The Effect of Sporting Event Levels on Fan Motivation Factors

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THE EFFECT OF SPORTING EVENT LEVELS ON FAN MOTIVATION FACTORS

A Thesis
Presented to
The Faculty of the Department of Psychology
Western Kentucky University
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Master of Arts

By
Amber Leigh Rickard

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Over the years much research has been completed on the motivations sport fans have for attending different sporting events. However, very little has been completed in the area of fan motivation at different levels of the same type of sport. The current research study addressed the hole in the literature and examined the motivational profiles of sport fans attending different levels of the same sport. The research also addressed how event level affects the level of identification with a being a fan of a particular team. We asked 224 fans at five different levels of baseball games in the mid-south what was their motivation to attend that game. We found that the levels followed a similar motivational pattern. The researchers expected there would be a difference between the levels and while some differences occurred, all levels ranked entertainment as the highest level of motivation for attending the game and all levels ranked economic as the lowest level of motivation for attending the game. The researchers also expected that the higher levels of baseball would have high identification with the team they were supporting and the lower levels would have low identification with the team they were supporting. However, the highest level researched had a lower identification with the team than all the other levels.
Introduction

Over the years much research has been completed on the motivations sport fans have for attending different sporting events (Bernthal, & Graham, 2003; Bilyeu & Wann, 2002; James & Ross, 2004; McDonald, Milne, & Hong., 2002; Mehus, 2005; Wann, 1995; Wann, Grieve, Zapalac, & Pease, in press). However, very little has been completed in the area of fan motivation at different levels of the same type of sport. In an effort to expand the sport fan motivation research, the current research study addresses this hole in the literature and examine the motivational profiles of sport fans attending different levels (e.g., Minor League, College, High School, and children’s leagues) of the same sport.

The following is a review of the existing research in the area of sports fan motivation. The review will attempt to explain what existing research has found about fan motivation. The review also explains the validation of the Sports Fan Motivation Scale and the Sport Spectator Identification Scale, both of which will be used in the current study.

Existing Research on Fan Motivation of Different Sports

Mehus (2005) completed a study on social and excitement motives for attending the entertainment sporting events, soccer and ski jump. The study consisted of 399 participants, 237 spectators at a soccer game and 162 spectators at a ski jumping contest. Spectators were given a questionnaire including questions pertaining to their motive for attending the sporting event. Mehus’ study revealed that soccer spectators scored significantly higher on both social and excitement motives than ski jump spectators. The difference between sports for the social motive was small ($\alpha = .05$), but for the excitement motive the difference was large ($\alpha = .29$). Mehus (2005) also compared male
and female spectators, which revealed women scored significantly higher than men on the social motive for ski jump only. However, men and women rated the excitement motive higher than the social motive for both sports.

Mehus' (2005) study also examined education and age of spectators and how these factors influenced motives for attending the sports. Spectators with the lowest level of education scored higher on the social motive. The study also revealed that a higher level of education was associated with decreased motive levels in general. Age was found to have no impact on the excitement motive. However, age was shown to affect the social motive. Older spectators reported a higher level of the social motive than younger spectators (Mehus, 2005).

James and Ross (2004) researched motives that influence interest in nonrevenue collegiate sports and whether there are similar motives that influence consumption across various nonrevenue sports. Questionnaires were distributed to spectators at wrestling matches, baseball games, and softball games. Participants completed a questionnaire evaluating their motives for following the respective teams and attending games. Nine motives were examined: Entertainment, Skill, Drama, Team Effort, Achievement, Social Interaction, Family, Team Affiliation, and Empathy. Results indicated that there were significant differences across the three sports. Spectators at the wrestling matches rated all of the motives higher than spectators at the baseball and softball games. Spectators at softball games rated all motives except social interaction higher than spectators at baseball games. Consumers of men's baseball, women's softball, and men's wrestling rated the sport-related motives (entertainment, skill, drama, and team effort) higher than the self-definition motives (achievement, empathy, and team affiliation). Consumers of men's baseball, women's softball, and men's wrestling also rated the sport related
motives higher than personal benefit motives (social interaction and family) (James & Ross, 2004).

McDonald, Milne, and Hong (2002) researched the motivational factors of consumers who watch and play sports. The researchers used Maslow’s five human needs as a framework and developed 13 types of motivations for sport participation and spectatorship: physical fitness, risk taking, stress reduction, aggression, affiliation, social facilitation, self esteem, competition, achievement, skill mastery, aesthetics, value development, self actualization. The researchers then developed items to measure the 13 motives and completed pretests. The researchers sent out a national sample of 5,000 surveys and received 1,624 completed surveys. The researchers profiled nine sports (automobile racing, college baseball, professional baseball, college basketball, professional basketball, college football, professional football, golf, and ice hockey) by the spectators’ motivational constructs. The physical fitness motive is not relevant to spectators of a sport and is not measured in the spectator portion of the surveys. The researchers found a significant difference between the sports for risk taking, stress reduction, aggression, affiliation, achievement, skill mastery, aesthetics, value development, and self actualization. For all sports profiled, self esteem had low mean summed scores when compared to the other constructs. Professional basketball and golf rated the highest of the sports profiled on the aesthetic dimension.

Existing Research on Fan Motivation at Different Levels

To date, only one study has examined fan motivation at different levels of a given sport. Bernthal and Graham (2003) explored the difference in fan motivation factors among fans attending Minor League and collegiate baseball. A total of 522 fans, 188 from a Minor League game and 334 from a collegiate baseball game, completed a survey.
The survey consisted of 11 Likert-type items generated by asking ten fans to list all the reasons for which they attended baseball games. The 11 items were those that were listed by more than one of the ten fans. Four motivational factors were established: Baseball (rivalries, quality of play, viewing outstanding players), Value (ticket price, overall cost of attendance including parking, concessions), Added Entertainment (promotions/giveaways, in-game entertainment such as mascots, sound effects.), and Community (family involvement, allegiance to home team). Results indicated that Minor League fans consider Value and Added Entertainment to be more important than collegiate fans. Collegiate fans considered Baseball and Community to be more important than did Minor League fans (Bernthal & Graham, 2003).

The Sport Fan Motivation Scale

In 1995, a preliminary validation of the Sports Fan Motivation Scale (SFMS) was completed. The SFMS began with 38 items designed to assess eight different fan motivation dimensions: escape, economic, eustress, self-esteem, group affiliation, entertainment, aesthetic, and family reasons. Through preliminary exploratory factor analysis the items were reduced from 38 to 23 items (Wann, 1995).

The escape motive involves attending sporting events in order to distract oneself from daily life. Individuals may be dissatisfied with their lives or life events and use attending sports events as a way to avoid or forget about their problems or stress. An example of an item that measures the escape motive is, “One of the main reasons that I watch, read, and/or discuss sports is that doing so gives me the opportunity to temporarily escape life’s problems” (Wann, Grieve, Zapalac, & Pease, in press).

The economic motive involves people attending sporting events because of wagers they have placed on a team or game outcome. These fans may not be actual fans
of the teams playing in the contest, but are committed to the teams upon which they have wagered. An example of an item that measures the economic motive is, “Making wagers is the most enjoyable aspect of being a sports fan” (Wann, Grieve, Zapalac, & Pease, in press).

