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A SCALE DEVELOPMENT FOR  
SPORT FAN MOTIVATION

By

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## **ABSTRACT**

The primary purpose of this study was to develop a valid and reliable instrument to assess sport fan motivation. Also, the new measure was employed to examine the relationship between sport fan motivation and ethnic identity. One hundred sixty nine college students from two southeastern institutions participated in this study. Data were analyzed using exploratory and confirmatory factor analysis, Bivariate correlation, t test, ANOVA, and descriptive statistics.

The Fan Motivation Scale (FMS), developed in this study, consisted of six components with 22 items. The number of items under every component range from 5 to 2 items (quality of the game 4 items, escape 5 items, boredom avoidance 5 items, social 3 items, entertainment 3 items, and sport atmosphere 2 items). In addition, two hypotheses were tested in the current study. The first hypothesis was that ethnic identity is positively related to sport fan motivation. The second hypothesis assumed that there was a difference between African Americans and European Americans in their ethnic identity.

The results revealed the FMS is a reliable measure with an overall alpha score of 0.90. Significant differences were found between participants in the total FMS and some of the subscales based on gender and ethnicity. However, the outcomes of the samples examined in this study do not support the first hypothesis. Therefore, no significant relationship was found between sport fan motivation and ethnic identity. Regarding the second hypothesis, a significant difference was found between African Americans and European Americans in their ethnic identity.

# CHAPTER 1

## INTRODUCTION

Sports have become an increasingly important part of our society. Sports fans represent a significant percentage of sport consumers, because 70 percent or more of Americans watch, read, or discuss sports at least once a day (Iso-Ahola & Hatfield, 1986). From 1985 to 1998, attendance has significantly increased at the four major sports in the United States. Major League Baseball (MLB) had the largest increase in the number of people attending games (24.2 million, a 50% increase), followed by professional basketball (10.3 million, a 89% increase), professional football (5.7 million, a 40% increase), and professional hockey (5.6 million, a 49% increase). The number of people attending college sporting events has also increased during this time period (U. S. Census Bureau, 2000). Additionally, more television programming time is being devoted to sporting events. The ESPN was the fifth highest ranked television network in 2000, in terms of revenue, it was estimated to be \$2.1 billion (McAvoy, 2000).

With the increase of interest in sports has become an increased interest of sports fans as consumers. Sport teams and companies are very interested in attracting as many consumers as possible to purchase game tickets or products. Therefore, sport marketers should acknowledge the factors that drive fans to follow sport by attending, watching on television, or purchasing products. However, understanding the notion of sports fans is not simple because their attitudes and behaviors are not determined by a single motive or factor but rather occur for a variety of reasons (Mashiach, 1980).

### **Statement of the Problem**

There has been a growing interest in the study of sport fan motivations in recent years to better understand fan behaviors (Bilyeu & Wann, 2002; Funk, Mahony, Nakazawa, & Hirakawa, 2001; Funk, Mahony & Ridinger, 2002; Funk, Ridinger, & Moorman, 2003; Gantz, 1981; Kahle, Kambara, & Rose, 1996; Lee, 2002; Mahony, Nakazawa, Funk, James, & Gladden, 2002; Pease & Zhang, 2001; Trail & James, 2001; Wann, 1995; Wann, Bilyeu, Brennan, Osborn & Gambouras, 1999; Wann, Brewer, &

Royalty, 1999; Wann, Schrader & Wilson, 1999). Some of these studies have introduced measures of different consumption motives of sport fans. In addition, researchers have examined the relationship between fan motivation and other variables such as team identification, involvement, gender, and race.

The measures used in previous studies to assess fan motivations vary in length and number of components. However, some of the components are used in all or most scales such as the entertainment component, the family component, and the friends component. They also share very similar items with regard to similar components. Items used in most previous scales often begin with the words “I like”, “I enjoy”, or “I feel” which raises a validity issue for the measures because the aforementioned words represent satisfaction and attitude rather than motivation. Fan satisfaction relates to the happiness and pleasure associated with the outcome of a sporting event while fan attitude represents the opinion and feelings an individual has about a sport team or sporting event. On the other hand, sport fan motivation refers to the reasons that drive individuals to support sport teams, be loyal to them, buy team/sport related products, watch and attend sporting events.

### **The Purpose of the Study**

The purpose of this study was to develop a valid and reliable instrument to assess sport fan motives. Also, the new measure was utilized to examine the relationship between fan motivation and ethnic identity.

### **The Conceptual Framework**

The conceptual framework of this study includes the discussion of two concepts. First, the Fan Motivation Scale and its content will be introduced. Second, the notion of ethnic identity and why it should be correlated with sport fan motivation will be presented.

The prior research (Wann, 1995; Funk, Mahony, Nakazawa, & Hirakawa, 2001; Bilyeu & Wann, 2002) identified various motives that could drive fans to attend sporting events. Some of these motives are related to personal needs (entertainment and financial

gain), social needs (bonding with family and group affiliation), and psychological needs (self-esteem and achievement). In attempt to measure the motives of sport fans, the researchers introduced different scales. These scales comprised different number of motives ranging from 7 motives with 16 items to 18 motives with 54 items. The length of some of the scales was not the only problem. The major concern for previous scales is in the content validity, the extent to which items used in the scale accurately represent fan motives. In fact, all previous scales included items that are more related to attitude and satisfaction than motivation. The reason for this problem is the lack of clear definition of sport fan motivation.

The current study is going to view sport fan motivation as the reasons that drive individuals to support sport teams, be loyal to them, purchase team/sport related products, watch and attend sporting events. In addition, this study will employ a review of related literature and the prior effort made on fan motivation scales to develop valid and reliable measures of sport fan motivation. The proposed Fan Motivation Scale (FMS) will measure six motives: social, entertainment, escape, aesthetic, psychological, and amotivation.

*The social motive* assesses the extent to which individuals participate in sporting events as spectators because they desire to spend time with their families (Gantz, 1981; Wann, 1995). Also, to some individuals, group affiliation is an important motivation of being a sport fan. Sport spectating provides a fan with opportunities to share time with others who enjoy the same activities. A fan may want to keep contact with a group of fans and seek refuge from a feeling of alienation (Branscombe & Wann, 1991; Smith, 1988; Wann, 1995).

*The entertainment motive* includes items that represent the desire of some individuals to have a good time and enjoy the excitement associated with sporting events. Some fans might enjoy a sport because of its entertainment value. Sport spectating provides fans with leisure pastime activities similar to watching movies or television. One advantage of sport spectating is that few special skills, if any, are required (Zillmann, Bryant & Sapolsky, 1989; Wann, 1995).

*The escape motive* of sport fans assesses the desire of sport fans to escape or diverge from their everyday lives. Attending a sporting event gives many people an

opportunity to temporarily forget about their troubling, dissatisfying, or boring lives (Smith, 1988; Lever & Wheeler, 1984; Wann, Schrader & Wilson, 1999).

*The aesthetic motive* of sport fans appeals to those that are motivated by the aesthetic value of the sport. Some fans enjoy sports because of the competition between highly skilled athletes. The beauty, grace, and other artistic characteristics make some people enjoy sporting events (Milne & McDonald, 1999; Wann, 1995).

*The psychological motive* is a factor that motivates sports fans and gives them a feeling of accomplishment and achievement when the fans' favorite team or player is successful. Sports fans tend to associate themselves with a successful team or player in order to create and sustain a positive self-concept (Branscombe & Wann, 1991; Milne & McDonald, 1999; Sloan, 1989).

*Amotivation* refers to the state of lacking an intention to act. When amotivated, individual's action lacks intentionality and a sense of personal causation (Ryan & Deci, 2000). Amotivation results from not valuing an activity (Ryan, 1995), not feeling competent to do it (Deci, 1975), or not believing it will yield a desired outcome (Seligman, 1975). Some individuals might go to sport events and watch sport games because they have nothing else to do, bored, and want to kill time. These types of reasons had been neglected in previous studies of sport fan motivation.

As mentioned earlier, prior research has examined the relationship between fan motivations and other variables such as sport involvement, team identification, and some demographic factors of selected sport fans. However, the ethnic identity of sport fans has been ignored in the literature. It might be assumed by some researchers that the race factor is enough representation of an individual's ethnic background. It is, however, only part of the concept. Ethnic identity is defined as "a process of coming to terms with one's ethnic-racial membership group as a salient reference group" (Smith, 1991, p. 182). Smith (1991) defined an ethnic group as "a reference group called upon by people who share a common history and culture" (p. 181). According to Gordon (1985), culture influences our social standards, values, cognitions, social perceptions, attributions, feelings, and sources of motivation.

Individuals develop their ethnic identity through their social interaction with others. Through their interactions they begin to view themselves as others view them

(Stryker, 1980). Ethnic identity is viewed as part of social identity and it was defined by Tajfel (1981) as “that part of an individual’s self-concept which derives from his knowledge of his membership of a social group (or groups) together with the value and emotional significance attached to that membership” (p. 255).

An ethnic group is composed of a number of individuals who share a sense of group identity based on their unique culture, which include values, morals, and various customs, as well as shared origins. In the larger society, ethnic groups tend to maintain a sense of peoplehood (Dublin, 1996; Kornblum & Janowitz, 1974; Portes, 1996). Forty years ago, Tumin (1964) defined an ethnic group as “a social group which, within a large cultural and social system, claims or is accorded special status in terms of complexity of traits which it exhibits or is believed to exhibit” (p. 123). Distinguishing between ethnic groups is not always simple. Some ethnic minorities, such as African Americans, may have obvious physical differences that set them apart from other ethnic groups within the United States, but many biracial individuals present an ambiguity because they belong to two or more ethnic groups, which makes ethnicity a subjective construct (Root, 1992).

Studying ethnic identity is very important because it is the foundation for what an individual believes about himself or herself. Given the significance of ethnic identity, many researchers have been studying this construct. Phinney (1990) reviewed 70 studies of ethnic identity published between 1972 and 1990. She found that most of the studies have used one of three theoretical frameworks to examine ethnic identity. The first framework is the social identity theory which ethnic identity is considered a component of social identity. Social theory refers to the need for an individual to be a member of a group that provides him or her with a sense of belonging that contributes to a positive self-concept. The second framework is the acculturation prospective. The concept of acculturation refers to changes in the cultural attitudes, value, and behaviors that result from interactions between two distinct cultures (Berry, Trimble, & Olmedo, 1986). These kinds of changes are normally the concern of a group of individuals, and how it relates to the dominant or host society. Ethnic identity can be an aspect of acculturation in which the focus is on the individuals and how they relate to their own group as a subgroup of the larger society (Phinney, 1990). The third framework is developmental framework, where ethnic identity is viewed as a process by which people construct their ethnicity.

Erikson (1968) indicated that identity is the outcome of a period of exploration and experimentation that normally takes place during adolescence and leads to a decision of commitment in various areas, such as occupation, and religion. This view of ethnic identity suggests age as a factor is strongly related to developing one's ethnic identity (Phinney, 1990).

Phinney (1990) mentioned that most studies have focused on certain components of ethnic identity. These components include self-identification as a group member, a sense of belonging to the group, attitudes about one's group membership, and ethnic involvement (social participation, cultural practices and attitudes). Self-identification represents the ethnic label that one uses for oneself. The ability of children to label themselves with the right ethnic group was the addressed in a study by Aboud (187). Another issue was the relationship between incorrect labeling and poor self-concept (Cross, 1978). Adults are expected to know their ethnicity but the issue is what label one chooses to use for himself or herself. However, some ethnic groups have a little choice in what ethnic title they can use for themselves often because of their distinctive skin color or culture (language, dresses, customs, etc.) which distinguishes them from other groups. Additionally, some individuals have two or more ethnic backgrounds and they identify themselves as members of more than one group. Ethnic self-identification is an important but complex component of ethnic identity (Phinney, 1990).

The feeling of belonging to one's own group is an important element of ethnic identity. Some researchers have tried to assess the sense of belonging by either asking people how strong was their relationship with their groups or how separate they feel from other groups (Driedger, 1976). Members of every ethnic group can have positive or negative attitudes toward their own group. Some of the positive attitudes related were pride in and pleasure, satisfaction, and contentment with one's group (Phinney, 1990). Negative attitudes include dissatisfaction, displeasure, discontentment, and a desire to hide ones identity (Driedger, 1976). People who display no positive attitudes or express negative attitudes can be seen as denying their ethnic identity (Phinney, 1990). In addition, the involvement in the social life and cultural practices of one's ethnic group is considered a strong indicator of one's ethnic identity. The social and cultural practices

that represent the involvement component include language, friendship, social organizations, religion, cultural traditions, and politics (Phinney, 1990).

Phinney (1992) developed the Multigroup Ethnic Identity Measure (MEIM) with the purpose of assessing ethnic identity among various ethnic groups. The scale was designed to measure three components of ethnic identity: affirmation and belonging, ethnic identity achievement, and ethnic behaviors. Roberts, Phinney, Masse, Chen, Roberts, and Romero (1999) examined the validity of the MEIM and conducted factor analysis with a large sample. The outcomes suggest that the scale measures two components of ethnic identity: ethnic identity search and affirmation, belonging, and commitment. Ethnic identity search refers to a developmental and cognitive component. Affirmation, belonging, and commitment represent the affective component. However, the scale has been proven to be a valid and reliable measurement and it will be used in the context of this study. More discussion of the scale is provided in the method section.

Researchers have indicated that positive relationships do exist between ethnic identity and self-esteem, self-concept, psychological well-being, achievement, and satisfaction (Phinney, 1992; Roberts et al., 1999; Delworth, 1989). However, it is the purpose of this study to examine the relationship between ethnic identity and motivations of sport fans. According to Phinney (1990) some studies have used sport as a cultural item to measure ethnic identity. Pons, Laroche, Nyeck, and Perreault (2001) indicated that the choice of a particular sporting event represents a strong cultural meaning for the individual. Some ethnic groups tend to identify with a specific sport, for example, soccer in the Italian community and hockey among the French Canadian. Pons et al., (2001) stated “ethnic groups do not all react to sporting events in the same way; they differ in the means and the pace of their integration into the host culture” (p. 238). African American consumers tend to attend historically Black college/university sports more frequently than they did any other sport. The level of ethnic identification of African American fans has significant affect on their attendance frequency to historically Black college/university sports (Armstrong, 2002). Moreover, previous studies showed differences in motivation between African American and European American sport fans based on ethnicity (Wann, Bilyeu, Brennan, Osborn, & Gambouras, 1999; Bilyeu & Wann, 2002; Armstrong, 2002).

Therefore, it is expected that there is a relationship between sport fans' motivation and ethnic identity.

### **Research Hypotheses**

H1: Ethnic identity is positively related to sport fan motivations.

H2: There is a difference between African American and European American in their ethnic identity.

