simpson (2004) stated that although Bandura (1997) proposed that individual perceptions of collective efficacy represent an emergent effect that emanates from the team rather than being the exclusive sum of the individual team members' self-efficacy beliefs, he also acknowledged that these collective perceptions of confidence are rooted within individual perceptions of self-efficacy. Specifically, self-efficacy and collective efficacy may be considered similar yet distinct from one another. Researchers in sport have shown a moderate relation between self-efficacy and collective efficacy (Feltz & Lirgg, 1998; Moritz & Watson 1998; Watson, Chemers, & Preiser, 2001).

2.5.3 Groupthink Theory

The groupthink theory describes a model of thinking that people engage in when they are involved in a cohesive in-group, when the members' striving for unanimity override their motivation to realistically appraise alternative courses of action (Janis, 1982). This powerful concurrence-seeking tendency is suggested to induce a variety of groupthink symptoms. These symptoms involve positive distortions in how the group views itself, closed-mindedness, and conformity pressures. These symptoms in turn are seen to preclude high-quality decision-making procedures, and result in decisions that are likely to fail. Despite the dominance of groupthink in the decision-making literature as an explanation for decision fiascoes, several researchers have questioned its validity and proposed alternative explanations. These explanations reflect a lack of research support for the traditional groupthink model in which moderate or high group cohesiveness is a necessary but insufficient condition, and psychological stress and procedural and organizational faults are contributing factors (Tetlock, Peterson, McGuire, Chang, & Feld, 1992).

2.5.4 Expectancy Violation Theory

Expectancy Violations Theory (EVT), developed by Burgoon (1993), was established in an effort to both predict and explain the impact of unexpected communication behaviors. At its inception, EVT examined non-verbal communication behaviors such as personal space violations during an interaction (Burgoon, 1978), but it has since been extended to examine verbal communication violations in friendships and romantic relationships (Bachman & Guerrero, 2006; Floyd & Voloudakis, 1999).

The theory is based on the premise that within specific contexts there are a range of behaviors that individuals have deemed acceptable, and when communication behaviors occur that do not adhere to this, they represent an expectation violation (Burgoon, 1978). It is important to note that these violations trigger an interpretation evaluation process that labels the behavior as positive or negative while also taking into consideration the magnitude of the communication discrepancy (Afifi & Burgoon, 2000). These expectancies and their violations occur on both social and idiosyncratic levels. On the social level these expectancies reflect the rules, norms, and practices that typify a given culture, communication, or context while the idiosyncratic level focuses on person-specific communication expectancies (Burgoon, 2009).

2.6 Theoretical Framework

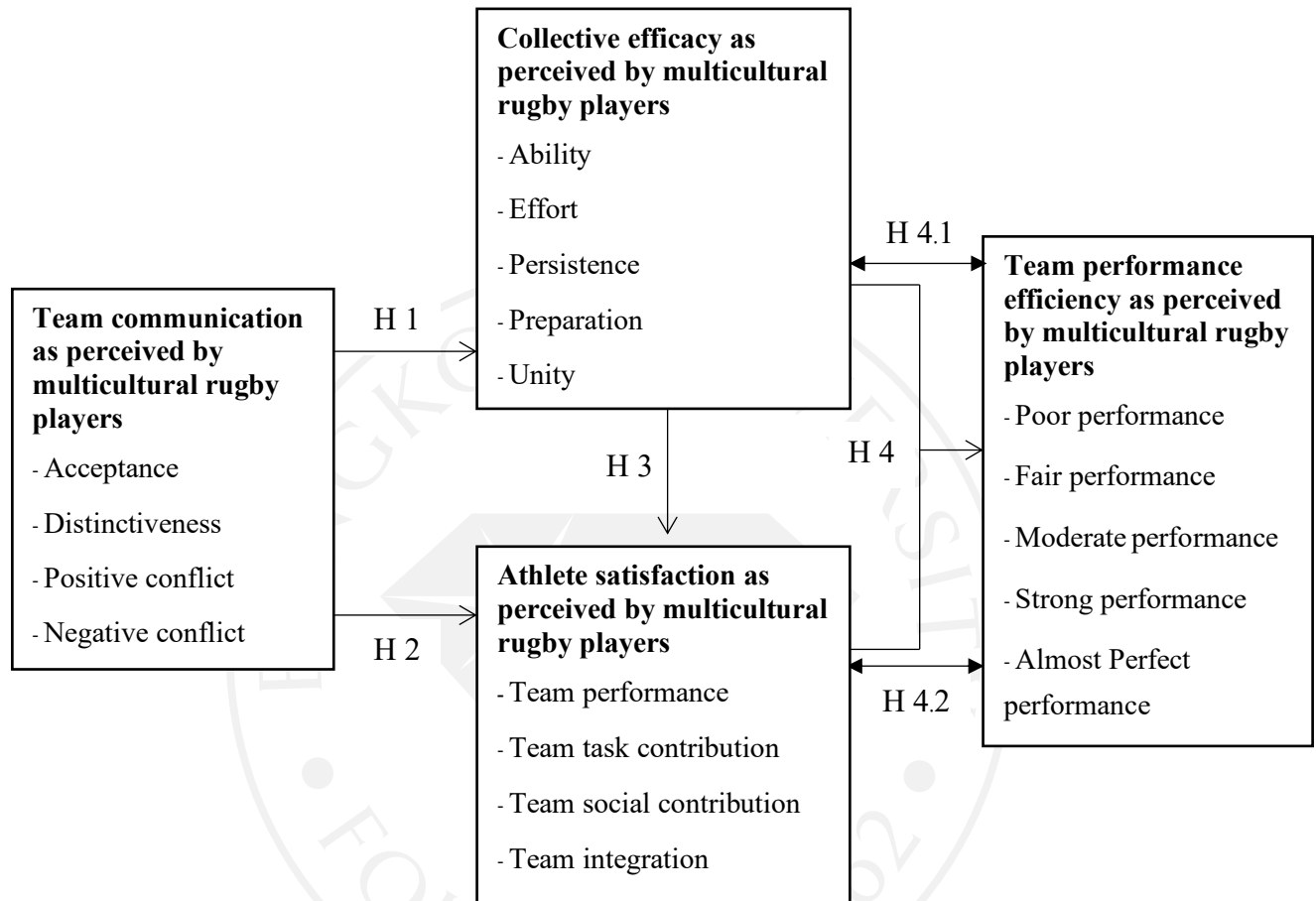


Figure 2.1: Theoretical Framework

2.7 Hypotheses

To answer our research question, there are several hypotheses developed as follows:

Hypothesis 1: Team communication (acceptance, distinctiveness, positive conflict, negative conflict) among multicultural rugby players significantly influences their collective efficacy.

Hypothesis 2: Team communication (acceptance, distinctiveness, positive conflict, negative conflict) among multicultural rugby players significantly influences their athlete satisfaction.

Hypothesis 3: Collective efficacy among multicultural rugby players significantly influences their athlete satisfaction.

Hypothesis 4: Collective efficacy and athlete satisfaction in multicultural rugby players are significant predictors of their team performance efficiency.

Hypothesis 4.1: Collective efficacy among multicultural rugby players positively correlated with their team performance efficiency.

Hypothesis 4.2: Athlete satisfaction among multicultural rugby players positively correlated with their team performance efficiency.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter summarized the research methodology and the sampling method to examine the influence of team communication, collective efficacy, and athlete satisfaction on team performance efficiency among multicultural rugby players in Bangkok Metropolitan. This chapter is composed of the following sections:

- 3.1 Research Design
- 3.2 Population and sampling methods
- 3.3 Research Instruments
- 3.4 Research Pretest
- 3.5 Data Collection Procedure
- 3.6 Data Analysis and Interpretation
- 3.7 Demographic Data of the Samples

3.1 Research Design

The objective of this study aims to examine the influence of team communication, collective efficacy, and athlete satisfaction on their team performance efficiency among multicultural rugby players in Bangkok Metropolitan. A quantitative research design is employed to this study. The survey would be applied to collect the data in order to examine the variables.