The eustress motive involves positive stress that attending sporting events produces. For example, a sport spectator may enjoy the excitement and stimulation of sporting events. An example of an item that measures the eustress motive is, “I like the stimulation I get from watching sports” (Wann, Grieve, Zapalac, & Pease, in press).

The self-esteem motive involves the enhancement of a sport spectator’s self-esteem. The sport spectator experiences a sense of accomplishment when his or her team does well or wins. The spectator may increase his or her involvement with the team if the team is doing well. An example of an item that measures the self-esteem motive is, “I enjoy watching sports because it increases my self-esteem” (Wann, 1995).

Aesthetic motivation for attending sporting events involves seeing sporting events as art. A sport spectator may enjoy the grace and beauty of an athlete or sporting event. An example of an item that measures the aesthetic motive is, “One of the main reasons that I watch, read, and/or discuss sports is that I enjoy the beauty and grace of sports” (Wann, 1995).

Individuals may also be motivated to attend sporting events to fulfill a need for group affiliation. Being able to spend time with friends and feel a belonging to a group is part of the group affiliation motive. An example of an item that measures the group affiliation motive is, “I enjoy watching sports more when I am with a large group of people” (Wann, 1995).
The fan motive of entertainment involves people attending sporting events because they enjoy the events. Attending sporting events for entertainment is much like going to a movie or an amusement park. An example of an item that measures the entertainment motive is, “I enjoy sports because of their entertainment value” (Wann, 1995).

The family motive involves attending sporting events in order to spend time with family members. This motive is much like the group affiliation motive. An example of an item that measures the family motive is, “I like to watch, read, and/or discuss sports because doing so gives me an opportunity to be with my family” (Wann, Grieve, Zapalac, & Pease, in press).

An additional study by Wann and his colleagues (Wann, Grieve, Zapalac, & Pease, in press) examined fan motivation for watching different sports. Over 1,000 people responded to a questionnaire packet, which yielded a large enough sample size to evaluate motives for even minor sports such as golf and hockey. The sports were divided into team vs. individual sports, aggressive vs. nonaggressive sports, and stylistic vs. nonstylistic sports.

The results indicated that individual sports were rated with higher levels of aesthetic motivations than were team sports. The prevailing factors for consuming team sports were eustress, self-esteem, group affiliation, entertainment, and family motivations. For the individual sports figure skating, gymnastics, tennis, and golf participants reported low levels of the group affiliation and family motives. The researchers indicated that these results could have occurred because with these individual sports interpersonal communications are uncommon. The self esteem motive was found to be prominent among fans of the team sports professional baseball, college football,
professional basketball, and college basketball. The fans of these team sports also have a high level of identification with the teams, unlike fans of the individual sports figure skating or gymnastics. The researchers believed the difference in levels of identification could be because skaters and gymnasts only compete for a few years and sport teams compete for decades giving fans a longer period of time to follow and identify with them. The difference in the entertainment motive for individual and team sports was caused by a low level of entertainment motive for golf. Interestingly, though, while the entertainment motive was the lowest of all the individual sports, the entertainment motive was the highest motive for golf (Wann, Grieve, Zapalac, & Pease, in press). Aesthetic motivation was also found to be more prominent among nonaggressive sports. Economic, eustress, group affiliation, and entertainment were more prominent motives for fans of aggressive sports (Wann, Grieve, Zapalac, & Pease, in press).

Aesthetic motivation was found to be higher for stylistic sports than nonstylistic sports. For stylistic sports, aesthetic motivation was found to be higher than any of the other motives. Group affiliation, family, eustress, self-esteem, and entertainment motives were higher for nonstylistic than stylistic sports (Wann, Grieve, Zapalac, & Pease, in press).

There were no sport type differences for the escape motive found for individual versus team, aggressive versus nonaggressive, or stylistic versus nonstylistic. No significant difference was found between college football and professional football or college basketball and professional basketball for any of the motives. Entertainment was found to be the most prominent motive and economic was the lowest motive (Wann, Grieve, Zapalac, & Pease, in press).
Racial Differences in Fan Motivation

Bilyeu and Wann (2002) researched racial difference in sport fan motivation. Using the SFMS, Bilyeu and Wann researched the fan motivation of 50 (25 male and 25 female) African American college students in the first phase of their research. Bilyeu and Wann found that five of the eight motives on the SFMS (eustress, aesthetic, self-esteem, group affiliation, and entertainment) were strongly present for the African American population. An additional question assessed if there were any other fan motivation factors that had not been discussed. This question produced four consistent themes: representation, similarity, perceived even playing field, and support. The first theme, representation, is a fan’s feeling of relating to or being represented by the sport or the players. The second theme, similarity, is when a fan feels that the players are similar to or like him or her. The third theme, a perceived even playing field, is a fan’s perception that all cultures have equality and opportunity within the sport. The final theme, support, is supporting a particular team/player because a fan believes that by doing so he or she is supporting his or her culture. These fans may feel that they can succeed just like the team or player (Bilyeu & Wann, 2002).

In phase two of the research Bilyeu and Wann gave the information from the first phase to African American sport psychologists. They were also given a ten-item questionnaire that assessed whether the sport psychologist concurred with the African American motivations generated from the first phase. The majority of the sport psychologists agreed with the motives and, therefore, all four were kept. In phase three, 200 African American and European American college students (equal mix of males and females and races/ethnicities) completed the Sport Fan Motivation Scale-Revised (SFMS-R). The SMFS-R was constructed by combining the answers from the first phase
with suggestions made from the sport psychologists in the second phase. Through exploratory factor analysis, the final created scale consisted of the original 23 items from the SFMS and ten additional items produced from phase one and phase two. Through confirmatory factor analysis, 11 factors/motives (economic, self-esteem, group affiliation, eustress, family, aesthetic, entertainment, similarity, escape, representation, and support/perceived greater equality) were supported. Bilyeu and Wann’s (2002) research found that African Americans had significantly higher scores than European Americans on all factors except eustress and aesthetic factors. There was no significant difference on eustress and aesthetic factors. Men had higher scores on all factors except family. Women’s scores were higher on the family factor. Overall African American men’s scores were significantly higher than African American women’s scores; however, European American men’s scores were not significantly higher than European American women’s scores.

*Team Identification*

Team identification is the extent to which a fan feels a psychological connection to a team and the team’s performances are viewed as self-relevant (Branscombe & Wann, 1991). Branscombe and Wann (1991) researched team identification and its ability to buffer feelings of depression and alienation and promote feelings of belongingness and self worth. Their research also examined the level of team identification and team success. Identification with a sport team was found to elevate self-esteem and decrease the probability of depression. Also a positive correlation was found between level of identification with team and feelings of self worth and life satisfaction. The researchers found that identification with a sport team was positively related to a positive outlook on life, while negatively related to feelings of alienation and other negative affective
experiences. The researchers believed that, through feelings of belongingness and attachment, individuals’ self concepts become more positive. The researchers found that the success of a team did not affect the degree of fan identification with that team. It was also found that fans who live at a distance from the teams they support had a tendency to increase their team identification when the team was more successful. However, for fans not geographically close to their preferred team, team identification may be reduced or no longer present (Branscombe & Wann, 1991).