### **Operational Definitions**

Ethnic Identity: "part of an individual's self-concept that derives from his or her knowledge of membership in a social group (or groups) together with the value and emotional significance attached to that membership" (Phinney, 1992, p. 156).

Sport fan: refers to someone who is enthusiastic about a particular sport team or athlete (Wann, 1995).

Sport fan motivation: refers to the reasons that drive individuals to support sport teams, be loyal to them, buy team/sport related products, watch and attend sporting events.

### **Delimitations**

This study is delimited to:

1. Investigate the ethnic identity and motivations of sport fans in general. For that reason, no specific group of fans (i.e., basketball fans, football fans) was examined.
2. The student at Florida State University (FSU) and Florida Agriculture and Mechanical University (FAMU), therefore, the findings cannot be generalized to populations other than the population from which the sample was drawn.

### **Limitations**

This study is limited to the following:

1. The outcome of this study depends on the participants' honesty and cooperation in answering the questions.
2. Due to the nature of this study as self-administrated surveys, the researcher's access is limited to the classes gained via permission to attend and meet.

### **Assumptions**

This study is based on the following assumptions:

1. The surveys used in this study are clear and understandable for the participants.
2. The participants will answer the questions honestly and accurately.
3. The surveys are valid and reliable.

### **Significance of the Study**

The sport marketers are in a high competition within the sport industry and also with outside competitors. Young generations are attracted through technology to new types of entertainment such as computer/video games and the X-Games. "These new entertainment options have already attracted a significant amount of attention from the so-called X-generation" (Kwon & Trail, 2003, p. 1). Therefore, sport marketers should be concern about the future of the sport industry. In order for sport marketers to maintain their consumer base and to attract young generation, they should explore and examine the consuming behavior of sport fans and the factors that might influence their behavior.

According to Gramann and Allison (1999), "the increase in the ethnic diversity of North America is one of the most powerful demographic forces shaping U.S. and Canadian society" (p. 283). Therefore, studying ethnic identity as an important social characteristic of sport fans is important to sport marketers. The importance of studying ethnic groups among sport fans is reflected by the increasing percentage of minority participation in professional sport, especially African American. African American athletes represent 25 to 75 percent of athletes on the rosters for the three popular sports (baseball, basketball, football) (Gano-Overway & Duda, 2001).

The goal of this study was to introduce a new measure of fan motivation which will assist practitioners in the sport industry to understanding the driving factors for sport fans to attend sporting events, support sport teams, or buy team/sport related products. Also, the relationship between motivations and ethnic identity of sport fans was examined. The outcome of the study should provide practitioners with valuable information to assist them in understanding the various motives of sport fans based on their ethnic identity. Therefore, sport marketers should be able to improve their plans and strategies to maintain their fan base and fulfill the desires for their target market.

## CHAPTER 2

### LITERATURE REVIEW

The purpose of this chapter is to review the literature on ethnic identity and motivation of sport fans. It should be noted that to date, no research has combined and analyzed the interaction of the two identified variables. As such, the first section of this chapter focuses on the research that has been done on the ethnic identity of sport fans. The second section discusses motives of sport fans as well as scales that have been used to assess these motives.

#### **Ethnic Identity and Sport Fans**

Ethnicity as social and cultural characteristic of sport fans has been ignored in the literature although the race factor, which is the physical aspect of ethnicity, has been utilized for comparison between ethnic groups. However, Armstrong (2002) examined the influence of ethnic identification on Black consumers' attendance at historically Black college/university (HBCU) sports. To assess ethnic identification, Armstrong used a self-report measure in which participants were asked to identify their ethnic group based on ethnic categories (Black/African American, Caucasian, Hispanic, Asian, and "other") and to rate the intensity of their identification with their ethnic group on a scale from 1 (weak) to 5 (very strong). The hypothesis was that the identification of Black consumers with their ethnic group would have a significant influence on their attendance frequency at HBCU sport events. The findings offered support for the hypothesis indicating a positive relationship between ethnic identification and attendance frequency.

In another study, Armstrong (2000) examined the influence of ethnic identification on African American students' processing of persuasive sport communications (i.e., advertisement, promotional messages, developmental campaigns, and announcements). The ethnic identification of the respondents was measured using a 13-item scale developed by Whittler, Calatone, and Young (1991). The scale assesses two major factors of ethnic identification (cross-race attraction and political and social

relations among Blacks). The outcome of the study revealed that ethnic identification has an effect on participants' reaction to racial heuristics in the communication. African American consumers are more likely to have a positive reaction to a persuasive communication if the message were culturally relevant and delivered by a Black spokesperson.

Pons et al. (2001) looked at the impact ethnic identity could have on the consumption behavior and orientation of sport consumers. They measured language (3 items), religion (3 items), and social participation with one's own ethnic group (6 items) as three dimensions of ethnic identity. The orientation of sport consumers has three dimensions. The first dimension refers to sporting events as a provider of sensations in which consumers have an emotional attachment to the event or the product. The second dimension represents individuals' need to understand the sporting event, which lead to better appreciation for the event. The third dimension of orientation toward sporting event refers to the socialization opportunities presented for sport consumers. The consumption behaviors include purchase of sporting good, tickets, and time devoted to sporting events. The results offered support for the idea that ethnic identity has a positive impact on the consumption and orientation of sport consumers.

In regard to the race of sport consumers as part of their ethnicity, researchers have found a difference between Blacks and Whites concerning their sport involvement (Spreitzer & Snyder, 1990). Sport involvement included seven dimensions "watching sports on television, listening to sport on the radio, reading the sport pages of the newspaper, watching/listening to sports news on radio/television, reading sports books, reading sports magazines, and talking about sports with friends" (Spreitzer & Snyder, 1990, p. 51). The findings revealed significant effect of race on sport involvement regardless of respondents' social background characteristics (i.e., age, sex, education, income, town size). Blacks tend to be more involved in sport than Whites. The authors argued that the findings reflect a distinctive subculture within the black community.

Rudman (1986) examined the relationship between race, social structure, and sport orientations. The main goal of the study was to see whether factors that affect sport orientations are race-dependant. The results showed Blacks to be more likely than Whites to become vicariously involved in sport outcomes and to incorporate sport into their daily

lives. Based on the overall analyses, the author argued that social and economic conditions provide a better explanation of differences in sport orientations. He used the term “culture of poverty” to indicate that socioeconomic positions are more likely to make poor blacks and poor whites see sport as an opportunity to enhance social prestige and economic position.

At the college level, Armstrong (2001) examined ethnic minority students’ consumption of college sport events. The ethnic minorities included African Americans, Asians, Hispanics, and “Others”. She looked at the degree of ethnic minority students’ interest in sport spectating, the frequency in which they attend university sponsored sport events, and the factors that influence their decision to attend campus sport events. Eight factors were tested to see their influence on the students’ attendance. The factors are the price of the tickets, academic commitment, significant others, friends, watching the event on television, the option to spend money on other things, not knowing when tickets are available, the quality of the opponent. The factors identified had no significant influence on students’ attendance. The findings indicate that ethnic minority students generally had a favorable attitude towards sport spectating. However, about 44% of the student stated that they never attend a campus sport event, 41% stated that they seldom attended, and 15% have attended often. The author contended that minority students had a favorable attitude toward sport spectating but they never or seldom attend sport events on campus because they view these events as directed to a specific group (i.e., dominant ethnic group). For minority students to be motivated to attend, the sport event has to be socially and culturally relevant to the students’ ethnic background.

In professional sport, Zhang, Pease, Hui, & Michaud (1995) and Zhang, Pease, Smith, Lee, Lam, & Jambor (1997) indicated that factors such as game promotions, amenities, and schedule convenience influenced ethnic minorities’ attendance differently and more significantly than they did Whites’. Therefore, sport marketers should emphasize the sociocultural factors (i.e., offering different ethnic foods at the concession stands, playing different ethnic music, making announcement in different languages) in promoting sport consumption of ethnic minority consumers (Armstrong, 2001; Hofacre & Burman, 1992; McCarthy & Stillman, 1998).

In a direct connection to the current investigation, previous studies have found differences on the motivations of sport fans based on ethnicity. Wann, Bilyeu, Brennan, Osborn, & Gambouras (1999) investigated the relationship between sport fans' motivation and race. A sample of 65 Euro-Americans and 32 African Americans completed the Sport Fan Motivation Scale (SFMS). The SFMS, developed by Wann (1995), includes eight motivational factors (eustress, self-esteem benefit, diversion from everyday life, entertainment value, economic value, aesthetic value, need for affiliation, and family needs). The findings indicated that Euro-Americans reported higher motivation than African Americans. The authors argued that certain motives might be applicable to only a subset of races.

In a recent study, Bilyeu and Wann (2002) examined the racial differences in sport fan motivation between African Americans and European Americans. First, 50 African American participants completed a demographic questionnaire and an interview with the researcher to discuss their motives for being a sport fan. Second, the motives discovered from the interviews were sent to African American psychologists and sociologists for validation. Third, the new motives were added to the SFMS, then the African American and European American participants were asked to complete the SFMS. The findings suggested that three new factors be added to the SFMS: "representation (e.g., people of the same background), similarity (e.g., people they have things in common with), and support/perceived greater equality (e.g., people they want to succeed)" (Bilyeu & Wann, 2002, p. 93).

Armstrong (2002) indicated that previous investigations of motivation for sport consumption were not applicable to Black consumers because the samples used in these investigations were predominantly White. Therefore, she added a cultural affiliation motive to the SFMS, developed by Wann (1995), and administered it to a sample of only Black consumers of sport. The findings supported the hypotheses that cultural affiliation is a viable motive for Black's sport consumption. In addition, the factor structure of the SFMS with the inclusion of the cultural affiliation motive differed from previous studies (Wann, 1995; Wann, Schrader, & Wilson, 1999). Therefore, the Black Consumer' Sport Motivation Scale (BCSMS) was introduced including the following factors: eustress, group recreation, aesthetics, cultural affiliation, group entertainment, escape, and

personal (economic/psychological) investment. At the conclusion of the study, the author stated, “behaviors and motives related to sport consumption may also be influenced by the social and psychological manifestations of culture” (Armstrong, 2002, p. 329).

In summary, although research on ethnic identity for sport fans is very limited, a strong relationship was found between sport consumers’ ethnic identity and sport consumption and orientation. Also, the differences found on the motivations for sport fans based on ethnicity, should indicate a strong relationship between sport fans’ motivation and ethnic identity. However, it is the goal of this investigation to examine this relationship. It is expected that a positive relationship exist between the ethnic identity and the motivation of sport fans.

### **Fan Motivation**

There are a variety of factors that influence fan attendance to sporting event. These factors include fan motivation factors, game attractiveness, economic factors, competitive factors, demographic factors, stadium factors, value of sport to the community, sports involvement, and fan identification (Shank, 2001). Fan motivation factors can be categorized into eight types: eustress (feeling of excitement), self-esteem benefit, diversion from everyday life, entertainment value, economic value (gambling on event), aesthetic value, need for affiliation, and family needs (Wann, 1995).

Another factor influences fans’ decision to attend sporting events is the game attractiveness. Game attractiveness refers to the perceived value and importance of the game based on skill level of the participants, team record, league standings, or special events (opening day or all-star game). In general, the more attractive the game, the more likely fans will attend (Shank, 2001).

There are two types of economic factors affect game attendance: controllable and uncontrollable. Sport organizations can control the ticket price and the value of sport products but they cannot control the average income of the population. Although some studies suggested that raising ticket prices dose not negatively affect game attendance (Baade & Tiechen, 1990), other studies found the opposite to be the case (Edmondson, 1997). Also, the competitive factors influence the fans’ decision to attend sporting events

or observe them through another medium. Televised games, for example, attract a large segment of sport fans because of the excitement, enthusiasm, and the entertainment value associated with the telecasts (Gantz, 1981). The demographic variables that affect fans attendance include age, gender, education, occupation, and ethnicity. Although it is difficult to identify typical spectators, they are more likely to be male, young, more educated, and have higher income than that of the general population (Shank, 2001). Stadium atmosphere seems to be a very important factor in attracting fans. The stadium environment include stadium access, facility aesthetic, scoreboard quality, comfortable seating, and cleanliness of the stadium, as Wakefield & Sloam (1995) found all these factors to affect game attendance positively.

Another factor influence fans attendance is the perceived value of sport to the community. Zhang, Pease & Hui (1996) found that the more value attributed to sport, the more likely people were to attend. The values of sports to the community comprise community solidarity (bringing the community together), public behavior, pastime ecstasy (entertainment), pursuit of excellence, social equity, health awareness, individual quality (builds character), and business opportunity (Zhang, Pease & Hui, 1996). In addition, sport involvement measures have been used to identify fans behavior. According to Shank (2001) “sport involvement is the perceived interest in and personal importance of sports to an individual attending sporting events or consuming sport through some other medium” (p. 205). High-involvement fans are more likely to attend, watch, read, or talk about sporting event.

The final factor that is related to fan behavior is fan identification. According to Sutton, McDonald, Milne & Cimperman (1997) fan identification is the personal commitment and emotional involvement customers have with a sport organization. They also suggested three levels of fan identification. The low identification fans “social fans” who attend the sporting event for the entertainment value and they do not care about the outcome of the game. The medium identification fans or the “focused fans” are those who identify with the team or the player but not for a long time and they may change their attachment if the team or the player they are following begins to lose. The third level is the high identification fans or the “vested fans”. They have high emotional attachment to their teams or players that last for a long time. Overall, the higher level of

fan identification, the more likely fans are to attend events (Sutton, McDonald, Milne & Cimperman, 1997).

Factors motivating sports fans to follow their team and attend sporting events have been categorized into four major factors (Hansen & Gauthier, 1989; Zhang, Pease, Hi & Michaud, 1995). First, team attractiveness (e.g., individual skills, team records, league standing, record-breaking, performance, and star players) is considered to be a very important factor to effect fans' attendance at games (Zhang, Pease, Smith, Lee, Lam & Jambor, 1997). In their study of Major League Baseball in 1946-1975, Greenstein and Marcum (1981) predicted that fans attend games because of the won-loss record of the team, the pitching staff, and the home run batters. They discovered team performance caused 25 percent of variance in fan attendance. Similarly, another study of the National Hockey League by Jones (1984) revealed that a winning home team relative to the league is a significant factor for hockey fans to attend games. Jones also mentioned a successful visiting team relative to the league, the playoff drive, the superstar player, and the preference of a fighting style team over a skating team all as effecting factors on hockey attendance (Jones, 1984). Second, the attractiveness of the opposing team is another factor that effects fan attendance. The quality of the team and the star players on that team are what makes the opposing team attractive and motivates fans to attend the game (Zhang et al., 1997).

In relation to the previous two factors, Hansen and Gauthier (1984) mentioned the following dimensions of the value of game involving two teams: (a) fans would be highly motivated when the outcome of the game was uncertain, (b) the entertainment value of the game positively effects attendance, (c) the skills of athletes in both teams, (d) the nature of the game, (e) the pleasure that fans feel when their team wins, (f) close competition within the league, (g) the league standing effect, and (h) the effect of the media.