3.2 Population and sampling methods

The population is Thai and foreign rugby players live in Bangkok, Thailand. The sample, researcher has selected 150 Thai and foreign rugby players that their current teams included foreign players. Thus, the data would represent only players of teams with both cross-national and intra-national diversity in age and rugby experience.

The researcher applied the non-probability sampling method to find the sampling unit in this study. Purposive sampling and convenience sampling were used to select the Thai and foreign rugby players in order to bring specific features of population into a focus (Lunch, 2012).

3.3 Research Instruments

The purpose of this questionnaire is to examine the influence of team communication, collective efficacy, and athlete satisfaction among multicultural rugby players on their team performance efficiency.

Section 1: Personal Demographic Data

This first section of questions requested respondents to provide their information which including gender, age, rugby experience, nationality, the country where come from, and team name.

Section 2: The Scale of Effective Communication in Team Sports (SECTS-2)

The second section, team communication is measured by The Scale of Effective Communication in Team Sports (SECTS-2) as cited by Sullivan and Short (2011). This questionnaire has 15 items with four subscales. The subscales are acceptance (4 items), distinctiveness (3 items), positive conflict (4 items), and negative conflict (4 items). Acceptance refers to the communication of consideration and appreciation between

teammates. The second subscale of communication is distinctiveness, which is the communication of a shared but unique identity, and is considered both non-verbal and verbal communication. The subscale of distinctiveness is related to interactions among two or more players such as nicknames and high fives. The third factor in communication is positive conflict, which involves intra-team conflict that expresses constructive and integrative ways of dealing with the disruption. Finally, the fourth subscale in communication, negative conflict refers to exchanges of intra-team conflict that are emotional, personal, and confrontational. The instrument utilized a five-point likert scale ranging from 1 (hardly ever) to 5 (almost always).

Section 3: The Collective Efficacy Questionnaire (CESQ)

The third section, collective efficacy is measured by the Collective Efficacy for Sport Questionnaire (CESQ) as cited by Short, Sullivan, and Feltz (2005). This questionnaire has 20 items with five subscales. The subscales are ability (4 items), effort (4 items), persistence (4 items), preparation (4 items), and unity (4 items). Ability is considered a belief a person has about their ability to execute a specific task successfully. The second aspect of collective efficacy is effort, which is a behavior visible to teammates as a work ethic and show enthusiasm. The third subscale in collective efficacy is persistence, which is the act of persevering, continuing or repeating behavior. It is related to enduring determination, doggedness, and tenacity. The fourth subscale in collective efficacy, preparation is a complex process of improvement of all qualities of athletes and sport teams, it is related to the training of the body and mind to prepare the athlete and the enhancement of the confrontation with the opponent. Lastly, the fifth subscale in collective efficacy, unity refers to behavior

visible to be united and keep a positive attitude with teammates. The instrument utilized a five-point likert scale ranging from 1 (not at all confident) to 5 (extremely confident).

Section 4: The Athlete Satisfaction Questionnaire (ASQ)

The fourth section, athlete satisfaction is measured by the Athlete Satisfaction Questionnaire (ASQ) as cited in Riemer and Chelladurai (1998). For the purposes of this study, the researchers used four of the ASQ's most applicable subscales in the present study. This questionnaire has 13 items with four subscales. The subscales are team performance (3 items), team task contribution (3 items), team social contribution (3 items), and team integration (4 items). Team performance refers to an individual's satisfaction with his/ her team's level of performance, which includes absolute performance, improvements in performance, and goal achievement. The second subscale is team task contribution refers to satisfaction with those actions by which the task group serves as a substitute for leadership and how teammates impact the individual as a person. The third subscale in athlete satisfaction is team social contribution, which refers to satisfaction with how teammates contribute to the athlete as a person. Finally, the fourth subscale in athlete satisfaction, team integration refers to the athlete's satisfaction with the members' contributions and coordination of their efforts toward the team's task. The instrument utilized a five-point likert scale ranging from 1 (not at all satisfied) to 5 (extremely satisfied).

Team performance efficiency is obtained by winning percentage that calculated by dividing the points the team earned by the points they could potentially achieve in the league. If a team wins the game, they receive two points. If the score is tied, the team gets one point. If the team loses a game, they get zero points. Thus, the following formula was used to calculate winning percentage:

$$\text{winning percentage} = \frac{2 \times (\text{number of wins}) + \text{number of ties}}{2 \times (\text{total games played})} \times 100$$

The winning percentage of teams in the Thailand Rugby Championship 2019 will be re-analyzed by five different experience performance analysts. Inter-rater agreement was interpreted as follows: poor (0 - 0.20), fair (0.21 - 0.40), moderate (0.41 - 0.60), strong (0.61 - 0.80), and almost perfect (> 0.80) (Streiner & Norman, 2003).

3.4 Research Pretest

Before gathering the final data, the researcher should conduct pretests to evaluate the reliability and validity of the research instrument, the original questionnaires were created in English. The researcher translated the questionnaires into Thai language due to most respondents are Thai and the bilingual professors who are fluent in both Thai and English language. Then Thai questionnaires were translated back into English version to check the accuracy of the questionnaire.

The questionnaires were distributed an online survey link to 30 respondents as a pretest to check whether all the questions in this research are clear to understand and respond. The results were that all parts have Cronbach Alpha higher than .70. This means that the questionnaire is reliable.

Table 3.1 : Cronbach Alpha of the questionnaire

Variable	Cronbach Alpha
Team communication	.876
- Acceptance	.816
- Distinctiveness	.793
- Positive conflict	.717
- Negative conflict	.766
Collective efficacy	.946
- Ability	.851
- Effort	.707
- Persistence	.747
- Preparation	.845
- Unity	.757
Athlete satisfaction	.908
- Team performance	.798
- Team task contribution	.871
- Team social contribution	.747
- Team integration	.888

3.5 Data Collection Procedure

3.5.1 The original questionnaire items are English, which would be translated into Thai and then translated back to English by a bilingual professor who is fluent in Thai and English before the questionnaire are running on Google Forms, which is a professional survey platform.

3.5.2 Both Thai and English questionnaires will be distributed an online survey link to 150 respondents and requested them to complete the survey within 20 to 30 minutes.

3.6 Data Analysis and Interpretation

Hypothesis 1: Team communication (acceptance, distinctiveness, positive conflict, negative conflict) among multicultural rugby players significantly influences their collective efficacy.

Independent variables: Team communication (acceptance, distinctiveness, positive conflict, negative conflict) among multicultural rugby players (Interval scale)

Dependent variable: Collective efficacy among multicultural rugby players (Interval scale)

Statistical analysis: Linear Regression Analysis

Hypothesis 2: Team communication (acceptance, distinctiveness, positive conflict, negative conflict) among multicultural rugby players significantly influences their athlete satisfaction.

Independent variables: Team communication (acceptance, distinctiveness, positive conflict, negative conflict) among multicultural rugby players (Interval scale)

Dependent variable: Athlete satisfaction among multicultural rugby players (Interval scale)

Statistical analysis: Linear Regression Analysis

Hypothesis 3: Collective efficacy among multicultural rugby players significantly influences their athlete satisfaction.

Independent variable: Collective efficacy among multicultural rugby players (Interval scale)

Dependent variable: Athlete satisfaction among multicultural rugby players (Interval scale)

Statistical analysis: Linear Regression Analysis

Hypothesis 4: Collective efficacy and athlete satisfaction among multicultural rugby players are significant predictors of their team performance efficiency.