Wann (2006) proposed the Team Identification Social Psychological Health Model as an explanation for the positive relationship between identification with a local sport team and social psychological health. Wann’s model shows that the social connections developed by being a sport fan and being highly identified with a team increase social psychological well being. Wann’s model shows that being a fan alone does not result in increase social psychological health. Social psychological health is caused by the social connections mode with other fans of the team and the feeling of belongingness with a group. Wann’s model also shows that an increase in social psychological health can occur with enduring and temporary social connections. Enduring connections are made when a fan lives in local proximity to the team he/she supports and fans of the team are easily found and seen daily. Temporary connections are made when a fan lives at a distance from the team the fan supports. Fans of the same team are more difficult to find and contact with these fans may only occur on game day when these fans meet to watch the game. Other than game day the fan does not have connections to other fans of the team he/she supports. Wann suggested that temporary connections will lead to increased social psychological health just as enduring connections. However, Wann also suggested that when a fan is in the presence of other
fans supporting the same team, but is unaware he/she is in the presence of other fans, then
the increase on social psychological health will not occur (Wann, 2006).

Limitations of Existing Research

The existing research on motivation of sport fans includes studies examining
racial differences, gender differences, and research on two different levels of a sporting
event. The existing research at different levels is limited to collegiate and minor league
baseball fans. The research does not address fan motivation at the lower levels of sports
(e.g., high school and children’s leagues). The existing research also does not address
how much a fan identifies with a sport team at the different levels.

The Present Study

The current study addressed the limitations of the existing research. Fans at all
levels of the same sport (e.g., Minor League, College, High School, and children’s
Leagues) were examined. The level of identification fans have with teams at different
levels was also examined.

The research answered the question “What motivates fans to attend sporting
events of different levels?” There were two hypotheses for the current research.
Hypothesis 1: It was expected that there would be different motivation profiles for fans
attending different levels of sporting events. Hypothesis 2: It was expected that fans
attending lower level sporting events would report lower identification with the teams
than fans attending higher level sporting events.
Method

Participants

The sample consisted of 224 fans attending baseball games at different levels located in the mid-south. Of the 224 participants 122 were male and 102 were female. The sample was divided between five different levels of baseball. The sample consisted of 46 fans from a T-Ball game, 40 fans from a Little League baseball game, 46 fans from a High School baseball game, 48 fans from a College baseball game, and 44 fans from a Minor League baseball game. The sample contained 199 Caucasian participants, 14 African American participants, 4 Hispanic participants, 2 Native American participants, 2 Biracial/multiracial participants, and 2 participants that classified themselves as other for ethnicity. The sample contained 45 participants that were High School graduates, 57 participants that had some College education, 24 participants with Associate Degrees, 52 participants with a Bachelor’s Degree, 34 participants with a Master’s Degree, and 10 participants with a Doctorate Degree. The majority of the sample, 108, indicated that financially they had more than enough to get by, 59 participants indicated that they had enough to get by. 27 participants indicated that they were well to do, 15 participants indicated that they had barely enough to get by, 5 participants indicated that they were extremely well to do, 2 participants indicated that they were very poor, 1 participant indicated that he or she was in between enough to get by and more than enough to get by, and 1 participant indicated that he or she was between more than enough to get by and well to do. The demographics characteristics of participants attending the different level of baseball games are presented in Table 1.
Table 1

Demographics by Level

<table>
<thead>
<tr>
<th>Motive</th>
<th>T-Ball</th>
<th>Little League</th>
<th>High School</th>
<th>College</th>
<th>Minor League</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>43.50</td>
<td>39.18</td>
<td>45.98</td>
<td>49.27</td>
<td>41.05</td>
</tr>
<tr>
<td>Financial Status</td>
<td>3.83</td>
<td>3.23</td>
<td>4.10</td>
<td>3.91</td>
<td>3.54</td>
</tr>
<tr>
<td>Gender (% Male)</td>
<td>69.6%</td>
<td>70%</td>
<td>54.3%</td>
<td>27.1%</td>
<td>54.5%</td>
</tr>
<tr>
<td>Education (BA or less)</td>
<td>67.4%</td>
<td>89.7%</td>
<td>89.1%</td>
<td>64.6%</td>
<td>93.0%</td>
</tr>
<tr>
<td>Ethnicity (Caucasian)</td>
<td>78.3%</td>
<td>80%</td>
<td>95.7%</td>
<td>100%</td>
<td>88.6%</td>
</tr>
</tbody>
</table>

Notes: For Age the mean age is reported. For Financial Status the mean status is reported. Financial Status ranged from 1 (Very Poor, Not Enough to Get By) to 6 (Extremely Well To Do). For Gender the percent male and percent female is reported. For Education the percent with a Bachelors Degree or less is reported. For Ethnicity the percent that were Caucasian is reported.

Measures

Demographics. The demographics section consisted of 6 items to identify the age, gender, ethnicity, education level, and financial status of participants. See Appendix A.

Motivation. The Sport Fan Motivation Scale-Revised (SFMS-R; Bilyeu & Wann, 2002) consists of 33 items that assess 11 different fan motives for attending sporting events: escape, economic, eustress, self-esteem, group affiliation, entertainment, family, aesthetic, similarity, representation, and support/perceived greater equality (Appendix B). Each subscale contains three items, with the exception of the family, similarity and representation subscales, which contain two items and the support subscale which contains six items. The response options range from 1 (low motivation) to 8 (high...
motivation). The items on each subscale were summed and the total was divided by the number of items in the subscale. High scores on a subscale indicate high motivational level for that particular subscale (Wann, 1995). The SFMS-R is a reliable instrument, with Cronbach reliability coefficients for the 11 factors/subscales ranging from .61 to .94 for all the subscales.

Team Identification. The Sport Spectator Identification Scale (SSIS; Wann & Branscombe, 1993) contains seven items that assess the level of identification with a particular team; an additional item assesses which team the fan is supporting at the game (see Appendix C). The responses range from 1 (not important or low level of identification) to 8 (very important or high level of identification). An example of an item is “How important to you is it that this team wins?” (Wann & Branscombe, 1993, p. 5). The higher numbers indicate a high level of identification with a particular team. The seven items that assess the level of identification with a particular team were summed. High scores indicate a high level of identification with the team. The SSIS is a valid and reliable instrument with an internal consistency of .91 and it related to other relevant variables as expected (Wann & Branscombe, 1993).