The third factor that may affect fan attendance is the economic issue (Hansen & Gauthier, 1989; Zhang, Pease, Hi & Michaud, 1995). With regard to the economic variables, some studies have found that promotions and income are positively related to game attendance, while the cost of the ticket, substitutive forms of entertainment, the effect of television, and the competition of other sporting events have normally been

found to be negatively related to game attendance (Bird, 1982; Baade & Tiehen, 1990; Siegfried & Eisenberg, 1980). Finally, the fourth factor is audience preference (e.g., schedule, convenience, accommodation, weather, stadium quality, and team history in a community). For instance, weekend games and the games at the end of the season increase attendance, afternoon games decrease attendance, and double headers and home dates appear to have no effect on fans' attendance (Drever & MacDonald, 1981; Hansen & Gauthier, 1989; Hill, Madura & Zuber, 1982; Siegfried & Eisenberg, 1980).

In another study, Krohn and his associates aimed to identify factors influencing fan attendance. They mentioned the following group of factors: personal objectives, excitement and escape, inspirational, personal grievance, and fan identification (Krohn, Clarke, Preston, McDonald & Preston, 1998). The personal objectives factor affects those fans who have personal purposes that are associated with sporting events. These personal objectives may include status, power, and/or security. Some sports fans like to attend sporting events not only to witness an event, but also to be part of the group and to be included in the overall atmosphere of the game (Krohn et al., 1998). Another group of factors are excitement and escape, which includes fans who are attending a sporting event to break from their daily routine lives and also to enjoy the excitement of athletic competition (Krohn et al., 1998). The emotional stimulation some fans experience from watching their favorite team and/or player would be the inspirational factor for fans to follow or attend sporting events (Krohn et al., 1998). Some sporting events involve physical violence, which motivates a group of fans to attend as Krohn and his associates call this factor personal grievance. Fan identification is a major factor that influences fan behavior. Some fans are highly attached to their team to the point they see themselves as an important part of the game. They experience pre-game symptoms such as anxiety and an increased heart rate (Krohn et al., 1998).

To understand fan attendance motivations for college football, Kahle, Kambara and Rose (1996) introduced a functional model based on Kelman's functional theory (see figure 1). They suggested that fans are motivated by a distinctive self-expressive experience, the need for group affiliation (camaraderie), and attachment and love for the game (internalization). The desire for self-defining experience and the identification with a winning team or player are considered to be the antecedents of looking for a unique

self-expressive experience. Also, the camaraderie motive is preceded by compliance and obligation. Compliance is “a process in which consumers attend a sporting event in order to conform publicly to a reference group’s norms” (Kahle et al, 1996, p. 52). Obligation refers to role of peers and family in making some fans feel strongly about team affiliation (Kahle et al, 1996).

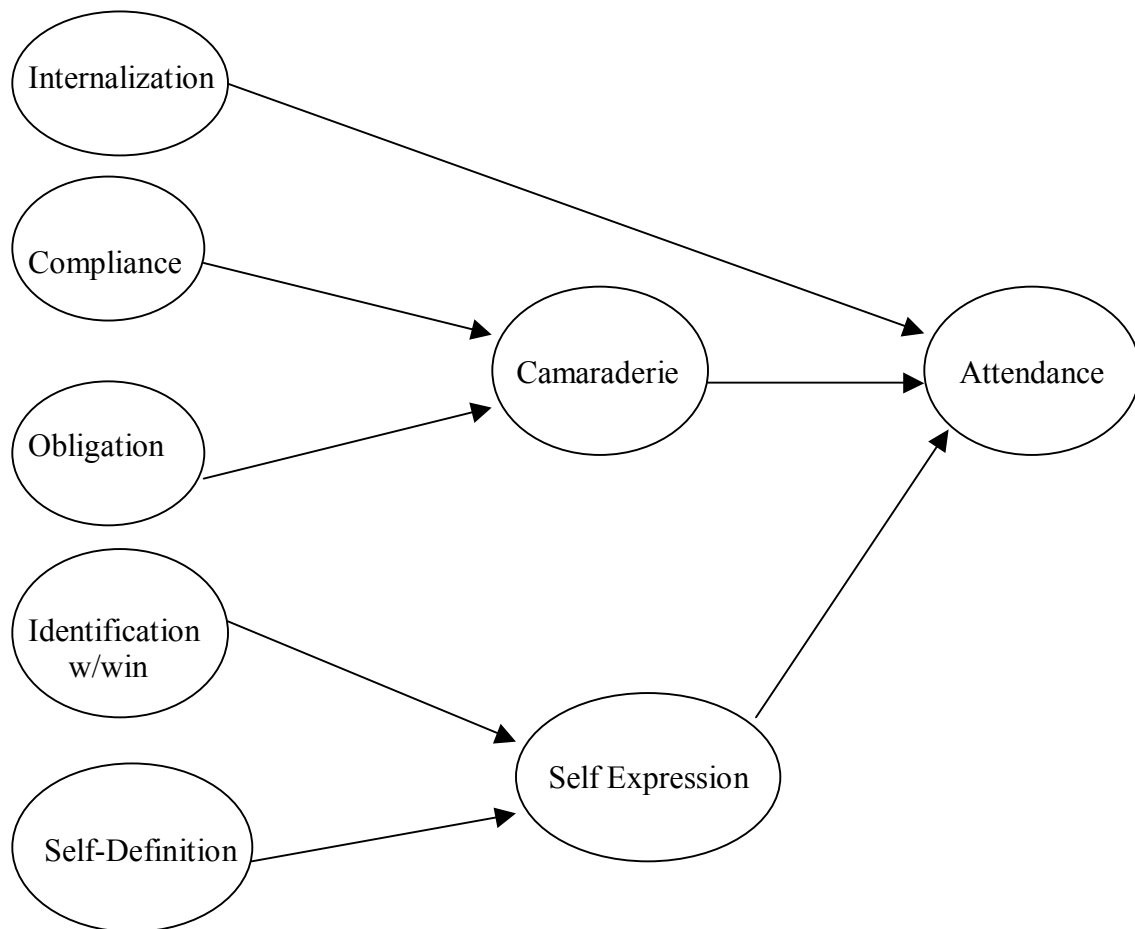


Figure 1- Fan Attendance Model

Source: Kahle, L.R., Kambara, K.M., & Rose, G.M. (1996). A functional model of fan attendance motivations for college football. *Sport Marketing Quarterly*, 5(4), 51-60.

Madrigal (1995) studied fan satisfaction with sporting events as a motive for attendance. He proposed a model of fan satisfaction in which three cognitive antecedents are directly related to basking in reflecting glory (BIRG) and fan enjoyment that, in turn, effect fan satisfaction (see figure 2). Basking in reflecting glory refers to one’s desire to

increase alliance with successful others such as a team or player (Cialdini, Borden, Thorne, Walker, Freeman, & Sloan, 1976).

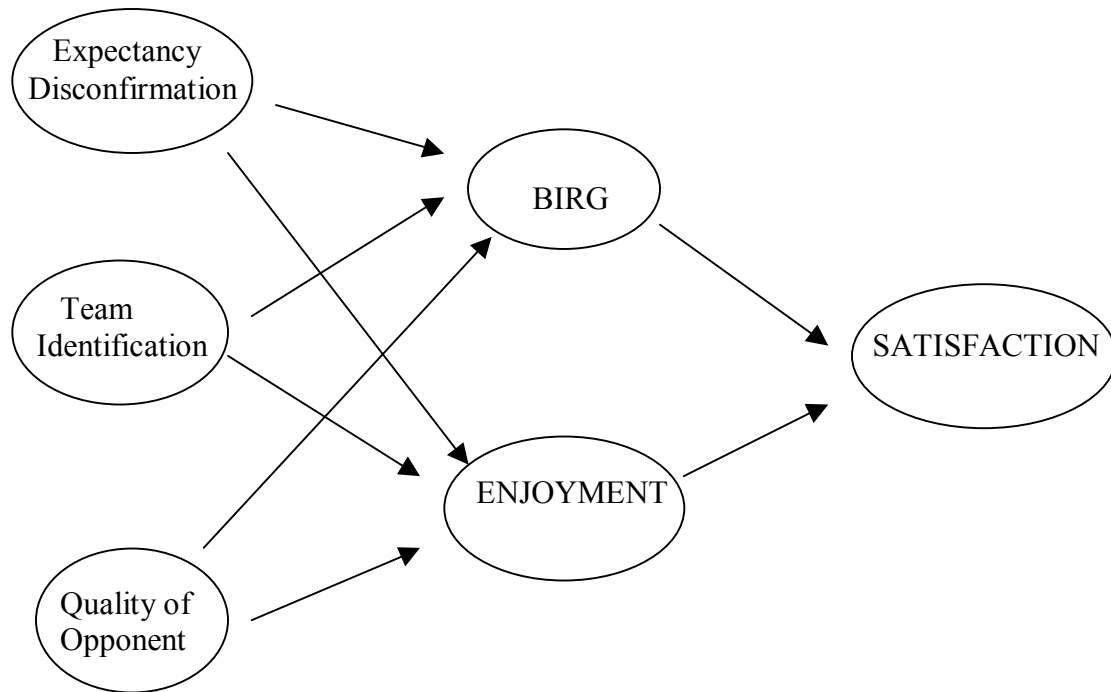


Figure 2- The Model of Fan Satisfaction

Source: Madrigal, R.C. (1995). Cognitive and affective determinants of fan satisfaction with sporting event attendance. *Journal of Leisure Research*, 27(3), 205-227.

The expectancy disconfirmation, team identification, and the quality of the opponent are the three antecedents that influence BIRG and enjoyment. The expectancy disconfirmation refers to the fans' feelings about the outcome of the sporting event and whether it matches the expectations; and that would lead to the fans' satisfaction or dissatisfaction with the outcome (Hunt, Smith & Kernan, 1989; Madrigal, 1995). Team identification represents fans' emotional attachment to a team or player and it has a positive relationship with BRIG in which fans who are higher in team identification tend to BRIG more than others (Wann & Branscombe, 1990). Madrigal (1995) argued that a win against an opponent perceived as being equivalent or superior is more likely to guide fans to a greater desire to associate with the winning team and increased enjoyment.

The influence of stadium factors on fan attendance was studied by Wakefield and Sloan (1995). They examined the effect of team loyalty, stadium parking, stadium cleanliness, perceived crowding, food service, and fan behavior control on fans' desire to attend games at the stadium (see figure 3). The findings suggest that fans who enjoy spending time at the stadium are more likely to desire to return to the stadium. On the other hand, fans who had a bad experience at the stadium are less likely to want to return to the stadium.

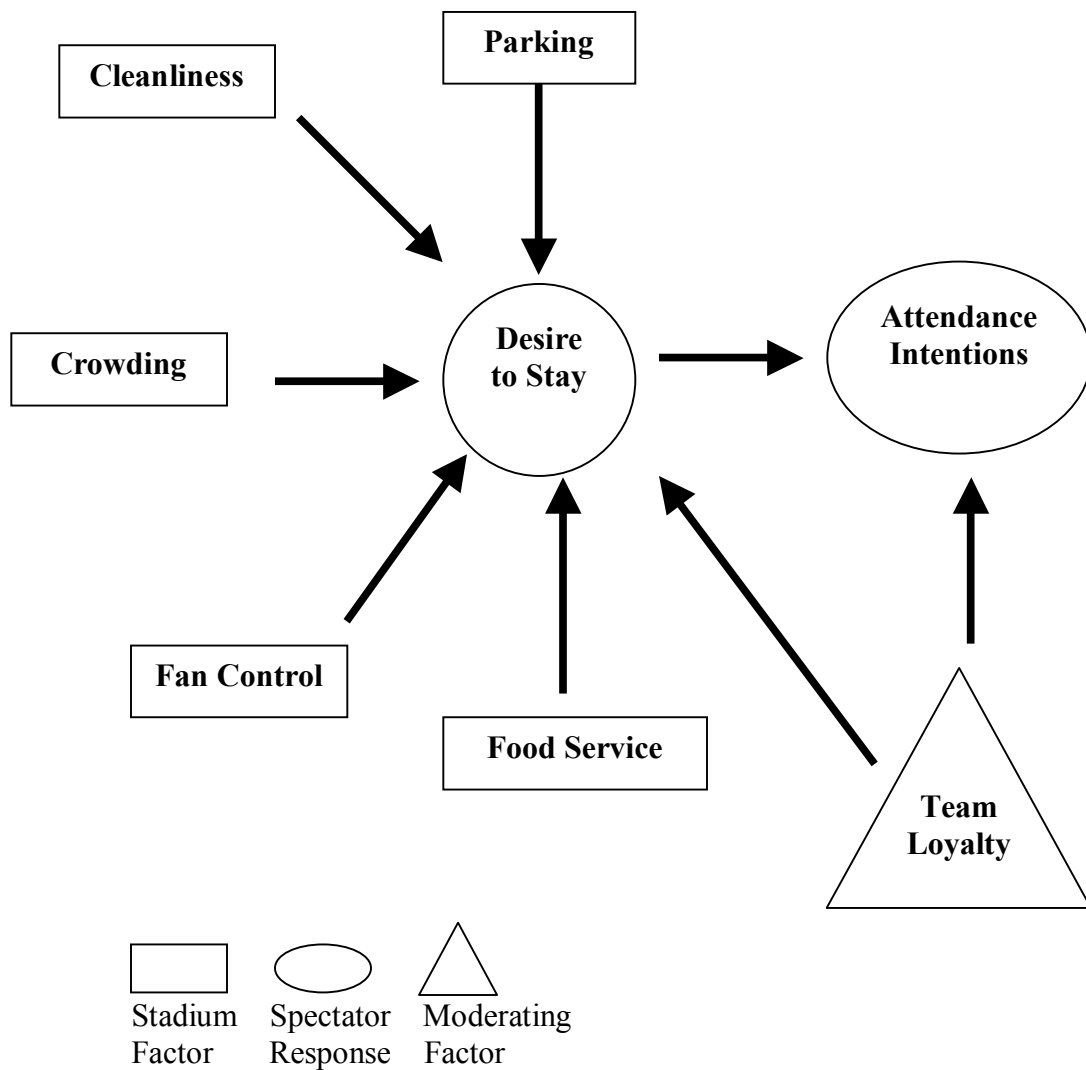


Figure 3- Sportscape Model

Source: Wakefield, K. L., & Sloan, H.J. (1995). The effect of team loyalty and selected stadium factors on spectator attendance. *Journal of Sport Management*, 9(2), 153-172.