Independent variables: Collective efficacy and athlete satisfaction among multicultural rugby players (Interval scale)

Dependent variable: Team performance efficiency of multicultural rugby players (Winning percentage)

Statistical analysis: Multiple Regression Analysis

Hypothesis 4.1: Collective efficacy among multicultural rugby players positively correlated with their team performance efficiency.

Statistical analysis: Spearman Correlation Analysis

Hypothesis 4.2: Athlete satisfaction among multicultural rugby players positively correlated with their team performance efficiency.

Statistical analysis: Spearman Correlation Analysis

3.7 Demographic Data of the Samples

The demographic information of 142 samples is included information of gender, age, rugby experience, nationality, the country where come from, and team name which summarized in Table 3.2 - 3.7.

As shown in Table 3.2, the descriptive analysis on gender of the samples revealed that there are 97.9% of the samples were male ($n = 139$) and 2.1% of the samples were female ($n = 3$).

Table 3.2 : Gender of the samples

Demographic Information	Frequency	Percent
Gender		
- Male	139	97.9
- Female	3	2.1
Total	142	100.0

As shown in Table 3.3, the descriptive analysis on age of the samples revealed that the majority of the samples were in the age range 21-25 years old (42.3%, n = 60), followed by the age range 26-30 years old (23.2%, n = 33), under 20 years old (13.4%, n = 19), 31-35 years old, and higher than 40 years old (7.7%, n = 11), and 36-40 years old (5.7%, n = 8), respectively.

Table 3.3 : Age of the samples

Demographic Information	Frequency	Percent
Age		
- Under 20 years old	19	13.4
- 21-25 years old	60	42.3
- 26-30 years old	33	23.2
- 31-35 years old	11	7.7
- 36-40 years old	8	5.7
- Higher than 40 years old	11	7.7
Total	142	100.0

As shown in Table 3.4, the descriptive analysis on rugby experience of the samples revealed that the majority of the samples had experiences in rugby for higher than 6 years (83.1%, n = 118), followed by the experience in rugby for 5-6 years (9.2%, n=13), 3-4 years (5.6%, n = 8) and 1-2 years (2.1%, n=3), respectively.

Table 3.4 : Rugby experience of the samples

Demographic Information	Frequency	Percent
Rugby experience		
- 1-2 years	3	2.1
- 3-4 years	8	5.6
- 5-6 years	13	9.2
- Higher than 6 years	118	83.1
Total	142	100.0

As shown in Table 3.5, the descriptive analysis on nationality of the samples revealed that the majority of the samples were Thai (83.2%, n = 118), followed by British (4.9%, n = 7) and South African (2.8%, n = 4), respectively.

Table 3.5 : Nationality of the samples

Demographic Information	Frequency	Percent
Nationality		
- Thai	118	83.2
- American	1	0.7
- Australian	2	1.4
- British	7	4.9
- French	1	0.7
- Japanese	2	1.4
- Netherlands	1	0.7
- New Zealand	2	1.4
- South African	4	2.8
- Thai/Australian	1	0.7
- Welsh	1	0.7
- Zimbabwe	2	1.4
Total	142	100.0

As shown in Table 3.6, the descriptive analysis on the country where the samples come from revealed that the majority of the samples were live in Thailand (81.8%, n = 116), followed by the samples who came from Australia, England, and South Africa all equally (2.8%, n=4) and New Zealand (2.1%, n=3), respectively.

Table 3.6 : The country where the samples come from

Demographic Information	Frequency	Percent
The country where come from		
- Thailand	116	81.8
- United State	1	0.7
- Australia	4	2.8
- England	4	2.8
- France	1	0.7
- Japan	2	1.4
- South Africa	4	2.8
- Scotland	1	0.7
- United Kingdom	2	1.4
- Wales	2	1.4
- New Zealand	3	2.1
- Zimbabwe	2	1.4
Total	142	100.0

As shown in Table 3.7, the descriptive analysis on the team name revealed that the majority of the samples were Chulalongkorn University (19.1%, n = 27), followed by Southerners (15.5%, n = 22) and Royal Thai Army (12.7%, n = 18), respectively.

Table 3.7 : Team name of the samples

Demographic Information	Frequency	Percent
Team name		
- Bangkok Bangers	8	5.6
- Chulalongkorn University	27	19.1
- King's College	8	5.6
- Lookpradu	2	1.4
- Old Vajiravudh	8	5.6
- Royal Thai Air Force	4	2.8
- Royal Thai Army	18	12.8
- Royal Thai Army 2	15	10.6
- Royal Thai Navy	6	4.2
- Royal Thai Police	8	5.6
- Royal Thai Police 2	6	4.2
- Southerners	22	15.5
- The Royal Bangkok Sports Club	2	1.4
- Wangderm	8	5.6
Total	142	100.0

CHAPTER 4

RESULTS

This study used three main scales to test hypotheses, which were team communication, collective efficacy, and athlete satisfaction. The data was analyzed using Linear Regression and Spearman Correlation for statistical analysis. This chapter was composed of the following sections:

4.1 Summary of Descriptive Findings

4.2 Summary of Testing Hypothesis Findings

4.1 Summary on Descriptive Findings

To interpret the descriptive findings, the researcher used the following criteria to explain team communication, collective efficacy, and athlete satisfaction as shown in table 4.1.

Table 4.1 : Criteria for interpretations on team communication, collective efficacy, and athlete satisfaction

Level of statement	Score	Criteria
High	5	4.21 – 5.00
Slightly High	4	3.41 – 4.20
Moderate	3	2.61 – 3.40
Slightly Low	2	1.81 – 2.60
Low	1	1.00 – 1.80

To interpret the descriptive findings, the researcher used the following criteria to explain team performance efficacy as shown in table 4.2.

Table 4.2 : Criteria for interpretations the correlation of team performance efficiency

Level of statement	Score	Criteria
Almost perfect	5	> 0.80
Strong	4	0.61 – 0.80
Moderate	3	0.41 – 0.60
Fair	2	0.21 – 0.40
Poor	1	0.00 – 0.20

As shown Table 4.3, descriptive finding revealed that the respondents had high level of overall team communication (Mean = 4.20, S.D. = 0.535). The highest level was acceptance (Mean = 4.48, S.D. = 0.571), followed by high level of distinctiveness (Mean = 4.34, S.D. = 0.643), positive conflict (Mean = 4.26, S.D. = 0.619), and negative conflict (Mean = 3.76, S.D. = 0.792), respectively.

Table 4.3 : Mean and standard deviation of team communication

Items	Mean	S.D	Interpretation
Team Communication	4.20	.535	High
Acceptance	4.48	.571	High
4. We trust each other.	4.67	.580	High
6. We communicate our feelings honestly.	4.28	.728	High
11. We share thoughts with one another.	4.46	.741	High
14. We try to make sure all players are included.	4.54	.822	High
Distinctiveness	4.34	.643	High
1. We use nicknames.	4.77	.497	High
7. We use slang that only team members would understand.	4.22	.900	High
9. We use gestures that only team members would understand.	4.04	1.017	High
Positive Conflict	4.26	.619	High
3. We get all problems out in the open.	4.09	.752	High
5. When disagreements arise, we try to communicate directly with whom we have a problem.	4.29	.813	High

Table 4.3 (Continued) : Mean and standard deviation of team communication

Items	Mean	S.D.	Interpretation
13. We are willing to discuss our feelings.	4.25	.835	High
15. We compromise with each other when we disagree.	4.42	.811	High
Negative Conflict	3.76	.792	High
2. We shout when upset.	3.75	.969	High
8. We get in “each other’s faces” when we disagree.	3.73	1.104	High
10. We communicate anger through body language.	3.77	.999	High
12. We show that we lose our temper.	3.80	1.082	High

Remark: The statements were arranged according to the dimension of team communication as suggested by the Scale of Effective Communication in Team Sports (SECTS-2) as cited in Sullivan and Short (2011).