Fandom. The Sports Fandom Questionnaire (SFQ; Wann, 2002) contains five items that assess fans identification with his or her role as a sport fan (see Appendix D). The responses range from 1 (strongly disagree or low level of role identification) to 8 (strongly agree or high level of role identification). An example of an item is “My life would be less enjoyable if I were not allowed to follow sports” (Wann, 2002, p. 115). The five item scores were summed. A high summed score indicates the fan has a high level of role identification. The SFQ is a valid and reliable instrument with internal consistency of .96 and .94 test-retest reliability (Wann, 2002).
Procedure

Permission from the baseball team or league was obtained through a phone contact or e-mail before recruiting participants. The participants were recruited by asking fans over the age of 18 attending selected sporting events to participate in a graduate student’s research. After providing verbal consent, participants were asked to complete a questionnaire packet. Within the packet was the demographics section, the SFMS, SSIS, and the SFQ. The participants completed the packet in one session that took 10 to 15 minutes.
Results

Preliminary Analysis

Prior to examining the impact of different levels of a sport on motivational patterns certain analyses and calculations were required. First, the five items of the SFQ were summed to create a single index of level of fandom for the participants. Next, the seven items of the SSIS were summed to create a single index of level of identification with the participants chosen team. Items for each of the SFMS-R motivation subscales were summed to create indices of motivation. Cronbach’s Alpha was conducted on the three measures and all were found to have acceptable internal consistency. Cronbach’s Alpha for the SFQ was .93. Cronbach’s Alpha for the SSIS was .87. Cronbach’s Alpha for the SFMS-R Aesthetic subscale was .78. Cronbach’s Alpha for the SFMS-R Group Affiliation subscale was .67. Cronbach’s Alpha for the SFMS-R Economic subscale was .86. Cronbach’s Alpha for the SFMS-R Representation subscale was .87. Cronbach’s Alpha for the SFMS-R Escape subscale was .93. Cronbach’s Alpha for the SFMS-R Similarity subscale was .81. Cronbach’s Alpha for the SFMS-R Self-esteem subscale was .67. Cronbach’s Alpha for the SFMS-R Support/Equality subscale was .87. Cronbach’s Alpha for the SFMS-R Family subscale was .57. Cronbach’s Alpha for the SFMS-R Eustress subscale was .82.

Motivational Patterns

Comparisons across different levels. The first set of examinations involved a Multivariate Analysis of Variance (MANOVA) in which the levels served as the grouping variables and motivation subscale scores were employed as the multiple dependent measures. Means and standard deviations for SFMS-R subscales by levels
appear in Table 2. The MANOVA yielded a significant multivariate effect, Wilks' Lambda $F(10, 224) = 2.78, p < .000, \eta^2 = .17$.

Table 2

Means and Standard Deviations for the Motivation Subscales by Level

<table>
<thead>
<tr>
<th>Motive</th>
<th>T-Ball</th>
<th>Little League</th>
<th>High School</th>
<th>College</th>
<th>Minor League</th>
</tr>
</thead>
<tbody>
<tr>
<td>AES</td>
<td>3.55$^a$</td>
<td>3.90$^{ac}$</td>
<td>4.91$^{bc}$</td>
<td>4.82$^{bc}$</td>
<td>4.12$^{ac}$</td>
</tr>
<tr>
<td></td>
<td>(1.67)</td>
<td>(1.83)</td>
<td>(2.02)</td>
<td>(1.89)</td>
<td>(1.72)</td>
</tr>
<tr>
<td>GA</td>
<td>4.02$^a$</td>
<td>4.60$^{ac}$</td>
<td>5.08$^{bc}$</td>
<td>5.04$^{bc}$</td>
<td>4.68$^{ac}$</td>
</tr>
<tr>
<td></td>
<td>(1.63)</td>
<td>(1.88)</td>
<td>(1.74)</td>
<td>(1.86)</td>
<td>(1.43)</td>
</tr>
<tr>
<td>ECO</td>
<td>1.21$^{abc}$</td>
<td>1.81$^{ab}$</td>
<td>1.29$^{abc}$</td>
<td>1.19$^{ac}$</td>
<td>1.40$^{abc}$</td>
</tr>
<tr>
<td></td>
<td>(0.69)</td>
<td>(1.77)</td>
<td>(0.86)</td>
<td>(0.55)</td>
<td>(0.96)</td>
</tr>
<tr>
<td>REP</td>
<td>2.66$^a$</td>
<td>3.68$^{ab}$</td>
<td>4.33$^b$</td>
<td>3.24$^b$</td>
<td>2.95$^{ab}$</td>
</tr>
<tr>
<td></td>
<td>(2.08)</td>
<td>(2.54)</td>
<td>(2.66)</td>
<td>(2.24)</td>
<td>(2.26)</td>
</tr>
<tr>
<td>ESC</td>
<td>2.14$^a$</td>
<td>3.28$^{ab}$</td>
<td>2.96$^{ab}$</td>
<td>3.94$^b$</td>
<td>3.23$^{ab}$</td>
</tr>
<tr>
<td></td>
<td>(1.53)</td>
<td>(2.29)</td>
<td>(1.99)</td>
<td>(2.20)</td>
<td>(2.05)</td>
</tr>
<tr>
<td>SIM</td>
<td>2.27$^a$</td>
<td>3.53$^{bc}$</td>
<td>3.84$^{bc}$</td>
<td>3.95$^b$</td>
<td>2.65$^{ac}$</td>
</tr>
<tr>
<td></td>
<td>(1.58)</td>
<td>(2.19)</td>
<td>(2.27)</td>
<td>(2.07)</td>
<td>(1.93)</td>
</tr>
<tr>
<td>S-E</td>
<td>2.51$^a$</td>
<td>4.04$^{bcd}$</td>
<td>3.60$^{bcd}$</td>
<td>4.40$^{bc}$</td>
<td>3.10$^{ad}$</td>
</tr>
<tr>
<td></td>
<td>(1.34)</td>
<td>(1.87)</td>
<td>(1.72)</td>
<td>(1.60)</td>
<td>(1.64)</td>
</tr>
<tr>
<td>ENT</td>
<td>5.47$^a$</td>
<td>5.90$^{ab}$</td>
<td>6.32$^{ab}$</td>
<td>6.90$^b$</td>
<td>6.23$^{ab}$</td>
</tr>
<tr>
<td></td>
<td>(2.04)</td>
<td>(2.04)</td>
<td>(1.38)</td>
<td>(1.16)</td>
<td>(1.73)</td>
</tr>
<tr>
<td>S/E</td>
<td>2.68$^a$</td>
<td>3.82$^a$</td>
<td>3.64$^a$</td>
<td>3.75$^a$</td>
<td>2.87$^a$</td>
</tr>
<tr>
<td></td>
<td>(1.59)</td>
<td>(2.14)</td>
<td>(1.98)</td>
<td>(1.95)</td>
<td>(1.69)</td>
</tr>
<tr>
<td>FAM</td>
<td>4.38$^a$</td>
<td>5.59$^{ab}$</td>
<td>5.77$^b$</td>
<td>4.64$^{ab}$</td>
<td>5.31$^{ab}$</td>
</tr>
<tr>
<td></td>
<td>(2.19)</td>
<td>(1.93)</td>
<td>(1.80)</td>
<td>(2.21)</td>
<td>(2.10)</td>
</tr>
<tr>
<td>EUS</td>
<td>3.00$^a$</td>
<td>4.63$^{bc}$</td>
<td>4.46$^{bc}$</td>
<td>5.17$^{bc}$</td>
<td>4.16$^{ac}$</td>
</tr>
<tr>
<td></td>
<td>(1.56)</td>
<td>(2.17)</td>
<td>(2.10)</td>
<td>(1.92)</td>
<td>(2.26)</td>
</tr>
</tbody>
</table>
Table 2, Con’t.