The stadium parking is an important factor in which the availability, proximity, and exit ability of stadium parking can increase fans' enjoyment with the stadium experience. Some fans do not like to spend time searching for parking or walk a long way to the stadium so if they come to the stadium and find a parking problem that would make them feel frustrated they do not want to return to the stadium. Those kinds of fans expect difficulty in leaving the stadium at the end of the game so they tend to leave the game early to avoid the traffic (Wakefield & Sloan, 1995). Similarly, Bateson and Hui (1992) suggested that consumers, in general, do not want to stay as long and experience less pleasure with the setting if they feel that they have little control in a service encounter.

Cleanliness is part of the stadium factor that could affect fans attendance. The stadium architectural design and age as well as the stadium service levels can influence stadium cleanliness. Some stadiums are too old to be cleaned properly due to cracks in surfaces and/or peeling paint but other aspects of cleanliness are easier to control by stadium management such as restrooms and concession areas. If the restrooms are damp and covered with trash, fans are more likely to be discouraged from using the facility and that would lead to a negative experience and dissatisfaction with the stadium (Wakefield & Sloan, 1995).

Also, Wakefield and Sloan (1995) predicted that perceived crowds at the stadium would have a negative impact on fans' desire to stay at the stadium. Fans may feel uncomfortable if they think that other fans are too close, the seats are too small, and the aisles are too narrow. Melnick (1993) pointed out that the width of the aisles and hallways, the location and arrangement of seats, and the area offered for concessions and restroom facilities should encourage social interaction and should enhance enjoyment of the game.

Another stadium factor is food service quality, which is important for fans who spend hours in the stadium before the game and during the game. The variety of the food offered, the taste of the food, and how fresh or warm is the food are all elements of the quality of food service. Therefore, fans' desire to stay at the stadium is influenced by the quality of food service (Wakefield & Sloan, 1995).

Due to the competitive and aggressive nature of some sporting events, some fans might become violent or abusive toward other fans. This kind of fan behavior can be intensified by the consumption of alcohol. Therefore, the ability of stadium management to control fans in case of unpleasant situations can be a valuable factor that increases fans' desire to stay or return to the stadium (Brenstein, 1991; Wakefield & Sloan, 1995).

The last factor in the Wakefield and Sloan sportscape model is team loyalty. They defined team loyalty as “an allegiance or devotion to a particular team that is based on the spectator's interest in the team that has developed over time” (Wakefield & Sloan, 1995, p. 159). Loyal fans are expected to have the desire to stay at the stadium and also to return for future games despite all the stadium factors discussed previously (Wakefield & Sloan, 1995).

In the same context, Wakefield, Blodgett & Sloan (1996) followed on previous research (e.g., Wakefield & Sloan, 1995) to examine the impact of the physical environment of the stadium on fans' desire to stay at the stadium and return for future events. The hypothesized sportscape model portrays the relationship between sportscape factors, affective responses, and behavioral responses (see figure 4).

The sportscape factors include stadium access, facility aesthetic, scoreboard quality, seating comfort, and layout accessibility. Stadium access refers to the availability, proximity, and entry of stadium parking as well as easy exit from multiple roads. Most fans are concerned about the time they spend searching for parking and the time they spend waiting in traffic as they leave the stadium. Stadium accessibility would have a positive impact on fans' pleasure with the sportscape (Wakefield, Blodgett & Sloan, 1996). Facility aesthetic is shown in the architectural design, the interior design, and the décor of the stadium. Because the appearance of facility is the first thing that fans see and evaluate, the facility aesthetics should have a positive impact on fans' pleasure with the sportscape (Wakefield, Blodgett & Sloan, 1996). The scoreboard is a valuable factor because fans observe the scoreboard throughout the event. Technology can be used to enhance the quality of the scoreboard and to display entertainment materials such as replays, programmed animations, and sports news. These kinds of features on the scoreboard add excitement to the game and entertain fans. Therefore, scoreboard quality

should have a positive effect on fans' pleasure with the sportscape (Wakefield, Blodgett & Sloan, 1996).

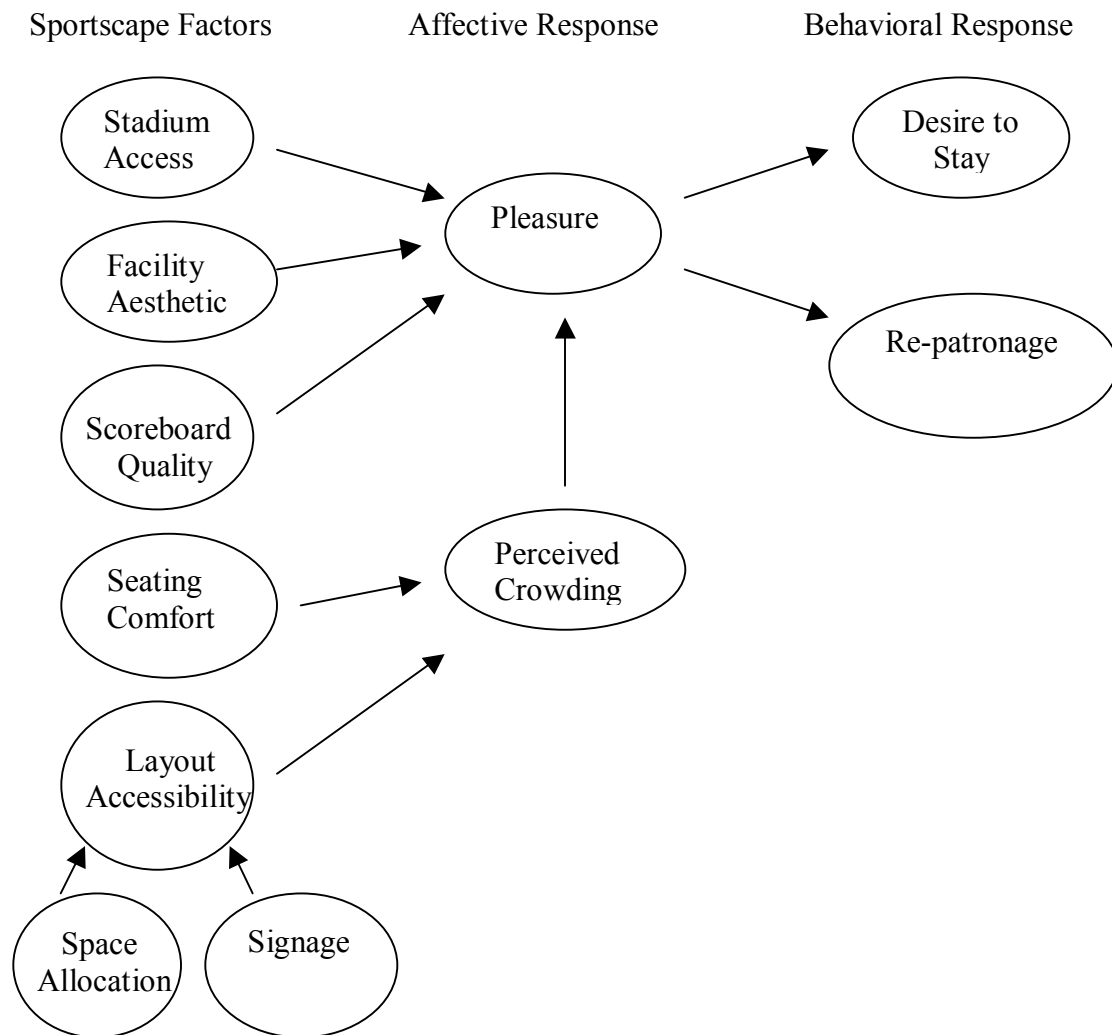


Figure 4- Sportscape Model

Source: Wakefield, K. L., Blodgett, J. G., & Sloan, H.J. (1996). The effect of team loyalty and selected stadium factors on spectator attendance. *Journal of Sport Management*, 10, 15-31.

Seating comfort and layout accessibility are the two factors that have a direct effect on the perceived crowding aspect. The perceived crowding refers to the negative effects on enjoyment and satisfaction with a place. Some fans feel uncomfortable when they think they do not have enough personal space. Perceived crowding is predicted to

have a negative impact on fans' pleasure with the stadium (Wakefield, Blodgett & Sloan, 1996). Providing comfortable seating for fans would have a negative impact on perceived crowding and, at the same time, a positive impact on fans' enjoyment of the facility. The layout accessibility refers to the degree of difficulty a fan has in reaching his/her destination such as seats, concessions, and restrooms. It includes space allocation and way-finding signage. The interior design and arrangement inside and around the facility are very important for fans. The clarity and simplicity of signs assisting fans in finding their way around the facility and making them feel familiar with the facility increases fans' enjoyment. Overall, the layout accessibility should have a negative impact on fans' perceived crowding and a positive relationship with fan's enjoyment of the stadium (Wakefield, Blodgett & Sloan, 1996).

In his attempt to assess fans' motivation, Wann (1995) developed the Sport Fan Motivation Scale (SFMS). The SFMS includes the eight motivational factors discussed earlier (eustress, self-esteem benefit, diversion from everyday life, entertainment value, economic value, aesthetic value, need for affiliation, and family needs). He used a homogeneous sample of college students and found that male fans tend to have a higher level of eustress, self-esteem, escape, entertainment, and aesthetic motivation, while female fans scored higher on the family motivation. Also, he reported no gender differences on the economic and group affiliation subscales. For further investigation of the validity and reliability of SFMS, Wann, Schrader & Wilson (1999) designed a set of three studies. The first study was designed to examine the factor structure of the SFMS using a diverse sample and through telephone interviews. The outcome indicated that the reliability of the factor structure remained. The second study was intended to investigate the relationship between fans' favorite type of sport (i.e., individual versus team and aggressive versus nonaggressive) and their score on SFMS subscales. They found fans who prefer individual sports score higher on the aesthetic subscale than those with a preference for team sports, while those who prefer team sports scored higher on the eustress and self-esteem subscale. In addition, fans with a preference for nonaggressive sports scored higher on the aesthetic subscale than those with a preference for aggressive sports, while fans with a preference for aggressive sports scored higher on the economic subscale. The third study supported the hypothesis that fans who had an intrinsic

motivation to participate in sports are also intrinsically motivated as fans, while fans who had an extrinsic athletic motivation tend to be extrinsically motivated as fans.

Wann and Ensor (1999) examined the differences between fans with a preference for aggressive sports and those with a preference for nonaggressive sports in regard to the family motivation. They used a sample of 82 participants who completed the family subscale of SFMS and listed their favorite five sports. The findings revealed that there is no significant correlation between fans' preference for aggressive or nonaggressive sports and family motivation. In another study, Wann and Ensor (1999) found support for the validity of the economic subscale of SFMS as a sample of 91 college students completed the economic subscale items and their scores were highly correlated with both estimates of gambling frequency and estimates of money wagered.

Wann and Wilson (1999) looked at the relationship between aesthetic motivation and preference for aggressive and nonaggressive sports. They designed two studies to further examine the findings of Wann's (1995), which indicate that fans who score high on aesthetic motivation tend to prefer a nonaggressive sport. In the first study, the scores of 75 college students on the aesthetic motivation subscale of SFMS were correlated with their enjoyment of watching aggressive sports. In the second study, 44 college students' scores on aesthetic motivation were correlated with their enjoyment of nonaggressive sports. Both studies showed no support for the previous findings that fans high on aesthetic motivation tend to prefer nonaggressive sports. The previous findings might be a result of the method used.

Wann, Brewer, and Royalty (1999) examined the relationship between team identification and fans' motivation as well as the relationship between emotional reaction and motivation. In the first study, they asked 68 participants to complete the SFMS and the Sport Spectator Identification Scale developed by Wann and Branscombe (1993). The outcome revealed that fans with a strong psychological connection to a team do not necessarily tend to be extrinsically motivated as was predicted. In the second study, they asked 67 college students to complete the SFMS and to watch an exciting college basketball game. After the game, which was won by the home team, they were asked to complete a questionnaire assessing their emotional state. The overall findings showed

that fans motivated by entertainment factor of the game scored higher on the mood scale while those motivated by family need scored lower on the mood scale.

Milne and McDonald (1999) introduced the Motivation of the Sport Consumer (MSC) scale which is similar to Wann's (1995). However, the MSC includes twelve motivational factors distributed on four categories. The first category is the mental well-being needs. It is consisted of three factors: self-actualization, self-esteem, and value development. The second category is social needs, which comprises the social facilitation and the affiliation factors. The third category is personal needs that include the skill mastery, aesthetics, and stress release factors. The fourth category is sport-based needs with four factors: risk-taking, aggression, competition, and achievement.

However, Trail and James (2001) have provided a valuable review of the measurement tools used in previous studies to assess motivations for sport fans. In regard to the Sport Fan Motivation Scale (SFMS) developed by Wann (1995), Trail and James expressed several concerns related to the content validity, discriminant validity, criterion validity, and convergent validity. For example, Wann did not indicate how the items used in the scale were selected and the wording of items made it unclear whether it is watching, discussing, or reading about the favorite team that being measured.

Furthermore, Trail and James (2001) criticized the Motivations of the Sport Consumer (MSC) scale developed by Milne and McDonald (1999). Some of their criticisms include that MSC measures motives for fans and participants although motivations cannot be all the same for both groups. Also, when Milne and McDonald combined the twelve factors into four categories, the reliability of those categories was not tested.

Another scale criticized by Trail and James was the Fan Attendance Motivations (FAM) scale (Kahl et al., 1993). The motivational factors assessed by the FAM were limited only to factors relevant to Kelman's theory. More important is that the reliability of the whole scale was very low (.64) and no evidence of construct validity or criterion validity was presented in the study. Therefore, Trail and James stated, "the FAM scale is not psychometrically sound enough to warrant continued use" (p. 115).

Based on the work of Wann (1995) and Milne and McDonald (1999), Trail and James (2001) developed the Motivation Scale for Sport Consumption (MSSC). The

MSSC contained 27 items representing nine motivational factors. Those factors are: achievement, knowledge, aesthetics, drama, escape, family, physical attraction, physical skills, and social interaction. The reliability value for the overall scale was 0.87. In general, the MSSC appeared to be more accurate to measure fan motivation than previous scales.

Funk, Mahony, Nakazawa, and Hirakawa (2001) have used prior studies to develop the Sport Interest Inventory (SII). The SII combined 30 items with the purpose of measuring 10 motives of spectators attending the 1999 Women's World Cup (WWC). The motives included in the SII are: (1) drama, (2) vicarious achievement, (3) aesthetic, (4) interest in team, (5) interest in player, (6) interest in soccer, (7) national pride, (8) excitement, (9) social opportunities, (10) support for women's opportunities. During the opening-round matches of the 1999 WWC 1303 spectators participated in the study. The findings revealed that six of the motives predicted 34% of the variance in interest in the tournament (i.e., interest in team, excitement, interest in soccer, vicarious achievement, drama, and support for women's opportunities). A significant negative relationship was found between the interest in the 1999 WWC and Both drama and vicarious achievement.