As shown Table 4.4, descriptive finding revealed that the respondents had high level of overall collective efficacy (Mean = 4.47, S.D. = 0.523). The highest level was unity (Mean = 4.56, S.D. = 0.565), followed by high level of effort (Mean = 4.50, S.D. = 0.605) and persistence (Mean = 4.50, S.D. = 0.519), preparation (Mean = 4.47, S.D. = 0.621), and ability (Mean = 4.37, S.D. = 0.641), respectively.

Table 4.4 : Mean and standard deviation of collective efficacy

Items	Mean	S. D.	Interpretation
Collective Efficacy	4.47	.523	High
Ability	4.37	.641	High
1.Outplay the opposing team	4.54	.638	High
5. Show more ability than the other team	4.42	.688	High
14.Play more skillfully than your opponent	4.26	.805	High
15. Perform better than the opposing team	4.27	.791	High

Table 4.4 (Continued) : Mean and standard deviation of collective efficacy

Items	Mean	S. D.	Interpretation
Effort	4.50	.605	High
8. Demonstrate a strong work ethic	4.44	.812	High
10. Play to its capabilities	4.63	.647	High
16. Show enthusiasm	4.54	.750	High
17. Overcome distractions	4.41	.755	High
Persistence	4.50	.519	High
3. Perform under pressure	4.50	.671	High
7. Persist when obstacles are present	4.58	.586	High
9. Stay in the game when it seems like your team isn't likely to get any breaks	4.44	.758	High
11. Play well without your best player	4.49	.671	High
Preparation	4.47	.621	High
4. Be ready	4.51	.751	High
12. Mentally prepare for competition	4.58	.687	High
18. Physically prepare for competition	4.37	.838	High
19. Devise a successful strategy	4.45	.700	High
Unity	4.56	.565	High
2. Resolve conflicts	4.35	.715	High
6. Be united	4.73	.560	High
13. Keep a positive attitude	4.51	.779	High
20. Maintain effective communication	4.46	.822	High

Remark: The statements were arranged according to the dimension of collective efficacy as suggested by the Collective Efficacy for Sport Questionnaire (CESQ) as cited in Short, Sullivan, and Feltz (2005).

As shown Table 4.5, descriptive finding revealed that the respondents had high level of overall athlete satisfaction (Mean = 4.37, S.D. = 0.567). The highest level was team social contribution (Mean = 4.43, S.D. = 0.653) and team integration (Mean = 4.43, S.D. = 0.603), followed by high level of team task contribution (Mean = 4.36, S.D. = 0.689) and persistence (Mean = 4.50, S.D. = 0.519), and team performance (Mean = 4.21, S.D. = 0.775), respectively.

Table 4.5 : Mean and standard deviation of athlete satisfaction

Items	Mean	S.D.	Interpretation
Athlete Satisfaction	4.37	.567	High
Team Performance	4.21	.775	High
1. The team's win/loss record this season.	4.07	.920	High
2. The team's overall performance.	4.32	.786	High
3. The extent to which our team is meeting its goals for the season.	4.24	.922	High
Team Task Contribution	4.36	.689	High
4. The extent to which teammates provide me with instruction.	4.35	.763	High
5. The guidance I receive from my teammates.	4.31	.792	High
6. The constructive feedback I receive from my teammates.	4.44	.758	High
Team Social Contribution	4.43	.653	High
7. My social status on the team.	4.46	.711	High
8. The role I play in the social life of the team.	4.35	.924	High
9. The degree to which my teammates accepted me on a social level.	4.50	.671	High
Team Integration	4.43	.603	High
10. How the team works to be the best.	4.33	.814	High
11. The degree to which teammates share the same goal.	4.54	.638	High
12. Team members' dedication to work together toward team goals.	4.36	.756	High
13. The extent to which teammates play as a team.	4.53	.615	High

Remark: The statements were arranged according to the dimension of collective efficacy as by the Athlete Satisfaction Questionnaire (ASQ) as cited in Riemer and Chelladurai (1998).

4.2 Summary of Testing Hypothesis Findings

Hypothesis 1: Team communication (acceptance, distinctiveness, positive conflict, negative conflict) among multicultural rugby players significantly influences their collective efficacy.

As shown in Table 4.6, Linear Regression analysis revealed that team communication among multicultural rugby players significantly influenced their collective efficacy at the rate of 72.1% ($R^2 = .721^{**}$, $p < .01$), which was considered to high level. When examining the influence of each construct of team communication among multicultural rugby players, the highest influential construct was positive conflict (Beta = $.481^{**}$, $p < .01$), followed by influences of distinctiveness (Beta = $.314^{**}$, $p < .01$), and acceptance (Beta = $.215^*$, $p < .05$), respectively. The findings suggested that positive conflict, distinctiveness, and acceptance were positive predictors of their collective efficacy. Consequently, hypothesis 1 was partially supported.

Table 4.6 : Regression Analysis on the influence of team communication among

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.849 ^a	.721	.713	.28047	.721	88.690	4	137	.000	2.475

a. Predictors: (Constant), Negative conflict, Acceptance, Distinctiveness, Positive conflict

b. Dependent Variable: Collective efficacy

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.980	.202		4.850	.000
	Acceptance	.197	.081	.215*	2.427	.017
	Distinctiveness	.256	.047	.314**	5.449	.000
	Positive conflict	.407	.079	.481**	5.131	.000
	Negative conflict	-.063	.035	-.095	-1.786	.076

a. Dependent Variable: Collective efficacy

Hypothesis 2: Team communication (acceptance, distinctiveness, positive conflict, negative conflict) among multicultural rugby players significantly influences their athlete satisfaction.

As shown in Table 4.7, Linear Regression analysis revealed that team communication among multicultural rugby players significantly influenced their athlete satisfaction at rate of 34.0% ($R^2 = .340$, $p < .01$). When examining the influence of each construct of team communication among multicultural rugby players, the highest influential construct was acceptance (Beta = .438**, $p < .01$), followed by the influence of distinctiveness (Beta = .205*, $p < .05$), respectively. However, negative conflict inversely effects their athlete satisfaction (Beta = -.192*, $p < .05$). The findings suggested that acceptance and

distinctiveness were positive predictors of athlete satisfaction but negative conflict was negative predictor. Consequently, hypothesis 2 was partially accepted.

Table 4.7 : Regression Analysis on the influence of team communication among multicultural rugby players on their athlete satisfaction

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.583 ^a	.340	.321	.46727	.340	17.669	4	137	.000	2.298

a. Predictors: (Constant), Negative conflict, Acceptance, Distinctiveness, Positive conflict

b. Dependent Variable: Athlete satisfaction

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.784	.337		5.299	.000
	Distinctiveness	.180	.078	.205*	2.308	.023
	Acceptance	.435	.135	.438**	3.211	.002
	Positive conflict	.086	.132	.094	.655	.514
	Negative conflict	-.138	.058	-.192*	-2.354	.020

a. Dependent Variable: Athlete satisfaction

Hypothesis 3: Collective efficacy among multicultural rugby players significantly influences their athlete satisfaction.

As shown in Table 4.8, Linear Regression analysis revealed that collective efficacy among multicultural rugby players significantly influenced their athlete satisfaction (Beta = .617**, $p < .01$). The findings suggested that collective efficacy was a significant positive predictor that can explain their athlete satisfaction at the rate of 38.1% ($R^2 =$

.381**, $p < .01$), which was considered to be medium prediction. Hence, hypothesis 3 was fully accepted.