Notes: Standard deviations appear in parentheses below each mean. SFMS-R subscale scores range from 1 (low motivation) to 8 (high motivation). AES = aesthetic, G A = group affiliation, ECO = economic, REP = representation, ESC = escape, SIM = similarity, S-E = self-esteem, ENT = entertainment, S/E = support/equality, FAM = family, and EUS = eustress. Means with different superscripts are significantly different at the $p < .05$ level.

Since the MANOVA was significant, a series of univariate one-way Analyses of Variance (ANOVAs) was completed using each motivation subscale as the dependent variable. These tests were followed up by Scheffe post hoc tests to determine which levels differed from each other. The univariate one-way ANOVA on the aesthetic subscale resulted in a significant between-subjects effect, $F(4, 213) = 4.51, p < .002$. The univariate one-way ANOVA on the post hoc analysis indicated that aesthetic motivation subscale scores were significantly higher for the high school and college level than the T-Ball level.

The univariate one-way ANOVA on the group affiliation motivation subscale resulted in a significant between-subjects effect, $F(4, 218) = 2.80, p < .027$. Post hoc analysis indicated that group affiliation subscale scores were significantly higher for the High School and College level than for the T-Ball level.

The univariate one-way ANOVA on the economic subscale resulted in a significant between-subjects effect, $F(4, 219) = 2.57, p < .039$. Post hoc analysis indicated that economic subscale scores were significantly lower for College level than for the Little League level.
The univariate one-way ANOVA on the representation subscale resulted in a significant between-subjects effect, \( F(4, 221) = 3.46, p < .009 \). Post hoc analysis indicated that representation subscale scores were significantly higher for the College level than the T-Ball level.

The univariate one-way ANOVA on the escape subscale resulted in a significant between-subjects effect, \( F(4, 214) = 3.46, p < .009 \). Post hoc analysis indicated that escape subscale scores were significantly higher for the College level than the T-Ball level.

The univariate one-way ANOVA on the similarity subscale resulted in a significant between-subjects effect, \( F(4, 220) = 3.46, p < .009 \). Post hoc analysis indicated that Similarity subscale scores were significantly higher for the Little League, High School, and College level than the T-Ball level. Post hoc analysis also indicated that Similarity subscale scores were significantly higher for the Minor League level than the College level.

The univariate one-way ANOVA on the self esteem subscale resulted in a significant between-subjects effect, \( F(4, 216) = 3.46, p < .009 \). Post hoc analysis indicated that self esteem subscale scores were significantly higher for the Little League, High School, and College level than the T-Ball level. Post hoc analysis also indicated that self esteem subscale scores were significantly higher for the Minor League level than the College level.

The univariate one-way ANOVA on the entertainment subscale resulted in a significant between-subjects effect, \( F(4, 217) = 3.46, p < .009 \). Post hoc analysis indicated that entertainment subscale scores were significantly higher for the College level than the T-Ball level.
One-way ANOVA analysis on the support/equality subscale resulted in a significant between-subjects effect, $F(4, 216) = 3.46, p < .009$. Post hoc analysis indicated that support/equality subscale scores were lower for the T-Ball level than all the other levels, although none were statistically significant.

The univariate one-way ANOVA on the family subscale resulted in a significant between-subjects effect, $F(4, 214) = 3.46, p < .009$. Post hoc analysis indicated that family subscale scores were significantly higher for the High School level than the T-Ball level. The univariate one-way ANOVA on the eustress subscale resulted in a significant between-subjects effect, $F(4, 217) = 3.46, p < .009$. Post hoc analysis indicated that eustress subscale scores were significantly lower for the T-Ball level than all the other levels.

A one-way within-subject ANOVA has conducted on each motive by level. The univariate one-way ANOVA for the T-Ball level resulted in a significant within-subjects effect, $F(10, 220) = 32.54, p < .000$. The analysis for T-Ball level indicated that all motives were different from one another. The highest motive for fans at the T-Ball level games was the Entertainment motive as shown in Figure 1. The lowest motive for fans at the T-Ball level game was the Economic motive.
Figure 1

Means for the Motivation Subscales by Level


The repeated measure within-subjects ANOVA for the Little League level resulted in a significant within-subjects effect, $F(10, 360) = 24.81, p < .000$. The analysis for Little League level indicated that all motives were different from one another. The highest motive for fans at the Little League level games was the Entertainment motive as shown in Figure 1. The lowest motive for fans at the Little League level game was the Economic motive.

The repeated measure within-subjects ANOVA for the High School level resulted in a significant within-subjects effect, $F(10, 410) = 38.73, p < .000$. The analysis for
High School level indicated that all motives were different from one another. The highest motive for fans at the High School level games was the Entertainment motive as shown in Figure 1. The lowest motive for fans at the High School level game was the Economic motive.

The repeated measure within-subjects ANOVA for the College level resulted in a significant within-subjects effect, $F(10, 430) = 34.09, p < .000$. The analysis for College level indicated that all motives were different from one another. The highest motive for fans at the College level games was the Entertainment motive as shown in Figure 1. The lowest motive for fans at the College level game was the Economic motive.

The repeated measure within-subjects ANOVA for the Minor League level resulted in a significant within-subjects effect, $F(10, 400) = 39.51, p < .000$. The analysis for Minor League level indicated that all motives were different from one another. The highest motive for fans at the Minor League level games was the Entertainment motive as shown in Figure 1. The lowest motive for fans at the Minor League level game was the Economic motive.

A MANOVA was conducted to determine if there were any differences between levels and resulted in $F(4, 202) = 5.94, p < .000, \eta^2 = .10$. This test was followed up by Scheffé’s post hoc test to determine which levels differed from one another. Post hoc analysis also indicated that the T-Ball level is significantly different from the Little League, High School, and College levels but not the Minor League level. The Little League, High School, College, and Minor League levels were not statistically different from one another.
Identification and Fandom

Two univariate one-way ANOVAs were conducted for the SSIS and the SFQ. These tests were followed up by Scheffe post hoc tests to determine which levels differed from each other. The results of these analyses are found in Table 3. The univariate one-way ANOVA on the SSIS resulted in a significant between-subjects effect, $F(4, 211) = 12.78, p < .000$. The univariate one-way ANOVA on the post hoc analysis indicated that the SSIS scores were significantly higher for the High School, and College levels than the T-Ball level. Post hoc analysis also indicated that the SSIS score for the College level was significantly higher than the Little League level. Post hoc analysis also indicated that the SSIS score for the College level was significantly higher than the Minor League level.