To extend and improve the SII, Funk, Mahony, and Ridinger (2002) examined the level of continued interest in the U.S. Women's team subsequent to the 1999 WWC. The data was collected during the 1999 U.S Nike Cup in which the U.S Women's team participated. Based on the spectators' recommendations that were collected in the first study (Funk et al., 2001), four additional factors were added to the 10 factors in SII. The new factors include (1) players as role models, (2) entertainment value, (3) bonding with family, (4) wholesome environment. The reliability of the 14-factor SII was .78. The results showed that 54% of interest in the U.S. Women's team explained by five factors (i.e., interest in soccer, interest in team, entertainment, vicarious achievement, and role model).

In 2004, Funk, Ridinger, and Moorman have improved the SII to include a total of 18 motives (wholesome environment, excitement, entertainment, customer service quality, basketball knowledge, style of play, bonding with family, interest in basketball, vicarious achievement, escape, socialization, bonding with friends, role model, team identification, supporting women's opportunity, community pride, drama, and interest in

players). They tested the 18 motives as antecedents of team sport involvement. The results showed that 9 of the 18 motives represented four facets of involvement: Attraction, self-expression, centrality, and risk.

The most recent attempt to develop a measurement scale to examine fan motivation was made by Mahony, Nakazawa, Funk, James, and Gladden (2002). Their scale included seven motives: drama, vicarious achievement, aesthetics, team attachment, player attachment, sport attachment, and community pride. In their study, they used the scale to examine the effect of these motives on Japanese League spectators' behavior. Analysis of the data revealed a reasonable internal consistency for the seven motives ranging from .70 to .87. In terms of spectators' behavior, 17% of the variance in length of time as a fan can be predicted by the scale as well as 15% of the variance in attendance.

## **CHAPTER 3**

### **METHOD**

#### **Research Design and Sampling Method**

This study was designed to investigate sport fans' motivation and ethnic identity. It was a quantitative study, non-experimental design, which surveys were used for data collection purposes. For this study, a purposive convenience sampling method was employed for two main reasons. First, because no particular group of fans is targeted, information should be gathered from participants who are fans of various sport teams. Second, in order to access a number of participants that would satisfy the analyses of this study, the sample should include an acceptable representation of two ethnic groups (African Americans and European Americans).

#### **Participants**

The subjects for this study were students at Florida State University (FSU) and Florida Agricultural and Mechanical University (FAMU) who were enrolled in one of the Lifetime Activities Program (LAP) courses during the 2004 summer semester. The two universities were chosen to obtain a diverse sample of participants with regard to ethnicity. The European American students represent a high percentage of the student body at FSU, while African American students are the dominant ethnic group at FAMU. The students have the opportunity to select their favorite courses out of various offerings by the LAP such as bowling, golf, volleyball, tennis, soccer, racquetball, basketball, weight training, etc.

#### **Data Collection Procedures**

With the permission of class instructors, the researcher attended the classes and explained the purpose of the study to the classes of students. Then, the researcher asked for volunteers to participate. Interested participants received a packet that included a cover letter briefly explaining the study (see appendix A), Fan Motivation Scale (FMS) (see appendix B), Multigroup Ethnic Identity Measure (MEIM) (see appendix C), and

selected demographic questions (see appendix D). The students were asked to complete the packet during class time.

### **Instruments**

*The Multigroup Ethnic Identity Measure (MEIM)* developed by Phinney (1992) and validated by Roberts et al. (1999) was employed in the current study to assess the participants' ethnic identity. The MEIM measures two components that represent ethnic identity, ethnic identity search (a developmental and cognitive component) and affirmation, belonging, and commitment (an affective component). It includes 12 items with 5 items for the ethnic identity search factor (items 1, 2, 4, 8, and 10) and 7 items for the affirmation, belonging, and commitment factor (items 3, 5, 6, 7, 9, 11, and 12). Participants were asked to rate their answer to each item based on a 5 point Likert-type scale, ranging from strongly agree (5) to strongly disagree (1). The over-all mean score of the 12 items was calculated and that represent the participants' ethnic identity with the range of 5 as the highest and 1 as the lowest.

The MEIM was preferred for this study because of its ability to assess the ethnic identity of a group of people with diverse ethnic backgrounds. In previous studies (Phinney, 1992; Roberts et al. 1999), the scale showed good reliability with a Cronbach's alpha score above .80 with different ethnic groups. In Phinney's (1992) study the Cronbach's alpha level for the sample of college students was .90 and Roberts et al. (1999) reported overall Cronbach's alpha of .85.

*The Fan Motivation Scale (FMS)* based on the literature and previous measurements of sport fan motivation, the researcher generated a set of 61 items and sent it to a panel of experts to determine face and content validity of the scale. The panel of experts included four professors with expertise and experience in either sport management research or scale development studies. Based on the panel's recommendations the number of items was reduced to 37 items. Then, a group of ten students responded to the survey individually. They were asked if the items were clear and understandable. They found some items to be ambiguous and repetitive. Based on the students' contributions, 4 items were deleted from the scale. Another test was conducted with 3 students to verify the clarity of the scale. As a result, the scale was revised and the

final version of the scale includes 28 items for 6 motives (5 items for the social motive, 5 items for the entertainment motive, 5 items for the escape motive, 4 items for the aesthetic motive, 5 items for the psychological motive, and 4 items for the lack of motivation called amotivation).

In the data collection process, participants were asked to rate their agreement to each statement on a 5-point scale (1 = Strongly Disagree, 5 = Strongly Agree). The average score for each motive was calculated and the over-all mean score indicate the level of fan motivation with 5 as the highest and 1 as the lowest.

### **Statistical Analyses**

Data was coded into the Statistical Package of Social Sciences (SPSS) for Windows version 11 software. Also, using Mplus 3.01 program, a confirmatory factor analysis was conducted to examine the construct of the FMS. A reliability test was performed on the MEIM and the FMS to examine the internal consistency of both scales. Frequency statistics were used to present the demographic information of the participants such as gender and ethnicity. The descriptive procedure was applied to access statistics such as mean, standard deviation, maximum, minimum, and range. Then, for the first hypothesis, Bivariate correlation was executed to examine the relationship between ethnic identity and fan motivations. For the second hypothesis, a t test was performed to identify the differences between African Americans and European Americans in their ethnic identity.

## CHAPTER 4

### RESULTS AND DISCUSSION

#### Demographic Characteristics

A sample of 177 students volunteered to participate in the study. The participants were asked to complete a survey packet that included, the Fan Motivation Scale, the Multigroup Ethnic Identity Measure, and some demographic questions. Out of the 177 surveys collected, only 169 surveys were deemed usable. The remaining 8 surveys were disregarded because of incomplete information. Out of the 169 respondents, 92 (54.4%) were female and 77 (45.6%) were male. By age, 13.8% were 19 years old or younger, over one half (63.5%) were 20-22 years old, 13.2% were 23-25 years old, and 9.6% were 26 years or older. Regarding ethnicity, 41.8% of the sample were African American while 43.8% were European American and other ethnic backgrounds accounted for 14.4% combined.

Concerning their level of education, 1.8% of the subjects were enrolling in their freshmen-year, 14.9% were sophomore, 27.4% were junior, 45.2% were senior, and 10.7% of the subjects were graduate students. Regarding their work hours per week, 34.9% did not work, one-fourth (25.9%) worked for 20 hours or less, over one-fifth (20.5%) work for 21-30 hours, 13.9% work for 31-40 hours, and 4.8% work for 41 hours or more. On the question of how much free time they had daily, 4.1% of the subjects answered none, 16.6% had 1-2 hours, 36.1% had 3-4 hours, 24.9% had 5-6 hours, and 18.3% had 7 hours or more of free time daily. Concerning the subjects' grade point average (GPA), 10.1% had a 3.75 or higher, nearly three-fourths (70.2%) were in the range of 2.75-3.74, 18.5% were in the range of 1.75-2.74, and only 1.2% of the subjects had 1.74 or less. All demographic information is presented in Table 1.

Table 1

*Demographic Characteristics by Frequency and Percentage (N = 169)*

| Variable           | Frequency | Percent |
|--------------------|-----------|---------|
| Gender             |           |         |
| Female             | 92        | 54.4    |
| Male               | 77        | 45.6    |
| Age                |           |         |
| 19 yrs. or younger | 23        | 13.8    |
| 20-22 yrs.         | 106       | 63.5    |
| 23-25 yrs          | 22        | 13.2    |
| 26-28 yrs.         | 6         | 3.6     |
| 29 yrs. or older   | 10        | 6.0     |
| Ethnic Background  |           |         |
| African American   | 64        | 41.8    |
| European American  | 67        | 43.8    |
| Native American    | 1         | .7      |
| Latino             | 15        | 9.8     |
| Asian              | 6         | 3.9     |
| Level of Education |           |         |
| Freshmen           | 3         | 1.8     |
| Sophomore          | 25        | 14.9    |
| Junior             | 46        | 27.4    |
| Senior             | 76        | 45.2    |
| Graduate Student   | 18        | 10.7    |
| Work Hours         |           |         |
| None               | 58        | 34.9    |
| 20 hours or less   | 43        | 25.9    |
| 21-30 hours        | 34        | 20.5    |
| 31-40 hours        | 23        | 13.9    |
| 41 hours or more   | 8         | 4.8     |

Table 1

*Continued*

| Variable        | Frequency | Percent |
|-----------------|-----------|---------|
| Free Time       |           |         |
| None            | 7         | 4.1     |
| 1-2 hours       | 28        | 16.6    |
| 3-4 hours       | 61        | 36.1    |
| 5-6 hours       | 42        | 24.9    |
| 7 hours or more | 31        | 18.3    |
| GPA             |           |         |
| 3.75 or higher  | 17        | 10.1    |
| 2.75-3.74       | 118       | 70.2    |
| 1.75-2.74       | 31        | 18.5    |
| 1.74 or less    | 2         | 1.2     |

### Instruments

*The Multigroup Ethnic Identity Measure (MEIM)* developed by Phinney (1992) and validated by Roberts et al. (1999) was used in this study to assess the participants' ethnic identity. The reliability test revealed a Cronbach's alpha value of .91. Table 2 shows the alpha level, mean, and standard deviation for the MEIM.

Table 2

*The Reliability Coefficient, Mean, and Standard Deviation For The MEIM*

| Scale | Alpha | Mean | SD  |
|-------|-------|------|-----|
| MEIM  | .91   | 3.71 | .72 |

*The Fan Motivation Scale (FMS)* is the new measure developed in the current study to examine six components of fan motivation. Therefore, an exploratory factor analysis was conducted to validate the subscale components of the measure. The factor

analysis suggested that the scale has six components. However, some of the items loaded under factors different than expected and others had very low loading estimate under more than one factor. Based on the result of the exploratory factor analysis, some revisions were made to the structure of the scale.

a) Item 9 (*to see my team wins*) from the psychological component, item 23 (*to gain a feeling of belonging*) from the social component, and item 28 (*to use it as a form of recreation*) from the entertainment component were deleted because they failed to load under any of the six factors. All three items had a loading value around .30 under more than one factor.

b) Item 14 (*because I care about sport games*) and item 25 (*my high regard of sport games*) were intended to measure the psychological component had higher correlations with the aesthetic component than with the psychological component. Therefore, these two items were moved to the aesthetic component.

c) Since item 5 (*to increase my self-esteem*) was originally specified to assess the psychological component had higher correlation with the lack of motivation component than with the psychological component, it was moved to the lack of motivation component.

d) Item 21 (*to make me feel good*) was intended to measure the psychological component had higher correlations with the escape component than with the psychological component. Therefore, it was moved to the escape component.

e) Item 26 (*for the pleasure I experience during the sport games*) was intended to measure the entertainment component had higher correlations with the aesthetic component. Therefore, it was moved to the aesthetic component.

f) Because all items under the psychological component were either deleted or moved to other components, the psychological component itself was removed from the model.

However, item 3 (*to get away from my everyday routine*) which was intended to assess the escape component and item 7 (*to be in a friendly environment of the game*) which was intended to measure the social component formed a new component. The new component was named sport atmosphere and it replaced the psychological component in the six-component model.

Consequently, the revised model included 25 items reflecting six components (see Table 3). The total amount of variance explained by the 6 factors model was %68.4 (factor 1 %33.8, factor 2 %12.5, factor 3 %8.5, factor 4 %5.1, factor 5 %4.3, and factor 6 %4.0).

Based on the outcome of the factor analysis, the names of some factors have been change according to the highest loading items. The chosen names are thought to reflect the content of each factor/component. Table 4 presents the name of the factors in the revised model as well as all items under every factor.

Table 3

*The Extracted Factors From The FMS*

| Items   | Components |      |      |      |      |      |
|---|------------|------|------|------|------|------|
|   | 1          | 2    | 3    | 4    | 5    | 6    |
| 20. the high level of skills shown by players.              | .789       |      |      |      |      |      |
| 8. the beauty and grace of the game.                        | .776       |      |      |      |      |      |
| 25. my high regard of sport games.                          | .765       |      |      |      |      |      |
| 14. because I care about sport games.                       | .753       |      |      |      |      |      |
| 13. the good performance by players during matches.         | .741       |      |      |      |      |      |
| 4. the artistic value of the game.                          | .705       |      |      |      |      |      |
| 26. for the pleasure I experience during the sport games.   | .638       |      |      |      |      |      |
| 18. to avoid the hustle and the bustle of daily activities. |            | .773 |      |      |      |      |
| 27. to relieve stress and tension.                          |            | .741 |      |      |      |      |
| 12. the opportunity to forget about my problems.            |            | .696 |      |      |      |      |
| 21. to make me feel good.                                   |            | .658 |      |      |      |      |
| 19. to relax.   |            | .561 |      |      |      |      |
| 22. to kill time.   |            |      | .789 |      |      |      |
| 10. just to keep me busy or occupied.                       |            |      | .765 |      |      |      |
| 6. to occupy my free time.                                  |            |      | .696 |      |      |      |
| 15. because I am bored of other things in life.             |            |      | .691 |      |      |      |
| 5. to increase my self-esteem.                              |            |      | .506 |      |      |      |
| 16. to interact with others.                                |            |      |      | .809 |      |      |
| 1. to spend quality time with my friends and family.        |            |      |      | .788 |      |      |
| 11. to be with other people.                                |            |      |      | .763 |      |      |
| 24. to be entertained.                                      |            |      |      |      | .756 |      |
| 17. to have a good time.                                    |            |      |      |      | .720 |      |
| 2. to seek excitement and stimulation.                      |            |      |      |      | .515 |      |
| 3. to get away from my everyday routine.                    |            |      |      |      |      | .715 |
| 7. to be in a friendly environment of the games.            |            |      |      |      |      | .532 |

Table 4

*The Components of The Revised FMS*

---

**1. The Quality of The Game**

- 20. the high level of skills shown by players.
- 8. the beauty and grace of the game.
- 25. my high regard of sport games.
- 14. because I care about sport games.
- 13. the good performance by players during matches.
- 4. the artistic value of the game.
- 26. for the pleasure I experience during the sport games.