Table 4.8 : Regression Analysis on the influence of collective efficacy among multicultural rugby players on their athlete satisfaction

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.617 ^a	.381	.376	.44791	.381	86.011	1	140	.000	1.977

a. Predictors: (Constant), Collective efficacy

b. Dependent Variable: Athlete satisfaction

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.381	.324		4.259	.000
	Collective efficacy	.668	.072	.617**	9.274	.000

a. Dependent Variable: Athlete satisfaction

Hypothesis 4: Collective efficacy and athlete satisfaction in multicultural rugby players are significant predictors of their team performance efficiency.

As shown in Table 4.9, Multiple Linear Regression analysis revealed that only athlete satisfaction among multicultural rugby players was a significant predictor of their team performance efficiency (Beta = .354**, $p < .01$). The findings suggested that athlete satisfaction was significant positive predictor that can explain team performance efficiency at the rate of 17.4% ($R^2 = .174$ **, $p < .01$), which was considered to be low prediction. Hence, hypothesis 4 was partially accepted.

Table 4.9 : Multiple regression analysis on the predictors of team performance efficiency among multicultural rugby players

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.417 ^a	.174	.162	.29355	.174	14.600	2	139	.000	1.626

a. Predictors: (Constant), Athlete satisfaction, Collective efficacy

b. Dependent Variable: Team performance efficiency

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.542	.226		-2.398	.018
	Collective efficacy	.056	.060	.092	.940	.349
	Athlete satisfaction	.200	.055	.354**	3.609	.000

a. Dependent Variable: Team performance efficiency

Hypothesis 4.1: Collective efficacy among multicultural rugby players positively correlated with their team performance efficiency.

As shown on Table 4.10, Spearman Rank analysis found that collective efficacy among multicultural rugby players was positively correlated with their team performance efficiency ($r = .456^{**}$, $p < .01$). Hypothesis 4.1 was fully accepted.

Table 4.10 : Spearman correlation analysis between collective efficacy among multicultural rugby players with their team performance efficiency

Correlations				
			Collective efficacy	Team performance
Spearman's rho	Collective efficacy	Correlation Coefficient	1.000	.456**
		Sig. (2-tailed)	.	.000
		N	142	142
	Team performance	Correlation Coefficient	.456**	1.000
		Sig. (2-tailed)	.000	.
		N	142	142

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

Hypothesis 4.2: Athlete satisfaction among multicultural rugby players positively correlated with their team performance efficiency.

As shown on Table 4.11, Spearman Rank analysis found that athlete satisfaction among multicultural rugby players was positively correlated with their team performance efficiency ($r = .484^{**}$, $p < .01$). Hypothesis 4.2 was fully accepted.

Table 4.11 : Spearman correlation analysis between athlete satisfaction among multicultural rugby players with their team performance efficiency

Correlations				
			Athlete satisfaction	Team performance
Spearman's rho	Athlete satisfaction	Correlation Coefficient	1.000	.484**
		Sig. (2-tailed)	.	.000
		N	142	142
	Team performance	Correlation Coefficient	.484**	1.000
		Sig. (2-tailed)	.000	.
		N	142	142

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

CHAPTER 5

DISCUSSION

This chapter discusses the summary of hypotheses and discussion on the findings of the study. In addition, this chapter provides the limitations of the study, and recommendations for application and for future research. The summary of the chapter is as follows:

5.1 Summary of Descriptive Findings and Discussion

5.2 Hypotheses Summary and Discussion

5.3 Conclusion of study

5.4 Limitations of the Study

5.5 Recommendation for Further Application

5.6 Recommendation for the Future Research

5.1 Summary of Descriptive Findings and Discussion

The 142 samples data were collected who are multicultural rugby players in Bangkok Metropolitan. The descriptive findings indicated that the samples composed of 97.9% of male and 2.1% of female. The majority of them were in the age range 21-25 years old (42.3%, $n = 60$). Most of the samples had the rugby experience for higher than 6 years (83.1%, $n = 118$), they were Thai (83.2%, $n = 118$), and live in Thailand (81.8%, $n = 116$). In addition, Chulalongkorn University team was the majority of the samples (19.1%, $n = 27$).

The samples had high level of overall team communication (Mean = 4.20, S.D. = 0.535). The highest level was acceptance (Mean = 4.48, S.D. = 0.571), followed by

high level of distinctiveness (Mean = 4.34, S.D. = 0.643), positive conflict (Mean = 4.26, S.D. = 0.619), and negative conflict (Mean = 3.76, S.D. = 0.792), respectively.

Furthermore, the samples had high level of overall collective efficacy (Mean = 4.47, S.D. = 0.523). The highest level was unity (Mean = 4.56, S.D. = 0.565), followed by high level of effort (Mean = 4.50, S.D. = 0.605) and persistence (Mean = 4.50, S.D. = 0.519), preparation (Mean = 4.47, S.D. = 0.621), and ability (Mean = 4.37, S.D. = 0.641), respectively.

The descriptive findings indicated that the samples had high level of overall athlete satisfaction (Mean = 4.37, S.D. = 0.567). The highest level was team social contribution (Mean = 4.43, S.D. = 0.653) and team integration (Mean = 4.43, S.D. = 0.603), followed by high level of team task contribution (Mean = 4.36, S.D. = 0.689) and persistence (Mean = 4.50, S.D. = 0.519), and team performance (Mean = 4.21, S.D. = 0.775), respectively.

The descriptive findings pointed out that majority of respondents had high level of overall team communication, collective efficacy, and athlete satisfaction.

5.2 Hypotheses Summary and Discussion

Hypothesis 1: Team communication (acceptance, distinctiveness, positive conflict, negative conflict) among multicultural rugby players significantly influences their collective efficacy.

Hypothesis 1 was partially accepted. The findings indicated that team communication among multicultural rugby players significantly influenced their collective efficacy at the rate of 72.1% ($R^2 = .721^{**}$, $p < .01$), which was considered to be high level, and other key constructs such as positive conflict, distinctiveness, and acceptance were positive

predictors of their collective efficacy. The results were consistent with some previous studies such as Bell and Riolo (2017) studies which found that cross-cultural communication competence of NCAA basketball coaches positively impacts their team's collective efficacy and cross-cultural communication competence has an impact on team effectiveness. Similarly, Yasuda (2019) which found that high values of quality of communication were positively related to collective efficacy, acceptance in communication refers to the consideration and appreciation between teammates and negative conflict was negatively related to all collective efficacy. Based on these results, negative conflict has potential to threaten collective efficacy while acceptance can improve collective efficacy in a team. Collective efficacy is described as collective competence when allocating, coordinating, and integrating resources. Therefore, when teammates are accepting of each other, they perceived that they can work together to succeed and use their resources effectively. These consist with Social Exchange Theory which is a process between individuals to exchange a resource together in a relationship. All interactions are based on negotiation and exchange of resource that are valued by the actors. In terms of sports team, players have to communicate for the exchange of resources such as tactics, skills or techniques all the time. They not only evaluate the benefits in competitions, but also evaluate the benefits in other possible relationships. This study revealed that team communication is important for sport players to increase the collective efficacy.

Hypothesis 2: Team communication (acceptance, distinctiveness, positive conflict, negative conflict) among multicultural rugby players significantly influences their athlete satisfaction.

Hypothesis 2 was partially accepted. The findings indicated that team communication among multicultural rugby players significantly influenced their athlete satisfaction at the rate of 34.0% ($R^2 = .340^{**}$, $p < .01$), and some team communication elements, such as acceptance and distinctiveness were positive predictors of athlete satisfaction but negative conflict was negative predictor. From past studies, Sullivan and Gee (2007) defined effective team communication as interactions between teammates that result in enhanced team attributes and functioning. They found that effective communication was positively associated with athlete satisfaction. However, in this study, when examining the influence of each construct of team communication was partially influences athlete satisfaction. Based on these results, team communication can bring players closer together and lead to satisfaction. Contrary to Expectancy Violation Theory which is the communication as an exchange of behaviors, where one individual's behavior can be used to violate the expectations of another, and they also compensate or counteract by doing the opposite of the communicator's behavior that led to dissatisfaction.