Table 3

Means and Standard Deviations for the SSIS and SFQ by level

<table>
<thead>
<tr>
<th>Level</th>
<th>SSIS Total</th>
<th>SFQ Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-Ball</td>
<td>27.98(10.43)</td>
<td>16.65(9.29)</td>
</tr>
<tr>
<td>Little League</td>
<td>36.92(8.03)</td>
<td>21.84(9.47)</td>
</tr>
<tr>
<td>High School</td>
<td>39.98(9.35)</td>
<td>27.16(10.02)</td>
</tr>
<tr>
<td>College</td>
<td>37.84(12.95)</td>
<td>30.37(8.73)</td>
</tr>
<tr>
<td>Minor League</td>
<td>26.36(12.32)</td>
<td>22.48(10.64)</td>
</tr>
</tbody>
</table>
Table 3, Con’t

Notes: Standard deviations appear in parentheses below each mean. SSIS = Sport Spectator Identification Scale responses range from 1 (not important or low level of identification) to 8 (very important or high level of identification). The total SSIS score ranges from 7 to 56. SFQ = Sports Fandom Questionnaire responses range from 1 (strongly disagree or low level of role identification) to 8 (strongly agree or high level of role identification). The total SFQ score ranges from 5 to 40.

Gender

The univariate one-way ANOVA on the SFQ resulted in a significant between-subjects effect, $F(4, 212) = 14.08, p < .000$. The univariate one-way ANOVA on the post hoc analysis indicated that SFQ score was significantly higher for the Little League, High School and College levels than the T-Ball level. Post hoc analysis also indicated that the SFQ score for the Little League, High School, and College levels were significantly higher than the Minor League score.

A MANOVA was conducted to determine if there was a difference in men’s and women’s scores across the all three scales. The MANOVA on gender resulted in a significant between-subjects effect. The results of the MANOVA are found in Table 4. The results indicate that there was a significant difference between men and women on the Aesthetic, Escape, Similarity, Self-Esteem, Entertainment, and Eustress subscales and the Fandom Total.
Table 4

Means (and Standard Deviations) by Gender for Motives, Team Identification, and Fandom

<table>
<thead>
<tr>
<th>Motives</th>
<th>Men</th>
<th>Women</th>
<th>F</th>
<th>p</th>
<th>Eta²</th>
</tr>
</thead>
<tbody>
<tr>
<td>AES</td>
<td>3.82&lt;sup&gt;a&lt;/sup&gt; (1.82)</td>
<td>4.96&lt;sup&gt;b&lt;/sup&gt; (1.75)</td>
<td>19.53</td>
<td>.000</td>
<td>.092</td>
</tr>
<tr>
<td>GA</td>
<td>4.56&lt;sup&gt;a&lt;/sup&gt; (1.65)</td>
<td>4.88&lt;sup&gt;a&lt;/sup&gt; (1.75)</td>
<td>1.69</td>
<td>.195</td>
<td>.009</td>
</tr>
<tr>
<td>ECO</td>
<td>1.34&lt;sup&gt;a&lt;/sup&gt; (1.07)</td>
<td>1.43&lt;sup&gt;a&lt;/sup&gt; (1.10)</td>
<td>.319</td>
<td>.573</td>
<td>.002</td>
</tr>
<tr>
<td>REP</td>
<td>3.17&lt;sup&gt;a&lt;/sup&gt; (2.40)</td>
<td>3.50&lt;sup&gt;a&lt;/sup&gt; (2.39)</td>
<td>.920</td>
<td>.339</td>
<td>.005</td>
</tr>
<tr>
<td>ESC</td>
<td>2.72&lt;sup&gt;a&lt;/sup&gt; (1.92)</td>
<td>3.68&lt;sup&gt;b&lt;/sup&gt; (2.21)</td>
<td>10.40</td>
<td>.001</td>
<td>.051</td>
</tr>
<tr>
<td>SIM</td>
<td>2.72&lt;sup&gt;a&lt;/sup&gt; (2.02)</td>
<td>3.81&lt;sup&gt;b&lt;/sup&gt; (2.11)</td>
<td>13.59</td>
<td>.000</td>
<td>.066</td>
</tr>
<tr>
<td>S-E</td>
<td>3.31&lt;sup&gt;a&lt;/sup&gt; (1.81)</td>
<td>3.85&lt;sup&gt;b&lt;/sup&gt; (1.64)</td>
<td>4.74</td>
<td>.031</td>
<td>.024</td>
</tr>
<tr>
<td>ENT</td>
<td>5.88&lt;sup&gt;a&lt;/sup&gt; (1.84)</td>
<td>6.64&lt;sup&gt;b&lt;/sup&gt; (1.26)</td>
<td>10.84</td>
<td>.001</td>
<td>.053</td>
</tr>
<tr>
<td>S/E</td>
<td>3.12&lt;sup&gt;a&lt;/sup&gt; (1.84)</td>
<td>3.54&lt;sup&gt;a&lt;/sup&gt; (1.88)</td>
<td>2.40</td>
<td>.123</td>
<td>.012</td>
</tr>
<tr>
<td>FAM</td>
<td>5.48&lt;sup&gt;a&lt;/sup&gt; (1.98)</td>
<td>4.86&lt;sup&gt;b&lt;/sup&gt; (2.13)</td>
<td>4.45</td>
<td>.036</td>
<td>.023</td>
</tr>
<tr>
<td>EUS</td>
<td>3.88&lt;sup&gt;a&lt;/sup&gt; (2.10)</td>
<td>4.32&lt;sup&gt;b&lt;/sup&gt; (1.99)</td>
<td>10.61</td>
<td>.001</td>
<td>.052</td>
</tr>
<tr>
<td>FANtot</td>
<td>20.98&lt;sup&gt;a&lt;/sup&gt; (10.23)</td>
<td>27.45&lt;sup&gt;b&lt;/sup&gt; (9.72)</td>
<td>20.24</td>
<td>.000</td>
<td>.095</td>
</tr>
<tr>
<td>Idtot</td>
<td>33.21&lt;sup&gt;a&lt;/sup&gt; (11.66)</td>
<td>33.47&lt;sup&gt;a&lt;/sup&gt; (12.30)</td>
<td>.024</td>
<td>.878</td>
<td>.000</td>
</tr>
</tbody>
</table>

Notes: Standard deviations appear in parentheses next to each mean. AES = aesthetic, GA = group affiliation, ECO = economic, REP = representation, ESC = escape, SIM = similarity, S-E = self-esteem, ENT = entertainment, S/E = support/equality, FAM = family, and EUS = eustress, FANtot = fandom total, Idtot = team identification total. Means with different superscripts are significantly different at the p < .05 level.
Discussion

The current study was intended to fill the gap in the research on sports fan motivation at different levels of the same sport. There were two specific hypotheses under study. First, it was expected that there would be different motivation profiles for fans attending different levels of sporting events. Second, it was expected that fans attending lower level sporting events would report lower identification with the teams than fans attending higher level sporting events. The following results partially supported each hypothesis.

The first hypothesis was partially supported in that participants from the T-Ball and Minor League levels did not score highly on any of the motivation subscales. Overall, participants from the T-Ball level scored lower on all motives than the other levels. This could be due to fans at T-Ball games not being very invested in being a fan of the team. The SFQ mean, shown in Table 2, was lower for the fans at the T-Ball level than the other levels, which indicates that participants at the T-Ball games are not that invested in perceiving themselves as baseball fans. The SSIS mean, shown in Table 2, was lower for T-Ball than all levels except the Minor League level, which indicates that people attending T-Ball and Minor League games are not highly identified with any particular team.