**2. Escape**

- 18. to avoid the hustle and the bustle of daily activities.
- 27. to relieve stress and tension.
- 12. the opportunity to forget about my problems.
- 21. to make me feel good.
- 19. to relax.

**3. Boredom Avoidance**

- 22. to kill time.
- 10. just to keep me busy or occupied.
- 6. to occupy my free time.
- 15. because I am bored of other things in life.
- 5. to increase my self-esteem.

**4. Social**

- 16. to interact with others.
- 1. to spend quality time with my friends and family.
- 11. to be with other people.

**5. Entertainment**

- 24. to be entertained.
- 17. to have a good time.
- 2. to seek excitement and stimulation.

**6. Sport Atmosphere**

- 3. to get away from my everyday routine.
  - 7. to be in a friendly environment of the games.
-

In the next stage, a confirmatory factor analysis using Mplus 3.01 was employed to further validate the subscales measuring the six components of fan motivation. It allows researchers to confirm the theoretical factor(s) or variable(s) with assessing the relationship between the conceptual variable(s) and the indicators (Hair et al., 1998; Maruyama, 1998). Thus, through confirmatory factor analysis, the researcher would be able to verify the sub-scale structure of the six components of fan motivation.

The following fit indices were used to analyze the model:

- a) Likelihood-ratio chi-square statistic- this absolute fit measure is the most fundamental measure of overall fit and the only statistically based measure of goodness-of-fit available in structural equation modeling (Hair et al., 1998). Because low chi-square values indicate that the actual and predicted input matrices are not statistically different, low and nonsignificant values of the chi-square index are desired. However, this may be unlikely with large sample. As sample size becomes large, the chi-square statistic becomes too sensitive and almost any difference is found for the proposed model (Hair et al., 1998; Kline, 1998). To reduce the sensitivity of the chi-square statistic to sample size, it is recommended to calculate the chi-square/degree of freedom ratio, and the ratio values of less than 3 are considered to indicate an acceptable fit (Kline, 1998).
- b) Root mean square error of approximation (RMSEA) – the RMSEA, another absolute fit index, is the discrepancy (i.e., the average of the residuals between the observed and estimated matrices) per degree of freedom. RMSEA attempts to correct for the tendency of the chi-square statistic to reject a model with a large sample (Hair et al., 1998). Values less than 0.05 indicate a very good fit, values ranging from 0.05 to 0.08 a reasonable fit, and values ranging from 0.08 to 0.10 a mediocre fit to the data (Hair et al., 1998; Kelloway, 1998).
- c) Comparative fit index (CFI) – the CFI is a comparative fit index based on the noncentral chi-square distribution. This statistic also ranges from 0 (poor fit) to 1 (perfect fit), with values exceeding 0.90 indicating a good fit to the data (Kelloway, 1998; Kline, 1998).

Table 5

*Fit Indices For The Revised Model With 25 Items*

|                | Chi-square | p    | df  | Chi-square/df | RMSEA | CFI  |
|----------------|------------|------|-----|---------------|-------|------|
| 6-Factor Model | 588.288    | .000 | 260 | 2.26          | .086  | .846 |

As shown in Table 5, the confirmatory factor analysis of the revised scale with the 25 items and six factors produced a chi-square statistic of 588.288 ( $df = 260$ ,  $p = .001$ ) with the chi-square/  $df$  ratio of 2.26, RMSEA of .086, and CFI of .846. The overall fit of the model could be described as fair. However, the fit of the model can be improved with deleting inappropriate indicators. The modification indices (M.I.) show some items under the quality of the game component with high correlations between the errors. These items are: item 4 and item 8 with M.I. of 14.81, item 13 and item 20 with M.I. of 40.48, and item 14 and item 25 with M.I. of 26.16. The high correlation between the errors of two items under the same factor indicates that they measure the same thing and the fit of the model can be improved if one of the items were deleted. Therefore, the researcher decided to delete items 4, 13, and 25 because of their low  $R^2$  value.

After revisions were made, the following 22 items remained (4 items for quality of the game, 5 items for escape, 5 items for boredom avoidance, 3 items for social, 3 items for entertainment, and 2 items for sport atmosphere). The items are shown in Table 6.

Table 6

*The Components of The Final FMS*

|  |
|--|
| <p><b>1. The Quality of The Game</b></p> <ul style="list-style-type: none"><li>20. the high level of skills shown by players.</li><li>8. the beauty and grace of the game.</li><li>14. because I care about sport games.</li><li>26. for the pleasure I experience during the sport games.</li></ul> <p><b>2. Escape</b></p> <ul style="list-style-type: none"><li>18. to avoid the hustle and the bustle of daily activities.</li><li>27. to relieve stress and tension.</li><li>12. the opportunity to forget about my problems.</li><li>21. to make me feel good.</li><li>19. to relax.</li></ul> <p><b>3. Boredom Avoidance</b></p> <ul style="list-style-type: none"><li>22. to kill time.</li><li>10. just to keep me busy or occupied.</li><li>6. to occupy my free time.</li><li>15. because I am bored of other things in life.</li><li>5. to increase my self-esteem.</li></ul> <p><b>4. Social</b></p> <ul style="list-style-type: none"><li>16. to interact with others.</li><li>1. to spend quality time with my friends and family.</li><li>11. to be with other people.</li></ul> <p><b>5. Entertainment</b></p> <ul style="list-style-type: none"><li>24. to be entertained.</li><li>17. to have a good time.</li><li>2. to seek excitement and stimulation.</li></ul> <p><b>6. Sport Atmosphere</b></p> <ul style="list-style-type: none"><li>3. to get away from my everyday routine.</li><li>7. to be in a friendly environment of the games.</li></ul> |
|--|

The confirmatory factor analysis was undertaken for the final model with six components and 22 items. The fit indices are presented in Table 7. As shown, the final model produced a chi-square statistic of 428.571 (df = 194, p = .001), with the chi-square/df ratio of 2.21, RMSEA of .085, and CFI of .861. Thus, the final model showed a slightly better fit to the data than the revised model. Furthermore, according to the

modification indices, the researcher considered the items under one factor that had M.I. higher than 8.0. These items were: item 8 and item 20 from quality of the game with M.I. of 8.79, item 12 and item 21 from escape with M.I. of 9.08, item 6 and item 10 from boredom avoidance with M.I. of 8.94, and item 15 and item 22 from boredom avoidance with M.I. of 9.85. Therefore, a confirmatory factor analysis was conducted for the final model with these correlations accounted. As shown in Table 8, the fit indices showed some improvement, which indicates that the overall fit of the model, could be improved by examining these items. However, since the model fit indices are acceptable, the researcher decided to retain all items in the final model.

Table 7

*Fit Indices For The Final Model With 22 Items*

|                | Chi-square | p    | df  | Chi-square/df | RMSEA | CFI  |
|----------------|------------|------|-----|---------------|-------|------|
| 6-Factor Model | 428.571    | .000 | 194 | 2.21          | .085  | .861 |

Table 8

*Fit Indices For The Final Model With Correlation*

|                | Chi-square | p    | df  | Chi-square/df | RMSEA | CFI  |
|----------------|------------|------|-----|---------------|-------|------|
| 6-Factor Model | 393.508    | .000 | 190 | 2.07          | .080  | .879 |

The internal consistency estimates showed an alpha level of .90 for the over all FMS. The alpha level for the subscales were .81 for the quality of the game, .86 for the escape, .81 for the boredom avoidance, .77 for the social, .76 for the entertainment, and .48 for the sport atmosphere. Table 9 presents the alpha scores, means, and standard deviations for FMS including the subscales. The entertainment subscale had the highest mean score which means that sport fans tend to be more motivated by the entertainment value of sporting events than other motives.

Table 9

*The Reliability Coefficients, Means, and Standard Deviations For The FMS*

| Scale               | Number of Items | Alpha | Mean | SD  |
|---------------------|-----------------|-------|------|-----|
| FMS                 | 22              | .90   | 3.38 | .57 |
| Quality of The Game | 4               | .81   | 3.53 | .82 |
| Escape              | 5               | .86   | 3.21 | .83 |
| Boredom Avoidance   | 5               | .81   | 2.79 | .81 |
| Social              | 3               | .77   | 3.65 | .77 |
| Entertainment       | 3               | .76   | 4.10 | .69 |
| Sport Atmosphere    | 2               | .48   | 3.51 | .81 |

According to the outcomes of the factor analysis and the reliability estimates, the FMS has a sound construct with the exception of the sport atmosphere component. It has a reliability of 0.48 and composed only two items. However, the researcher decided to keep it for the following reasons. First, deleting the two items under the sport atmosphere factor would negatively affect the structure of the scale in which many items would load onto factors that does not make sense. Second, the results could be an artifact of the sample of subjects of the present study. Since this study is the first test for the FMS, it is conceivable that the six components model may be supported in future studies with other samples. Third and finally, the sport atmosphere motive has been used in previous studies and it refers to the extent that friendly atmosphere contributes to the enjoyment of sporting events (Funk et al., 2002; Weiller & Higgs, 1997). Therefore, based of the above reasons, the sport atmosphere component was retained.

Furthermore, the intercorrelations among the subscales are shown in table 10. The correlations between the components range from 0.11 to 0.62. These correlations indicate that all subscales are distinct construct of sport fan motivation.

Table 10

*The Intercorrelations Among The Subscales*

| Subscale            | 1    | 2    | 3    | 4    | 5    | 6    |
|---------------------|------|------|------|------|------|------|
| Quality of The Game | --   |      |      |      |      |      |
| Escape              | 0.50 | --   |      |      |      |      |
| Boredom Avoidance   | 0.27 | 0.62 | --   |      |      |      |
| Social              | 0.17 | 0.31 | 0.27 | --   |      |      |
| Entertainment       | 0.55 | 0.44 | 0.27 | 0.41 | --   |      |
| Sport Atmosphere    | 0.34 | 0.49 | 0.42 | 0.43 | 0.48 | --   |
| FMS-total           | 0.68 | 0.85 | 0.75 | 0.54 | 0.68 | 0.67 |

As of the relationship between the sport fan motivation and ethnic identity, the Pearson correlation coefficient indicates a correlation of  $r(168) = .043$  with  $p = 0.580$ . Also, the correlations between the ethnic identity and the subscales of the FMS were calculated (see Table 11). Moreover, this study was designed to answer two hypotheses. The first hypothesis was whether ethnic identity is positively related to sport fan motivation. As shown in Table 11, Pearson correlation coefficient showed that there is no significant relationship between sport fan motivations and ethnic identity. Previous studies reported differences in fan motivations based on the race factor; therefore, it was assumed that ethnic identity would be correlated with fan motivation. However, the results of the current study do not support that assumption and showed no significant relationship between the two variables.

The second hypothesis was that there is a difference between African Americans and European Americans in their ethnic identity. As illustrated in Table 12, the independent-sample t test analysis indicated that African Americans had a mean of 4.1, European Americans had a mean of 3.4, and the means did differ significantly ( $p = .001$ ). So the results support the hypothesis that there is a significant difference between African American and European American in their ethnic identity. It is, also, consistent with the findings of previous studies (Phinney, 1992; Roberts et al., 1999).

Table 11

*Correlations Between The MEIM and The FMS*

|                     | MEIM  |      |
|---------------------|-------|------|
|                     | r     | p    |
| FMS (total)         | .043  | .580 |
| Quality of The Game | .141  | .068 |
| Escape              | -.002 | .977 |
| Boredom Avoidance   | -.032 | .683 |
| Social              | -.035 | .655 |
| Entertainment       | .058  | .456 |
| Sport Atmosphere    | .109  | .157 |

Table 12

*T-Test For Ethnic Identity Based On Ethnicity*

| Ethnicity         | N  | M   | SD  | t     | Sig. |
|-------------------|----|-----|-----|-------|------|
| African American  | 64 | 4.1 | .52 | 6.401 | .000 |
| European American | 67 | 3.4 | .73 |       |      |

The following tables compared the mean scores for all participants in the FMS based on gender, ethnicity, level of education, work hours, free time, and the GPA.

Table 13

*The Differences In Fan Motivation By Gender (T Test)*

| Scale               |        | N  | Mean   | t      | Sig. |
|---------------------|--------|----|--------|--------|------|
| FMS                 | female | 92 | 3.2451 | -3.595 | .000 |
|                     | male   | 77 | 3.5549 |        |      |
| Quality of The Game | female | 92 | 3.2120 | -6.433 | .000 |
|                     | male   | 77 | 3.9318 |        |      |
| Escape              | female | 92 | 3.0239 | -3.404 | .001 |
|                     | male   | 77 | 3.4519 |        |      |
| Boredom Avoidance   | female | 92 | 2.6587 | -2.327 | .021 |
|                     | male   | 77 | 2.9481 |        |      |
| Social              | female | 92 | 3.7210 | 1.213  | .227 |
|                     | male   | 77 | 3.5758 |        |      |
| Entertainment       | female | 92 | 4.0109 | -1.851 | .066 |
|                     | male   | 77 | 4.2078 |        |      |
| Sport Atmosphere    | female | 92 | 3.4674 | -.773  | .441 |
|                     | male   | 77 | 3.5649 |        |      |

In terms of differences in fan motivations based on gender, a t test showed that males and females have significant differences in the total FMS and in the subscales quality of the game, escape, and boredom avoidance in which males had higher mean scores. Therefore, males are more likely than females to attend or watch sporting events for reasons such as to see highly skilled players, to escape the daily routine, or to avoid boredom. The social motive is the only subscale that females had higher mean than males. The highest mean score for males and females was in the entertainment component, which indicates that entertainment is a strong motive for sport fans to watch or attend sporting events (Table 13).

Table 14

*The Differences In Fan Motivation By Ethnicity (T Test)*

| Scale               | Ethnicity         | N  | Mean   | t       | Sig. |
|---------------------|-------------------|----|--------|---------|------|
| FMS                 | African American  | 64 | 3.2919 | - 2.615 | .010 |
|                     | European American | 67 | 3.5502 |         |      |
| Quality of The Game | African American  | 64 | 3.5898 | .002    | .998 |
|                     | European American | 67 | 3.5896 |         |      |
| Escape              | African American  | 64 | 3.1188 | - 1.944 | .054 |
|                     | European American | 67 | 3.3910 |         |      |
| Boredom Avoidance   | African American  | 64 | 2.7000 | - 2.196 | .030 |
|                     | European American | 67 | 3.0119 |         |      |
| Social              | African American  | 64 | 3.4323 | - 3.687 | .000 |
|                     | European American | 67 | 3.9104 |         |      |
| Entertainment       | African American  | 64 | 4.0000 | - 1.863 | .065 |
|                     | European American | 67 | 4.2239 |         |      |
| Sport Atmosphere    | African American  | 64 | 3.3359 | - 2.246 | .026 |
|                     | European American | 67 | 3.6642 |         |      |

With respect to ethnicity, European Americans had higher mean scores in the total FMS and all subscales with the exception of the quality of the game in which both ethnic groups had almost the same mean score. However, the differences between the two ethnic groups were significant in the total FMS, boredom avoidance, social, and sport atmosphere. This outcome shows that European Americans are driven toward sporting events by social desires more than African Americans and the same can be said with regard to boredom avoidance and sport atmosphere motives (Table 14).