Hypothesis 3: Collective efficacy among multicultural rugby players significantly influences their athlete satisfaction.

Hypothesis 3 was fully accepted. The findings indicated that collective efficacy among multicultural rugby players was significantly influenced their athlete satisfaction (Beta = $.617^{**}$, $p < .01$). The findings suggested that collective efficacy was a significant positive predictor that can explain their athlete satisfaction at the rate of 38.1 ($R^2 = .381^{**}$, $p < .01$), which was considered to be medium prediction. Collective efficacy as group-level phenomena, and it concerns to a shared belief of conjoint capability, in an organization is the belief of the team members in what concerns to their performance capability as a whole (Bandura, 1997; Kozlowski & Ilgen, 2006). Taking these words

into account, in a team level, perceived collective efficacy regard to the judgment of members that team as a whole is able to organize and execute actions to achieve positive outcomes (Goddard, Hoy, & Hoy, 2004). According to Self-efficacy Theory which is related in that collective efficacy is rooted in self-efficacy (Bandura, 1986, 1997). When player has individual perceptions of self-efficacy, it can lead to collective perceptions of confidence which can become the support of team performance and athlete satisfaction.

Hypothesis 4: Collective efficacy and athlete satisfaction among multicultural rugby players are significant predictors of their team performance efficiency.

Hypothesis 4 was partially accepted. The finding revealed that collective efficacy and athlete satisfaction among multicultural rugby players are significant predictor of their team performance efficiency at the rate of 17.4% ($R^2 = .174^{**}$, $p < .01$), but when considered individual variable, only athlete satisfaction among multicultural rugby players was a significant predictor of their team performance efficiency (Beta = $.354^{**}$, $p < .01$). The findings suggested that both collective efficacy and athlete satisfaction was a significant positive predictor that can explain team performance efficiency at the rate of 17.4%, which was considered to be low prediction. Satisfaction was an important psychological concept related to the fulfillment of an individual's expectations. Athlete satisfaction has long been held to be an important indicator of the success and effectiveness of the athlete and their athletic programmed (Chelladurai & Riemer, 1997). It has been linked with numerous factors including coaching behaviors (Chelladurai, 1993), coach-athlete relationship quality (Jowett, 2007), and performance (Riemer, 2007). If athlete satisfaction is an indicator of success and effectiveness, it seems reasonable to suggest that athlete satisfaction is also an important factor.

Hypothesis 4.1: Collective efficacy among multicultural rugby players positively correlated with their team performance efficiency.

Hypothesis 4.1 was fully accepted. Spearman Rank analysis found that collective efficacy among multicultural rugby players was positively correlated with their team performance efficiency ($r = .456^{**}$, $p < .01$). This result support the Edmonds et al. (2009) and Fransen et al. (2015) studies, which revealed reciprocal relationships between performance and collective efficacy. This suggests that when a team is confident with an upcoming game, there is a greater chance they will optimize their performance and win the game. According to Bandura (2001), the higher the perceived collective efficacy, the higher the teams' motivational investment in their undertakings, the stronger their staying power in the face of impediments and setbacks, and the greater their performance accomplishments.

Hypothesis 4.2: Athlete satisfaction among multicultural rugby players positively correlated with their team performance efficiency.

Hypothesis 4.2 was fully accepted. Spearman Rank analysis found that athlete satisfaction among multicultural rugby players was positively correlated with their team performance efficiency ($r = .484^{**}$, $p < .01$). This result support Diyaolu (2007) who studied the role of satisfaction on performance among Afe Babalola University team sports. He founded that satisfaction significantly influences team sports performance among Athletes of Afe Babalola University and the performance of a team sports is quite important and its being determined by the degree of satisfaction of each individual that make up the team. All effort must be made to satisfy athlete in order to guarantee optimum performance. Similarly, Thompson and McHugh (2009) founded that people generally work harder when they are satisfied. Contrary to Groupthink Theory which

is a model of thinking that people engage in when they are involved in a cohesive in-group, when team members tend to agree and make less-than-optimum decisions in order to maintain high levels of cohesiveness at the expense of team performance.

5.3 Conclusion of Study

The objective of this study is to examine the influence of team communication, collective efficacy, and athlete satisfaction on team performance efficiency among multicultural rugby players in Bangkok Metropolitan in order to study on athletes' psychological factors that facilitate team performance efficiency. The results showed that team communication, collective efficacy, and athlete satisfaction significantly influenced team performance efficiency. These can explain that individual differences in norms, behavior, and communication styles can cause misunderstanding, conflict, and poor team performance (Gong, Shenkar, Luo, & Nyaw, 2001). Research has shown different effects of multicultural on team performance. Some studies founded that multicultural can improve team performance (Ely & Thomas, 2001; Stockdale & Crosby, 2004; Mor Barak, 2011). Matveev and Nelson (2004), among others, founded that multicultural teams may experience interaction problems.

The findings indicated that team communication among multicultural rugby players significantly influenced their collective efficacy, and some team communication elements, such as positive conflict, distinctiveness, and acceptance were positive predictors of their collective efficacy. It suggested that positive conflict, distinctiveness, and acceptance were positive predictors of their collective efficacy. These finding revealed that team communication is importance for sport player to increase the collective efficacy. These consist with Social Exchange Theory, all

interactions are based on negotiation and exchange of resource and when teammates are accepting of each other, they perceived that they can work together to succeed and use their resources effectively.

Moreover, the findings indicated that team communication among multicultural rugby players significantly influenced their athlete satisfaction, and some team communication elements, such as acceptance and distinctiveness were positive predictors of athlete satisfaction but negative conflict was negative predictor. Team communication can bring players closer together and lead to satisfaction. Contrary to Expectancy Violation Theory which is the communication as an exchange of behaviors, if one individual's behavior is used to violate the expectations of another, they will compensate by doing the opposite of the communicator's behavior that lead to dissatisfaction.

With respect to collective efficacy and athlete satisfaction, these finding indicated that collective efficacy among multicultural rugby players was significantly influenced their athlete satisfaction. It related to the belief of the team members in what concerns to their performance capability as a whole, consist with Self-efficacy Theory which is related in that collective efficacy is rooted in self-efficacy (Bandura, 1986, 1997). When players perceive their self-efficacy, they will perceive the confidence in team which can become the support of team performance and athlete satisfaction.

In term of performance, the finding indicated that athlete satisfaction among multicultural rugby players was a significant predictor of their team performance efficiency, but collective efficacy was not a significant predictor of their team performance efficiency. It suggested that athlete satisfaction has long been held to be an important indicator of the success and effectiveness of team. Chelladurai (1984)

stated that the degree of satisfaction in athletes is expressed by the relation of their performance and the degree to which team performance reach or fail to reach expected levels.

Further, collective efficacy among multicultural rugby players was positively correlated with their team performance efficiency. This result support Bandura (2001), the higher the perceived collective efficacy, the higher the teams' motivational investment in their undertakings, the stronger their staying power in the face of impediments and setbacks, and the greater their performance accomplishments. Moreover, athlete satisfaction among multicultural rugby players was positively correlated with their team performance efficiency. Similarly, Thompson and McHugh (2009) founded that people generally work harder when they are satisfied. Contrary to Groupthink Theory which is a model of thinking that people engage in when they are involved in a cohesive in-group, when team members tend to agree and make less-than-optimum decisions in order to maintain high levels of cohesiveness at the expense of team performance.