An analysis of the different levels revealed that the participants at the High School, Little League, and College levels scored higher than the other levels on the motivation subscales. It is possible that fans at High School, Little League, and College level games are more invested in being a fan of the team. The SFQ mean, shown in Table 2, was higher for the High School and College levels than the other levels, which indicates that participants at the High School and College are invested in perceiving
themselves as baseball fans. The SSIS mean, shown in Table 2, was higher for Little League, High School, and College levels than the Minor League and T-Ball levels, which indicates that people attending Little League, High School, and College games are highly identified with a particular team.

An analysis of the different levels revealed that the participants at the Little League level had a higher Economic motivation score than the other levels. These results could be due to fans at the Little League level actually wagering on games. The results also could have been due to fans mistakenly answering for sports in general and not just for that particular game.

The second hypothesis was partially supported. An analysis of the different levels level of identification, see Table 2, revealed that fans attending High School games had higher identification with the team than other levels. College and Little League level fans also had a high level of identification with their teams. Fans attending Minor League and T-Ball games had the lowest level of identification with the team than other levels.

The results show that Little League, High School, and College baseball fans are similar in their motivational patterns and identification with being a baseball fan and a fan of a particular team. Also shown by the results is that T-Ball and Minor League Fans are very similar in their motivational patterns and identification with being a baseball fan and a fan of a particular team. It does not appear that the type of baseball played at each of these levels is similar—Minor League baseball differs in both quality and quantity from T-Ball baseball. However, it appears as though the importance that fans place on identification with the team and importance of attending games is similar between the two. Future research should examine why these similarities exist.
The results show that, for all levels, the motives on the SFMS-R were statistically significantly different from one another. However, the overall pattern of results was very similar. For all the levels of baseball, entertainment was the strongest motive and economic was the weakest motive for attendance. This indicates that the sport itself draws people to view it for specific reasons.

When the current research is compared to the Wann et al. (in press) section on professional baseball, similarities and differences are found. The means reported by Wann et al. for the motivation for enjoying professional baseball have a similar pattern to those found in the current study. However, for the family motive, the current study has a much higher mean. These differences could be because Wann et al. studied fans of major league baseball while the current study only examined up through the Minor League level. The difference could be that people could be motivated to watch professional baseball for different reasons than Minor League, just as they attend Minor League and College level baseball games for different reasons (Bernthal & Graham, 2003). The difference could also be because the current study conducted research on why fans actually attending games came to that particular game while Wann et al. collected data from fans away from the baseball park, and asked them why they usually attend games. Collecting data at the game could be more reliable, because it is easier for the fans to note why they are currently attending a game than to try to think of why they usually go to games.

The current research had similar results as James & Ross (2004) for men’s baseball. James and Ross found that consumers of men’s baseball also rated the Entertainment motive higher than other motives for following their respective teams. When compared to McDonald et al. (2002), the current research has similar results for the
Self-Esteem motive. McDonald et al. found that the Self-Esteem motive was low across all the sports when compared to the other motives. The current research also found that the Self-Esteem motive was lower than most other motives across the levels.

The current study shows that team identification is stronger for fans attending lower level baseball games than for those attending higher level baseball games. The stronger connection to the team for lower levels may be due to proximity to the team; that is most fans attending lower level games were more likely to have a close friend or family member who is on the team. With the higher levels, fans may not feel as connected to the teams because they do not personally know the players. When relating to Wann’s (2006) Team ID-Social Psychological Health Model, which shows that high identification with a team increases a person’s social psychological health, this implies that lower level fans may have increased social psychological health due to their increased proximity to the team.

The current study shows that there are significant differences in men’s and women’s scores on the Aesthetic, Escape, Similarity, Self-Esteem, Entertainment, Eustress, Subscales and the Fandom Total. There are no conclusive reasons why there would be a difference between men’s and women’s scores and further research is needed to explore these differences.

Mehus (2005) also compared male and female spectators, which revealed women scored significantly higher than men on the social motive for ski jump. The current research does not have a social motive; however, the group affiliation motive is similar and shows no significant differences between men and women. These differences in research results could be due to the difference in the sports. Further research in this area is needed to explore these differences.
Bilyeu and Wann’s (2002) research showed that women’s scores were higher on the family factor. In the current study, men scored significantly higher on the Family motive than women. These differences in research results could be due to the current research being specific to the baseball game the fan was attending while Bilyeu and Wann’s research was conducted to examine the reason that fans attended any sporting event. These differences in research results could be due to the age difference in the two samples. The current research assessed fans of ages 18 and older, while Bilyeu and Wann’s research only assessed college aged students.

While the data presented furthers our understanding of the motivational patterns found among fans at different levels of a sport, there is still much to be discovered about sport fan motivation. For instance, the current research only addressed fan motivation at different levels of baseball; fans of other types of sports could have different patterns of motivation. The current study also only examined fans attending sporting events in the mid-south; fans attending sporting events in other regions or other countries may have different motivational profiles and team identification levels. The current research also only examined fans attending sporting events that are over the age of 18; fans younger than 18 may have different motivational profiles and team identification levels.

The results of the current study only partially support the hypotheses. All the levels had differences with-in individual motives. However, the motivational patterns were similar in that the fans at all of the levels ranked Entertainment as their highest motive and Economic as their lowest motive. These similarities in levels show that baseball fans do not need to go to higher level games to obtain the entertainment that the results show fans desire. Fans can go to local or youth games and have the same entertainment without the cost or distance. In fact, the similarities found in this study
could at least partially explain the popularity of youth sports, such as little league baseball, and high school sports with people who do not have children participating.

In conclusion, sport fan motivation is not only interesting it research in the area also furthers understanding of the social and sport psychology. Sports fans of all levels are highly motivated to attend baseball games for the entertainment value as well as to spend time with their friends and family. The sport itself seems to draw people to attend games with other individual factors also contributing to attendance. Fans attend baseball games for enjoyment of the game regardless of the teams they support. Fans may be in support of a particular team but, regardless of the game outcome the entertainment value of the game is not lost.
References


Demographics

1. Age

2. Gender:  Male
             Female

3. Ethnicity:  White/Non-Hispanic
              African American
              Hispanic
              Asian
              Middle Eastern/West Asian
              Native American
              Pacific Islander
              Biracial/Multiracial
              Other

4. Highest Education Level:  High School
                              Some College
                              College (Associate Degree)
                              College (Bachelor Degree)
                              College (Masters Degree)
                              College (Doctorate)

5. How Would You Describe Your Family's Financial Situation When You Were Growing Up (0-16 Years Old)?
   _____ Very Poor, Not Enough To Get By
   _____ Barely Enough To Get By
   _____ Had Enough To Get By But Not Many “Extras”
   _____ Had More Than Enough To Get By
   _____ Well To Do
   _____ Extremely Well To Do

6. How Would You Describe Your Current Financial Situation?
   _____ Very Poor, Not Enough To Get By
   _____ Barely Enough To Get By
   _____ Had Enough To Get By But Not Many “Extras”
   _____ Had More Than Enough To Get By
   _____ Well To Do
   _____ Extremely Well To Do
Appendix B
Sport Fan Motivation Scale

Instructions: Please answer EACH of the following questions about sport spectating using the 1 to 8 scale below. In the space next to each item, simply indicate (by writing a number) how well each item describes you. There are no right or wrong answers, we simply ask that you be completely honest in your responses. Remember, these questions are about sports spectating, not sports participation.