Table 15

*The Differences In Fan Motivation By Age (ANOVA)*

|                        |      | 19 yrs. or<br>younger<br>N (23) | 20 - 22<br>yrs.<br>N (106) | 23 - 25<br>yrs.<br>N (22) | 26 - 28<br>yrs.<br>N (6) | 29 yrs. or<br>older<br>N (10) | Total<br>N (167) | F     | Sig. |
|------------------------|------|---------------------------------|----------------------------|---------------------------|--------------------------|-------------------------------|------------------|-------|------|
| Quality of the<br>game | Mean | 3.3370                          | 3.4882                     | 3.8409                    | 3.4167                   | 3.8500                        | 3.5329           | 1.574 | .184 |
|                        | SD   | .98745                          | .83693                     | .64801                    | .62583                   | .66875                        | .82895           |       |      |
| Escape                 | Mean | 3.0696                          | 3.2113                     | 3.3636                    | 3.1000                   | 3.3200                        | 3.2144           | .406  | .804 |
|                        | SD   | .78534                          | .84395                     | .89152                    | 1.04881                  | .78994                        | .84070           |       |      |
| Boredom<br>Avoidance   | Mean | 2.9478                          | 2.8283                     | 2.7091                    | 2.6333                   | 2.3200                        | 2.7916           | 1.205 | .311 |
|                        | SD   | .69601                          | .78240                     | 1.07567                   | .87101                   | .77860                        | .82033           |       |      |
| Social                 | Mean | 3.8261                          | 3.6761                     | 3.5303                    | 3.5000                   | 3.4667                        | 3.6587           | .636  | .638 |
|                        | SD   | .59348                          | .73385                     | 1.05238                   | .58689                   | 1.05643                       | .77955           |       |      |
| Entertainment          | Mean | 4.1159                          | 4.0660                     | 4.2576                    | 3.8333                   | 4.2000                        | 4.0978           | .611  | .655 |
|                        | SD   | .64046                          | .71183                     | .74131                    | .86281                   | .47661                        | .69740           |       |      |
| Sport<br>Atmosphere    | Mean | 3.4348                          | 3.5094                     | 3.6818                    | 3.4167                   | 3.5500                        | 3.5210           | .305  | .874 |
|                        | SD   | .74322                          | .81935                     | .89370                    | .97040                   | .79757                        | .81653           |       |      |
| FMS-total              | Mean | 3.3696                          | 3.3816                     | 3.4752                    | 3.2348                   | 3.3500                        | 3.3851           | .243  | .914 |
|                        | SD   | .54396                          | .58660                     | .65145                    | .61282                   | .48865                        | .58036           |       |      |

ANOVA test was conducted to examine the differences in sport fan motivations based on participants' age. As shown in Table 15, the results indicated that there are no significant differences among the five age groups. This outcome was anticipated since all subjects were college students.

Table 16

*The Differences In Fan Motivation By Education (ANOVA)*

|                        |      | Freshmen<br>N (3) | Sophomore<br>N (25) | Junior<br>N (46) | Senior<br>N (76) | Graduate<br>N (18) | Total<br>N (168) | F     | Sig. |
|------------------------|------|-------------------|---------------------|------------------|------------------|--------------------|------------------|-------|------|
| Quality of the<br>game | Mean | 2.9167            | 3.7200              | 3.5598           | 3.4243           | 3.8472             | 3.5417           | 1.744 | .143 |
|                        | SD   | .52042            | .82386              | .81169           | .85344           | .72324             | .82878           |       |      |
| Escape                 | Mean | 2.6667            | 3.3440              | 3.1565           | 3.2132           | 3.2444             | 3.2107           | .528  | .716 |
|                        | SD   | .41633            | .67211              | .83789           | .88865           | .87193             | .83494           |       |      |
| Boredom<br>Avoidance   | Mean | 3.1333            | 3.0320              | 2.6739           | 2.8395           | 2.4333             | 2.7845           | 1.890 | .115 |
|                        | SD   | .50332            | .74539              | .73073           | .88545           | .73324             | .81424           |       |      |
| Social                 | Mean | 3.2222            | 3.9200              | 3.5942           | 3.7018           | 3.3333             | 3.6567           | 1.903 | .112 |
|                        | SD   | .76980            | .55511              | .79166           | .78614           | .89296             | .77847           |       |      |
| Entertainment          | Mean | 4.1111            | 4.2133              | 4.0870           | 4.0395           | 4.2222             | 4.0992           | .447  | .775 |
|                        | SD   | .69389            | .59223              | .75502           | .73023           | .53627             | .69554           |       |      |
| Sport<br>Atmosphere    | Mean | 3.3333            | 3.5600              | 3.4348           | 3.5461           | 3.4722             | 3.5060           | .199  | .939 |
|                        | SD   | .57735            | .76811              | .73491           | .90619           | .75678             | .81525           |       |      |
| FMS-total              | Mean | 3.1515            | 3.5582              | 3.3320           | 3.3762           | 3.3359             | 3.3828           | .814  | .518 |
|                        | SD   | .18370            | .50591              | .56545           | .63435           | .47395             | .57746           |       |      |

Similar results were found with regard to participants' level of education. No significant differences in sport fan motivations were found between freshmen, sophomore, junior, senior, and graduate students (Table 16).

Table 17

*The Differences In Fan Motivation By Work Hours (ANOVA)*

|                        |      | None<br>N (58) | 20 hours<br>or less<br>N (43) | 21 - 30<br>hrs<br>N (34) | 31 - 40<br>hrs<br>N (23) | 41 hrs or<br>more<br>N (8) | Total<br>N (166) | F     | Sig. |
|------------------------|------|----------------|-------------------------------|--------------------------|--------------------------|----------------------------|------------------|-------|------|
| Quality of the<br>game | Mean | 3.6078         | 3.5000                        | 3.3015                   | 3.6957                   | 4.0000                     | 3.5482           | 1.739 | .144 |
|                        | SD   | .78516         | .78680                        | .89141                   | .81169                   | .59761                     | .81227           |       |      |
| Escape                 | Mean | 3.4034         | 2.9674                        | 3.1000                   | 3.3391                   | 3.3750                     | 3.2181           | 2.203 | .071 |
|                        | SD   | .74785         | .85738                        | .75839                   | .96188                   | .54968                     | .81615           |       |      |
| Boredom<br>Avoidance   | Mean | 3.0448         | 2.5395                        | 2.7235                   | 2.8870                   | 2.3000                     | 2.7904           | 3.717 | .006 |
|                        | SD   | .78677         | .71386                        | .76596                   | .85030                   | .63246                     | .79202           |       |      |
| Social                 | Mean | 3.6954         | 3.6822                        | 3.7157                   | 3.4928                   | 3.2500                     | 3.6466           | .926  | .450 |
|                        | SD   | .76289         | .69371                        | .57520                   | .90381                   | 1.28174                    | .76250           |       |      |
| Entertainment          | Mean | 4.1322         | 4.1085                        | 3.9902                   | 4.2319                   | 4.0833                     | 4.1084           | .488  | .744 |
|                        | SD   | .66356         | .67738                        | .72699                   | .60665                   | .42725                     | .66080           |       |      |
| Sport<br>Atmosphere    | Mean | 3.5431         | 3.3140                        | 3.5735                   | 3.6522                   | 3.5625                     | 3.5060           | .878  | .478 |
|                        | SD   | .80723         | .93238                        | .81772                   | .59228                   | .72887                     | .81462           |       |      |
| FMS-total              | Mean | 3.5110         | 3.2516                        | 3.2995                   | 3.4723                   | 3.3409                     | 3.3869           | 1.788 | .134 |
|                        | SD   | .53263         | .56940                        | .55356                   | .57065                   | .33047                     | .55023           |       |      |

In terms of work hours, boredom avoidance was the only component with significant differences between the participants,  $F(4, 161) = 3.717, p < .05$  (Table 17). Under the boredom avoidance component, the highest mean score was recorded for the group with no working hours while the lowest mean score was for the group that works for 41 hours or more per week. It indicates that individuals with less working hours are more likely than those with greater working hours to attend or watch sporting events because they want to avoid boredom.

Table 18

*The Differences In Fan Motivation By Free Time (ANOVA)*

|                        |      | None    | 1 - 2 hrs | 3 - 4 hrs | 5 - 6 hrs | 7 hrs or<br>more | Total   | F     | Sig. |
|------------------------|------|---------|-----------|-----------|-----------|------------------|---------|-------|------|
|                        |      | N (7)   | N (28)    | N (61)    | N (42)    | N (31)           | N (169) |       |      |
| Quality of the<br>game | Mean | 3.0357  | 3.4554    | 3.5902    | 3.7619    | 3.3306           | 3.5399  | 2.087 | .085 |
|                        | SD   | 1.07460 | .84725    | .75143    | .71558    | .96693           | .82661  |       |      |
| Escape                 | Mean | 2.4286  | 3.0714    | 3.2951    | 3.3905    | 3.1484           | 3.2189  | 2.471 | .047 |
|                        | SD   | .87505  | .93049    | .82268    | .74041    | .82780           | .83929  |       |      |
| Boredom<br>Avoidance   | Mean | 2.0000  | 2.7071    | 2.7541    | 2.8619    | 3.0194           | 2.7905  | 2.527 | .043 |
|                        | SD   | .68313  | .85285    | .78264    | .86728    | .71247           | .81557  |       |      |
| Social                 | Mean | 3.6667  | 3.6667    | 3.6448    | 3.8016    | 3.4624           | 3.6548  | .853  | .494 |
|                        | SD   | .60858  | .89810    | .71458    | .71020    | .89309           | .77655  |       |      |
| Entertainment          | Mean | 3.5238  | 3.9048    | 4.1694    | 4.3095    | 3.9892           | 4.1006  | 3.233 | .014 |
|                        | SD   | .63413  | .76904    | .71911    | .51214    | .70176           | .69370  |       |      |
| Sport<br>Atmosphere    | Mean | 2.8571  | 3.4286    | 3.6967    | 3.4524    | 3.4516           | 3.5118  | 2.134 | .079 |
|                        | SD   | 1.06904 | .94000    | .72617    | .73093    | .85979           | .81641  |       |      |
| FMS-total              | Mean | 2.7987  | 3.2857    | 3.4292    | 3.5249    | 3.3372           | 3.3862  | 2.895 | .024 |
|                        | SD   | .71382  | .63478    | .51643    | .51044    | .62443           | .57742  |       |      |

With respect of the amount of free time, the participants show significant differences in the overall FMS with  $F(4, 164) = 2.895$ ,  $p < .05$ , the escape component with  $F(4, 164) = 2.471$ ,  $p < .05$ , the boredom avoidance component with  $F(4, 164) = 2.527$ ,  $p < .05$ , and the entertainment component with  $F(4, 164) = 3.233$ ,  $p < .05$  (Table 18). Finally, no significant differences were found between participants based on their GPA (Table 19).

Table 19

*The Differences In Fan Motivation By GPA (ANOVA)*

|                        |      | 3.75 or<br>higher<br>N (17) | 2.75 - 3.74<br>N (118) | 1.75 - 2.74<br>N (31) | 1.74 or<br>less<br>N (2) | Total<br>N (168) | F     | Sig. |
|------------------------|------|-----------------------------|------------------------|-----------------------|--------------------------|------------------|-------|------|
| Quality of the<br>game | Mean | 3.6176                      | 3.4852                 | 3.5968                | 4.7500                   | 3.5342           | 1.723 | .164 |
|                        | SD   | .95655                      | .82515                 | .72938                | .35355                   | .82573           |       |      |
| Escape                 | Mean | 2.8941                      | 3.2864                 | 3.1161                | 3.2000                   | 3.2143           | 1.262 | .289 |
|                        | SD   | .90586                      | .83327                 | .82909                | .28284                   | .83961           |       |      |
| Boredom<br>Avoidance   | Mean | 2.5647                      | 2.8000                 | 2.8000                | 3.5000                   | 2.7845           | .945  | .420 |
|                        | SD   | .86092                      | .80723                 | .79833                | 1.27279                  | .81424           |       |      |
| Social                 | Mean | 4.0000                      | 3.6130                 | 3.6129                | 3.6667                   | 3.6528           | 1.264 | .289 |
|                        | SD   | .50000                      | .82916                 | .67273                | .94281                   | .77841           |       |      |
| Entertainment          | Mean | 4.0196                      | 4.1554                 | 3.9570                | 3.8333                   | 4.1012           | .857  | .465 |
|                        | SD   | .66113                      | .68032                 | .77336                | .70711                   | .69573           |       |      |
| Sport<br>Atmosphere    | Mean | 3.3529                      | 3.5297                 | 3.5000                | 3.7500                   | 3.5089           | .287  | .835 |
|                        | SD   | .94810                      | .81726                 | .78528                | .35355                   | .81797           |       |      |
| FMS-total              | Mean | 3.2968                      | 3.3971                 | 3.3490                | 3.7500                   | 3.3823           | .451  | .717 |
|                        | SD   | .59268                      | .57454                 | .59871                | .35355                   | .57688           |       |      |

## CHAPTER 5

### CONCLUSION

The purpose of this research was to develop a valid and reliable measurement tool for sport fan motivation. Also, the relationship between sport fan motivation and ethnic identity was examined. Furthermore, two hypotheses were introduced at the beginning of the study. The first hypothesis assumed that ethnic identity and sport fan motivation would have a positive relationship. The second hypothesis anticipated that African Americans and European Americans differ in their ethnic identity.

The sample examined in this study included college students registered in one of the LAP courses in the summer semester at one of two public southeastern institutions. Out of 306 students, 177 students volunteered to participate in the study and filled the questionnaire with a response rate of 57.8%. However, 169 surveys were deemed usable for further analysis. As illustrated in Table 1, the sample consisted of almost an equal representation of both females (55%) and males (45%). Most of the subjects were in the age group of 20-22 years old (63.5%), which was expected since the participants were all college students with only 10.7% indicating as graduate students. More than 85% of the participants were either African Americans (41.8) or European Americans (43.8). Almost 35% of the participants indicated they did not work and 25.9% worked for 20 hours or less a week. In terms of the amount of free time, 61% of the participants had 3 to 6 hours of free time daily which reflect the students' life during the summer. In regard to their GPA, 70.2% of the students had a GPA of 2.75-3.74 and only 10.1% had 3.75 or higher.