From these finding found new knowledge that collective efficacy was not a significant predictor of their team performance efficiency but it was positively correlated with their team performance efficiency. These can assume that collective efficacy wasn't always influenced on team performance but the higher collective efficacy, the higher team performance too.

5.4 Limitations of the Study

The limitation of the present study is research design. The research design was a cross-sectional study, and the data were collected at the end of the season. Therefore,

the relationships between the group dynamic factors might be different at the beginning of the season or at the mid-season. A longitudinal study should be conducted to observe the relationship throughout the season.

The second limitation is also the use of a one-time assessment, immediately prior to the first tournament played by a particular game. In that way, it is not possible to identify potential changes of particular elite players at different competitions.

5.5 Recommendation for Further Application

The findings of the study will serve as a reference and guideline for the rugby sport committee to communicate effectively with the multicultural athletes, especially the effective communication in teams in order to keep the relationship. Moreover, the committee may provide the strategy to build a collective efficacy and satisfaction in rugby association.

5.6 Recommendation for the Future Research

5.6.1 If research in the area of sport psychology is going to continue to benefit from the research examining athletes' and coaches' perceptions regarding group constructs, it is necessary to continue to examine group dynamic factors and examine their relationships to performance.

5.6.2 The future research might try to group countries where athletes come from by the continents in order to find the difference of cultural dimension and intercultural communication among the athletes. For example, the players come from England, France, Scotland, and Wales are European players. Thailand, Australia, Japan, United State, and New Zealand are the Asia Pacific. South Africa and Zimbabwe are the Africa.

5.6.3 Researchers should not focus on overall conceptualizations of variables because the multidimensional nature of construct might hide important relationships.



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APPENDIX A

QUESTIONNAIRE IN ENGLISH

This questionnaire is a partially fulfillment for the course ICA701 Independent Study, Master Degree in Global Communication, Bangkok University. The objectives of the questionnaire are to examine the influence of team communication, collective efficacy, and athlete satisfaction on their team performance efficiency of multicultural rugby players in Bangkok Metropolitan.

Please choose the answer that can best represent your opinion. Your response will be remained anonymous and only used for educational purposes. Thank you in advance for your valuable time and efforts that you will spend in filling out this questionnaire.

Thank you cordially for your cooperation.

Mr. Soravit Aophon (Farm)

Email Address: soravit.aoph@bumail.net

Part I: Demographic profile of the respondent

Please respond to the following questions by placing a check mark (✓) in the answer box and write the answer that corresponds to your response.

1. Gender

1. Male

2. Female

2. Age

1. Under 20 years old

2. 21-25 years old

3. 26-30 years old

4. 31-35 years old

5. 36-40 years old

6. Higher than 40 years old

3. Rugby experience

1. Under 1 year

2. 1-2 years

3. 3-4 years

4. 5-6 years

5. Higher than 6 years

4. Nationality: _____

5. The country where you come from: _____

6. Team name: _____

Part II: The Scale of Effective Communication in Team Sports (SECTS-2)

Please describe how players on your team (and only the players) usually communicate with each other. They refer to any situation in which the team interacts, not just games or practices in relations to acceptance, distinctiveness, positive conflict, and negative conflict based on the frequency per month.

5 = Almost always (100% per month)

4 = Often (75% per month)

3 = Sometimes (50% per month)

2 = Seldom (25% per month)

1 = Hardly ever (0% per month)

Items		5	4	3	2	1
“When our team communicates.....”						
1	We use nicknames.					
2	We shout when upset.					
3	We get all problems out in the open.					
4	We trust each other.					
5	When disagreements arise, we try to communicate directly with whom we have a problem.					
6	We communicate our feelings honestly.					
7	We use slang that only team members would understand.					
8	We get in “each other’s faces” when we disagree.					
9	We use gestures that only team members would understand.					
10	We communicate anger through body language.					
11	We share thoughts with one another.					
12	We show that we lose our temper.					
13	We are willing to discuss our feelings.					
14	We try to make sure all players are included.					
15	We compromise with each other when we disagree.					

Remarks: Acceptance (4 Items) – 4, 6, 11, 14

Distinctiveness (3 Items) – 1, 7, 9

Positive conflict (4 Items) – 3, 5, 13, 15

Negative conflict (4 Items) – 2, 8, 10, 12

Part III: The Collective Efficacy Questionnaire for Sports (CESQ)

Please rate your level of confidence in your team capabilities in relations to ability, effort, persistence, preparation, and unity. In terms of the upcoming competition.

- 5 = Extremely confident
 4 = Very confident
 3 = Moderately confident
 2 = Slightly confident
 1 = Not at all confident

Items		5	4	3	2	1
“Your team has the ability to.....”						
1	Outplay the opposing team					
2	Resolve conflicts					
3	Perform under pressure					
4	Be ready					
5	Show more ability than the other team					
6	Be united					
7	Persist when obstacles are present					
8	Demonstrate a strong work ethic					
9	Stay in the game when it seems like your team isn't likely to get any breaks					
10	Play to its capabilities					
11	Play well without your best player					
12	Mentally prepare for competition					
13	Keep a positive attitude					
14	Play more skillfully than your opponent					
15	Perform better than the opposing team					
16	Show enthusiasm					
17	Overcome distractions					
18	Physically prepare for competition					
19	Devise a successful strategy					
20	Maintain effective communication					

Remarks: Ability (4 Items) – 1, 5, 14, 15

Effort (4 Items) – 8, 10, 16, 17

Persistence (4 Items) – 3, 7, 9, 11

Preparation (4 Items) – 4, 12, 18, 19

Unity (4 Items) – 2, 6, 13, 20

Part IV: The Athlete Satisfaction Questionnaire (ASQ)

Please rate your level of satisfaction with team performance, team task contribution, team social contribution, and team integration.

- 5 = Extremely satisfied
 4 = Very satisfied
 3 = Moderately satisfied
 2 = Slightly satisfied
 1 = Not at all satisfied

Items		5	4	3	2	1
1	The team's win/loss record this season.					
2	The team's overall performance.					
3	The extent to which our team is meeting its goals for the season.					
4	The extent to which teammates provide me with instruction.					
5	The guidance I receive from my teammates.					
6	The constructive feedback I receive from my teammates.					
7	My social status on the team.					
8	The role I play in the social life of the team.					
9	The degree to which my teammates accepted me on a social level.					
10	How the team works to be the best.					
11	The degree to which teammates share the same goal.					
12	Team members' dedication to work together toward team goals.					
13	The extent to which teammates play as a team.					

Remarks: Team performance (3 Items) – 1, 2, 3

Team task contribution (3 Items) – 4, 5, 6

Team social contribution (3 Items) – 7, 8, 9

Team integration (4 Items) – 10, 11, 12, 13

APPENDIX B

QUESTIONNAIRE IN THAI

แบบสอบถามนี้เป็นส่วนหนึ่งของวิชา ICA701 การค้นคว้าอิสระ ในการศึกษาระดับปริญญาโท มหาวิทยาลัยกรุงเทพ มีวัตถุประสงค์ คือ เพื่อศึกษาอิทธิพลของการสื่อสารภายในทีม ความเชื่อในความสามารถของเพื่อนร่วมทีม และความพึงพอใจของนักกีฬา ที่มีต่อผลงานของทีมของนักกีฬารักบี้ที่มีความหลากหลายทางวัฒนธรรมในเขตกรุงเทพมหานคร

โปรดเลือกคำตอบที่ตรงกับความคิดเห็นของท่านมากที่สุด ข้อมูลที่ได้จะถือเป็นความลับ และจะนำไปใช้เพื่อการศึกษาวิจัยเท่านั้น ซึ่งไม่มีผลกระทบหรือเกิดความเสียหาย ขอขอบคุณทุกท่านที่สละเวลาเพื่อตอบแบบสอบถามนี้