1. I enjoy watching sporting events because to me sports are a form of art.

2. I enjoy watching sports more when I am with a large group of people.

3. One of the main reasons that I watch, read, and/or discuss sports is so I can bet on the sporting events.

4. One of the main reasons that I watch, read, or discuss sports is that in sport, members of my background, culture, or ethnicity often participate in the activity.

5. One of the main reasons that I watch, read, or discuss sports is that in sport, my background, culture, or ethnicity are represented by those involved.

6. One of the main reasons that I watch, read, and/or discuss sports is that doing so allows me to forget about my problems.

7. One of the main reasons that I watch, read, or discuss sports is that the players are similar to myself.

8. One of the main reasons that I watch, read, and/or discuss sports is that doing so gives me the opportunity to temporarily escape life's problems.

9. One of the main reasons that I watch, read, or discuss sports is that the players and I have something in common.

10. One of the main reasons that I watch, read, and/or discuss sports is because most of my friends are sports fans.

11. Sports are enjoyable only if you can bet on the outcome.
12. To me, my favorite team's successes are my successes and their losses are my losses.

13. Making wagers is the most enjoyable aspect of being a sports fan.

14. To me, sports spectating is simply a form of recreation.

15. One of the main reasons that I watch, read, or discuss sports is that by doing so I am supporting my own background, culture, or ethnicity.

16. One of the main reasons that I watch, read, or discuss sports is that the players receive somewhat equal treatment, regardless of their background, culture, and/or ethnicity.

17. One of the main reasons that I watch, read, and/or discuss sports is I am the kind of person who likes to be with other people.

18. One of the main reasons that I watch, read, or discuss sports is that in sport, other members of my background, culture, or ethnicity receive greater equality of opportunity than is found in other professions or pastimes.

19. One of the main reasons that I watch, read, and/or discuss sports is for their artistic value.

20. I like to watch, read, and/or discuss sports because doing so gives me an opportunity to be with my family.

21. I enjoy watching sports because it increases my self-esteem.

22. One of the main reasons that I watch, read, and/or discuss sports is that I enjoy the beauty and grace of sports.

23. I enjoy watching, reading, and/or discussing sports simply because it is a good time.

24. I like to watch, read, and/or discuss sports because doing so gives me an opportunity to be with my spouse.

25. One of the main reasons that I watch, read, and/or discuss sports is that I get pumped up when I am watching my favorite teams.

26. I enjoy sports because of their entertainment value.

27. To me, watching, reading, and/or discussing sports is like daydreaming because it takes me away from life's hassles.
28. One of the main reasons that I watch, read, or discuss sports is that the players receive somewhat fair treatment, regardless of their background, culture, or ethnicity.

29. One of the reasons that I watch, read, or discuss sports is that by doing so I am supporting players who have overcome obstacles to get to where they are now.

30. I like the stimulation I get from watching sports.

31. One of the main reasons that I watch, read, and/or discuss sports is that doing so makes me feel good when my team wins.

32. One of the main reasons that I watch, read, or discuss sports is that by doing so I am supporting players who have overcome racial, cultural, or other barriers of society to get where they are now.

33. One of the main reasons that I watch, read, and/or discuss sports is that I enjoy being physiologically aroused by the competition.
Appendix C
Sport Spectator Identification Scale

Please indicate what team you are supporting at this game: ____________________________

Please answer the following questions based on your feelings for the team you mentioned above. There are no "right" or "wrong" answers, simply be honest in your responses. (circle your answer)

1. How important to YOU is it that this team wins?
   Not important 1  2  3  4  5  6  7  8 Very Important

2. How strongly do YOU see YOURSELF as a fan of this team?
   Not at all a fan 1  2  3  4  5  6  7  8 Very much a fan

3. How strongly do your FRIENDS see YOU as a fan of this team?
   Not at all a fan 1  2  3  4  5  6  7  8 Very much a fan

4. During the season, how closely do you follow this team via ANY of the following: a) in person or on television, b) on the radio, c) television news or a newspaper, and/or d) the Internet?
   Never 1  2  3  4  5  6  7  8 Almost everyday

5. How important is being a fan of this team to YOU?
   Not important 1  2  3  4  5  6  7  8 Very important

6. How much do YOU dislike this team’s greatest rivals?
   Do not dislike 1  2  3  4  5  6  7  8 Dislike very much

7. How often do YOU display this team's name or insignia at your place of work, where you live, or on your clothing?
   Never 1  2  3  4  5  6  7  8 Always
Appendix D
Sport Fandom Questionnaire

Please answer each of the following questions being completely honest in your responses. There are no "right" or "wrong" answers -- we simply want you to indicate the most accurate response by writing the appropriate answer in the space next to each item.

STRONGLY STRONGLY
DISAGREE AGREE
1 2 3 4 5 6 7 8

_____ 1. I consider myself to be a baseball fan.

_____ 2. My friends see me as a baseball fan.

_____ 3. I believe that following baseball is the most enjoyable form of entertainment.

_____ 4. My life would be less enjoyable if I were not able to follow baseball.

_____ 5. Being a baseball fan is very important to me.
Appendix E
Dear Amber:

Your revision to your research project, “The Effect of Sporting Event Levels on Fan Motivation Factors,” was reviewed by the HSRB and it has been determined that risks to subjects are: (1) minimized and reasonable; and that (2) research procedures are consistent with a sound research design and do not expose the subjects to unnecessary risk. Reviewers determined that: (1) benefits to subjects are considered along with the importance of the topic and that outcomes are reasonable; (2) selection of subjects is equitable; and (3) the purposes of the research and the research setting is amenable to subjects’ welfare and producing desired outcomes; that indications of coercion or prejudice are absent, and that participation is clearly voluntary.

1. In addition, the IRB found that you need to orient participants as follows: (1) signed informed consent is not required as participation will imply consent; (2) Provision is made for collecting, using and storing data in a manner that protects the safety and privacy of the subjects and the confidentiality of the data. (3) Appropriate safeguards are included to protect the rights and welfare of the subjects.

This project is therefore approved at the Exempt Review Level

2. Please note that the institution is not responsible for any actions regarding this protocol before approval. If you expand the project at a later date to use other instruments please re-apply. Copies of your request for human subjects review, your application, and this approval, are maintained in the Office of Sponsored Programs at the above address. Please report any changes to this approved protocol to this office. Also, please use the stamped Informed Consent documents that are included with this letter.

Sincerely,

Sean Rubino, M.P.A.
Compliance Manager
Office of Sponsored Programs
Western Kentucky University

cc: HS file number Rickard HS07-194