ขอขอบคุณสำหรับความร่วมมือ

Mr. Soravit Aophon (Farm)

Email Address: soravit.aoph@bumail.net

ส่วนที่ 1: ข้อมูลส่วนบุคคล

โปรดทำเครื่องหมาย ✓ ลงในช่อง () ที่ตรงกับข้อมูลของท่าน

1. เพศ

1. ชาย 2. หญิง

2. อายุ

1. ต่ำกว่า 20 ปี 2. 21-25 ปี
 3. 26-30 ปี 4. 31-35 ปี
 5. 36-40 ปี 6. มากกว่า 40 ปี

3. ประสบการณ์ในการเล่นกีฬารักบี้

1. น้อยกว่า 1 ปี 2. 1-2 ปี 3. 3-4 ปี
 4. 5-6 ปี 5. มากกว่า 6 ปี

4. สัญชาติ: _____

5. ท่านมาจากประเทศ: _____

6. ชื่อทีม: _____

ส่วนที่ 2: การสื่อสารอย่างมีประสิทธิภาพของทีม (The Scale of Effective Communication in Team Sports: SECTS - 2)

โปรดอธิบายการสื่อสารกันของผู้เล่นในทีม (การสื่อสารกันโดยปกติทั่วไป ไม่ใช่การสื่อสารที่ใช้กันในช่วงการแข่งขันหรือการซ้อม) ซึ่งเกี่ยวกับการยอมรับ ความมีลักษณะเฉพาะ ความขัดแย้งทางบวก และความขัดแย้งทางลบ โดยตอบคำถามจากการประมาณความถี่ต่อเดือน

- 5 = ตลอดเวลา (100% ต่อเดือน)
 4 = บ่อยครั้ง (75% ต่อเดือน)
 3 = บางครั้ง (50% ต่อเดือน)
 2 = แทบจะไม่เคย (25% ต่อเดือน)
 1 = ไม่เคยเลย (0% ต่อเดือน)

ข้อความ		5	4	3	2	1
“เมื่อเราสื่อสารกันในทีม.....”						
1	เราเรียกชื่อเล่นกัน					
2	เราตะโกนส่งเสียงดังเมื่อรู้สึกโกรธ					
3	เราแก้ไขปัญหาระหว่างทีมอย่างเปิดเผย					
4	เราไวใจกัน					
5	เมื่อเกิดความขัดแย้ง เราพยายามสื่อสารกับผู้ที่ มีปัญหาโดยตรง					
6	เราสื่อถึงความรู้สึกของเราอย่างตรงไปตรงมา					
7	เราใช้ศัพท์แสลงที่คนในทีมเท่านั้นจะเข้าใจ					
8	เราจะเผชิญหน้ากัน เมื่อมีความขัดแย้ง					
9	เราใช้ท่าทางที่คนในทีมเท่านั้นจะเข้าใจ					
10	เราสื่อถึงความโกรธผ่านท่าทาง					
11	เราแลกเปลี่ยนความคิดเห็นซึ่งกันและกัน					
12	เราแสดงออกให้เห็นเมื่อเราโกรธ					
13	เราพูดคุยกถึงความรู้สึกของเราอย่างจริงจัง					
14	เราจะพยายามทำให้แน่ใจว่าทุกคนในทีมอยู่กันครบ					
15	เราประนีประนอมต่อกัน เมื่อเกิดความขัดแย้ง					

ส่วนที่ 3: ความเชื่อในความสามารถของเพื่อนร่วมทีม (The Collective Efficacy

Questionnaire: CESQ)

โปรดให้คะแนนระดับความมั่นใจในความสามารถของคนในทีม ซึ่งเกี่ยวกับความสามารถ ความพยายาม ความต่อเนื่อง ความพร้อม และความสามัคคี โดยให้นึกถึงความรู้สึกตอนที่กำลังจะลงแข่งขัน

- 5 = มั่นใจมากที่สุด
 4 = มั่นใจมาก
 3 = มั่นใจปานกลาง
 2 = มั่นใจค่อนข้างน้อย
 1 = ไม่มั่นใจเลย

ข้อคำถาม		5	4	3	2	1
“ทีมของเรามีความสามารถที่จะ.....”						
1	เอาชนะอีกทีมได้					
2	แก้ปัญหาความขัดแย้งได้					
3	แข่งขันภายใต้ความกดดันได้					
4	เตรียมความพร้อม					
5	แสดงความสามารถได้มากกว่าทีมอื่น					
6	สามัคคี					
7	อดทนเมื่อพบอุปสรรค					
8	แสดงให้เห็นถึงความหนักแน่นในด้านจริยธรรม					
9	แข่งขันต่อไปได้ เมื่อเห็นว่าทีมของเราจะยังไม่ได้พัก					
10	เล่นอย่างเต็มความสามารถ					
11	เล่นได้ดี แม้ว่าไม่มีผู้เล่นที่เก่งที่สุด					
12	เตรียมใจพร้อมสำหรับการแข่งขัน					
13	รักษาทัศนคติในแง่บวก					
14	เล่นได้อย่างเชี่ยวชาญมากกว่าคู่แข่ง					
15	แสดงผลงานออกมาได้ดีกว่าทีมคู่แข่ง					
16	แสดงให้เห็นถึงความกระตือรือร้น					
17	เอาชนะสิ่งรบกวนได้					
18	เตรียมพร้อมร่างกายสำหรับการแข่งขัน					
19	วางแผนกลยุทธ์ได้ผลสำเร็จ					

ข้อคำถาม		5	4	3	2	1
“ทีมของเรามีความสามารถที่จะ.....”						
20	รักษาการสื่อสารกันอย่างมีประสิทธิภาพต่อไป					

ส่วนที่ 4: ความพึงพอใจของนักกีฬา (The Athlete Satisfaction Questionnaire: ASQ)

โปรดให้คะแนนระดับความพึงพอใจที่มีต่อผลงานของทีม การมีส่วนร่วมในงานของทีม การมีส่วนร่วมทางสังคมของทีม และการเป็นอันหนึ่งอันเดียวกันของทีม

- 5 = พึงพอใจมากที่สุด
 4 = พึงพอใจมาก
 3 = พึงพอใจปานกลาง
 2 = พึงพอใจค่อนข้างน้อย
 1 = ไม่พึงพอใจเลย

ข้อคำถาม		5	4	3	2	1
1	สถิติการชนะ/แพ้ของทีมในฤดูกาลนี้					
2	ผลงานของทีมในภาพรวมทั้งหมด					
3	ความสำเร็จตามเป้าหมายของทีมในแต่ละฤดูกาล					
4	การให้ข้อมูลและคำชี้แนะจากเพื่อนร่วมทีม					
5	คำแนะนำที่ฉันได้รับจากเพื่อนร่วมทีม					
6	คำติชมจากเพื่อนร่วมทีมที่ฉันสามารถนำไปพัฒนาได้					
7	สถานะทางสังคมของฉันที่มีในทีม					
8	บทบาทของฉันที่มีในทีม					
9	ระดับที่เพื่อนร่วมทีมยอมรับฉันในสังคม					
10	วิธีการในการสร้างทีม เพื่อจะเป็นทีมที่ดีที่สุด					
11	เพื่อนร่วมทีมมีส่วนร่วมในเป้าหมายเดียวกัน					
12	ความทุ่มเทของสมาชิกในทีมในการทำงานร่วมกันตามเป้าหมายของทีม					
13	เพื่อนร่วมทีมมีความเป็นอันหนึ่งอันเดียวกัน					

ขอขอบคุณที่กรุณากรอกแบบสอบถามด้วยดี

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