A Pearson correlation coefficient was conducted to test the first hypothesis (Table 11). It showed no significant relationship between sport fan motivation and ethnic identity. Therefore, the result did not support the hypothesis. It was assumed that there would be a relationship between the two variables because of the significant differences in sport fan motivation based on ethnicity found in previous studies between African American and European American (Wann, Bilyeu, Brennan, Osborn, & Gambouras, 1999; Bilyeu & Wann, 2002; Armstrong, 2002). Also, some studies have used sport as a cultural item to measure ethnic identity (Phinney, 1990). However, the sample size of the current study might cause the unexpected result. A larger sample in future studies may

possibly reveal a different result. It should be noted that African American and European American are the only two ethnic groups examined in the current study, therefore, the findings cannot be generalized to other ethnicities.

The second hypothesis assumed there is a difference between African Americans and European Americans in their ethnic identity. The results of the independent-sample t test revealed that African Americans and European Americans differ significantly in their ethnic identity (Table 12). Therefore, the second hypothesis was supported by the results of this study. Moreover, African Americans reported higher mean score than European Americans, which is consistent with the findings of previous studies (Phinney, 1992; Roberts et al., 1999). It indicates that African Americans identify with their ethnic background more than European Americans. These findings support the idea that ethnic minority group members feel the need to identify with their ethnic group more than those from the majority culture group.

As mentioned in the statement of the problem, previous measures lacked the content validity needed to effectively assess sport fan motivation. They included items that reflected satisfaction and attitude rather than motivation. Thus, the primary purpose of the current study was to develop a valid and reliable measure for sport fan motivation. Therefore, exploratory and confirmatory factor analyses were performed to examine the construct of the Fan Motivation Scale (FMS). The results of the factor analysis showed that the FMS consisted of six components (Table 6). The number of items under every factor ranged from 5 to 2 items (quality of the game 4 items, escape 5 items, boredom avoidance 5 items, social 3 items, entertainment 3 items, and sport atmosphere 2 items). The reliability estimates showed high Cronbach's alpha of .90 for the over all FMS (Table 9).

The quality of the game motive refers to the aesthetic value of sport. In some of the previous scales, this factor was named the aesthetic motive (Milne & McDonald, 1999; Wann, 1995; Trail & James, 2001). It shows how some fans are attracted to sport by the beauty, grace, and other artistic characteristics of the game. The FMS included items that reflect the beauty of the game such as item 20 (the high level of skills shown by players).

The escape motive assesses the desire of some sport fans to diverge from the routine of their everyday lives. Past research suggested that sporting events gives an opportunity for many people to temporarily forget about their troubling, dissatisfying, or boring lives (Smith, 1988; Lever & Wheeler, 1984; Wann, Schrader & Wilson, 1999). In the FMS, one of the items under the escape motive is item 18 (to avoid the hustle and the bustle of daily activities).

The boredom avoidance motive appeals to sport fans who follow sport because they are bored and want to kill time. Some individuals might go to a sporting event because they have nothing else to do. Previous studies of sport fan motivation have neglected this kind of motivation. In the FMS, there are four items under the boredom avoidance motive, for example, item 10 (just to keep me busy or occupied).

The social motive assesses how some sport fans watch or attend sporting events because they want to spend time with family or friends. Watching or attending a sporting event represents an opportunity for some people to share time with others who enjoy the same type of activities. Some researchers suggested that group affiliation is an important motivation of being a sport fan (Branscombe & Wann, 1991; Smith, 1998; Wann, 1995). There are three items used in the FMS to assess the social motive. One example is item 1 (to spend quality time with my friends and family).

The entertainment motive is the one factor that many sport fans refer to as the reason for them to watch or attend sporting events. It represents the desire of some individuals to have a good time and enjoy the excitement of the game. In the FMS, one of the items used to assess the entertainment motive is item 2 (to seek excitement and stimulation).

The sport atmosphere motive refers to the extent that the surroundings and the environment contribute to the enjoyment of sporting events (Funk et al., 2002; Weiller & Higgs, 1997). Some individuals might attend a sporting event because of the beautiful design of the stadium. There are two items in the FMS to assess the sport atmosphere motive. One of them is item 7 (to be in a friendly environment of the games).

However, the outcome of this study was consistent with selected past research (Wann, 1995; Bilyeu & Wann, 2002; Wann, et al., 1999) in which the highest motivation score was on the entertainment motive. It indicates that the reason for most sport fans to

follow sporting events is be entertained. Also consistent with past research, men reported higher mean scores than women on all subscales with the exception of the social motive. In the current study, differences between men and women were significant in the total FMS, the quality of the game motive, the escape motive, and the boredom avoidance motive. It showed that men are more likely than women to watch or attend a sporting event for reasons such as the beauty of the game, to relieve stress and tension, or just to kill time. On the other hand, women are more likely than men to follow a sporting event for the reason of spending quality time with family or friends and to interact with others. It showed that women prefer the social aspect of sport more than men.

In terms of ethnic differences, over-all European American participants reported higher motivation scores than African Americans, which was consistent with earlier findings by Wann, et al. (1999). In contrast to previous research (Bilyeu & Wann, 2002), African Americans scored lower on the escape subscale than European Americans, however, the difference was statistically non-significant. The findings of this study revealed that European Americans scored significantly higher means in the total FMS, the boredom avoidance motive, the social motive, and the sport atmosphere motive than African Americans. It indicates that European Americans tend to watch or attend sporting events for reasons such as to keep them busy or occupied, to be with other people, or to enjoy the environment of the game more than African Americans.

The FMS has a number of potential applications for sport management practitioners. One way to effectively use the FMS is to develop promotional materials for a sporting event based on mean scores. The FMS can be used to determine the most important motives for the people who watch or attend a sporting event. Therefore, the content of the advertising campaign should focus on these motives. For example, the participants in the current study have rated the entertainment motive to be the most important reason for them to follow a sport game. Given that information, if the sample of this study were a target market for a sport organization, the entertainment value of the game itself and the activities around it could effectively be reinforced in the advertising materials.

The FMS, also, gives sport marketers the opportunity to explore the driving factors for a certain group of sport fans. For instance, the outcome of this study showed

significant differences between men and women as sport consumers. The men scored higher means on the total FMS and five of the six subscales than women. On the other hand, women only scored higher mean on the social motive than men. This information can be very useful for sport marketers for developing marketing plans. For example, sport marketers could highlight the quality of the game using one of the highly skilled players in the advertisement message if they were aiming at men. If the target market were women then they could put more emphasis on the family activities before and during the game.

Regarding the ethnic background of sport fans, the FMS can be used to discover the differences in fan motivations between different ethnic groups. In the case of the current study, European Americans appeared to be more motivated to follow sport games than African Americans. The significant differences found between the two ethnic groups could assess sport marketers for developing different advertising messages for each group. For example, based on the findings of the current study, European Americans might respond and be attracted to an advertisement message that reflects the friendly environment of the game and the social activities around it more than African Americans.

In this study, there were several of limitations that should be noted. The current study examined sport fans in general. Therefore, the findings do not represent a specific group of fans (i.e., basketball fans, football fans, or baseball fans). Future research can use the FMS to examine the motivation of a certain group of fans. Also, different sports should be examined to determine whether there are differences in fan motivation based on the type sport (i.e., team sports v. individual sports, men sports v. women sports). Another limitation to the current study is the ethnic background of the participants. More than 85% of the sample was either European Americans 43.8% or African Americans 41.8%. Future studies might select a sample that includes other ethnicities such as Chinese or Hispanic. So the findings can be more generalizable.

In conclusion, the FMS developed in the current study is a valid and reliable measure, however, it needs further verifications. Future studies might examine the sport atmosphere component to add more items to it and increase its alpha level in an effort to improve the overall fit of the model. In addition, since the sample used in this study was drawn from a college setting, future studies may consider a sample from a live collegiate

or professional sporting event. Nevertheless, the FMS is a useful tool for researchers in the field of sport management. Thus, the present research has hopefully enriched the body of knowledge on this topic.

## **Appendix A**

### The Cover Letter

Florida State University  
College of Education • Tallahassee, Florida 32306-4280  
Department of Sport Management, Recreation Management and Physical Education  
(850) 644-4813  
FAX: (850) 644-0975

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**Dear Student:**

My name is Yousof Al-Thibiti. I am a graduate student under the direction of Dr. E. Newton Jackson in the Department of Sport Management, Recreation Management and Physical Education at Florida State University. As part of my doctoral studies, I am investigating the sport fans' motivation and ethnic identity.

I am requesting your participation, which will involve completion of two short surveys, one is Multigroup Ethnic Identity Measure (MEIM) and the other is Fan Motivation Scale (FMS), in addition to general information concerning your gender, ethnicity, etc. Completion of these surveys will take approximately 8-10 minutes and will be conducted in one session.

Your participation in this study is completely voluntary. You may refuse to participate and/or withdraw from participation at any time without prejudice or penalty. Full confidentiality to the extent allowed by law is insured. The anonymity of your responses is guaranteed. Furthermore, you will be assigned an anonymous code number and your identity will remain confidential. The responses will be evaluated collectively and then reported in a form of doctoral dissertation, a partial requirement for my doctoral degree. The final results may be published in a journal, however confidentiality will remain. The data will be only available to me, the principal investigator and my major advisor. A copy of the findings will be sent to you if you wish.

If you have any questions concerning the research study, please call me any time at (850) 942-0859, or e-mail me at [yya0039@fsu.edu](mailto:yya0039@fsu.edu). Also, you can call Dr. E. Newton Jackson at (850) 321-7891 or e-mail him at [Newton.Jackson@famu.edu](mailto:Newton.Jackson@famu.edu). For further information you can reach the Human Subjects Committee at (850) 644-8673 or Fax (850) 644-4392.

**Return of the questionnaire will be considered your consent to participate. Thank you very much for participating in this study.**

Sincerely yours,

Yousof Al-Thibiti  
Doctoral Student  
[yya0039@fsu.edu](mailto:yya0039@fsu.edu)  
(850) 942-0859

## **Appendix B**

### Fan Motivation Scale (FMS)

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## Fan Motivation Scale (FMS)

Number 2 Pencil ONLY

FSU Assessment Services/MW 7/16/2004

**Directions:** The following are reasons that can drive individuals to watch and attend sports games. By "sports games," we mean competitive games between sport teams at the college or the professional level in any type of sport. Please read each statement, and then blacken the appropriate circle on this answer sheet. Responses range from Strongly Disagree to Strongly Agree. Responses are confidential.

### ONE OF MY REASONS TO WATCH AND ATTEND SPORT GAMES IS....

1. to spend quality time with my friends and family.
2. to seek excitement and stimulation.
3. to get away from my everyday routine.
4. the artistic value of the game.
5. to increase my self-esteem.
6. to occupy my free time.
7. to be in a friendly environment of the games.
8. the beauty and grace of the game.
9. to see my team wins.
10. just to keep me busy or occupied.
11. to be with other people.
12. the opportunity to forget about my problems.
13. the good performance by players during matches.
14. because I care about sport games.
15. because I am bored of other things in life.
16. to interact with others.
17. to have a good time.
18. to avoid the hustle and the bustle of daily activities.
19. to relax.
20. the high level of skills shown by players.
21. to make me feel good.
22. to kill time.
23. to gain a feeling of belonging.
24. to be entertained.
25. my high regard of sport games.
26. for the pleasure I experience during the sport games.
27. to relieve stress and tension.
28. to use it as a form of recreation.

|     | Strongly Disagree     | Disagree              | In Between            | Agree                 | Strongly Agree        |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## **Appendix C**

### Multigroup Ethnic Identity Measure (MEIM)

■ ■ ■

## Multigroup Ethnic Identity Measure (MEIM)

Number 2 Pencil ONLY

FSU Assessment Services/JMW 7/16/2004

**Directions:** In this country, people come from many different nations and cultures, and there are many different words to describe the different back grounds or ethnic groups that people come from. Some examples of ethnic groups are Hispanic or Latino, Black or African American, Asian American, Chinese, Filipino, Native American, Mexican American, Caucasian or White, Italian American, and many others. The following statements are about your ethnicity or your ethnic group and how you feel about it or react to it. Please read each statement, and then blacken the appropriate circle on this answer sheet. Responses range from Strongly Disagree to Strongly Agree. Responses are confidential.

|  | Strongly Disagree     | Disagree              | In Between            | Agree                 | Strongly Agree        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 29. I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. I am active in organizations or social groups that include mostly members of my own ethnic group.              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. I have a clear sense of my ethnic background and what it means for me.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. I think a lot about how my life will be affected by my ethnic group membership.                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. I am happy that I am a member of the group I belong to.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. I have a strong sense of belonging to my own ethnic group.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. I understand pretty well what my ethnic group membership means to me.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. In order to learn more about my ethnic background, I have often talked to other people about my ethnic group.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. I have a lot of pride in my ethnic group.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. I participate in cultural practices of my own group, such as special food, music, or customs.                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39. I feel a strong attachment towards my own ethnic group.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. I feel good about my cultural or ethnic background.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## **Appendix D**

### Background Information

## Background Information

The following items ask you to describe yourself in a general way. Your responses will be held in confidence. Moreover, you may omit items you would prefer not to answer.

41. My gender is:  female  
 male

42. My age is:  19 yrs. or younger  
 20-22 yrs.  
 23-25 yrs.  
 26-28 yrs.  
 29 yrs. or older

43. I am:  African American  
 European American  
 Native American  
 Latino  
 Asian

44. My level of education is:  
 Freshmen  Sophomore  Junior  
 Senior  Graduate Student

45. My work hours per week are:  
 none  20 hrs. or less  21-30 hrs.  
 31-40 hrs.  41 hrs. or more

46. How much free time do you have daily, after work or school?  
 none  1-2 hrs.  3-4 hrs.  
 5-6 hrs.  7 hrs. or more

47. My grade point average (GPA) is:  
 3.75 or higher  2.75-3.74  1.75-2.74  
 1.74 or less

## **Appendix E**

### Human Subjects Committee Approval Letter



Office of the Vice President For Research  
Human Subjects Committee  
Tallahassee, Florida 32306-2763  
(850) 644-8673 · FAX (850) 644-4392

## APPROVAL MEMORANDUM

Date: 7/22/2004

To:  
**Yusof Al-Thibiti**  
**501 Blairstone Rd., Apt. 2724**  
**Tallahassee FL 32301**

Dept.: **Sports Management**

From: **John Tomkowiak, Chair**

A handwritten signature in black ink that reads "John Tomkowiak M.D.".

Re: **Use of Human Subjects in Research**  
**Sport Fans' motivation and ethnic identity**

The forms that you submitted to this office in regard to the use of human subjects in the proposal referenced above have been reviewed by the Secretary, the Chair, and two members of the Human Subjects Committee. Your project is determined to be Exempt per 45 CFR § 46.(b) 2 and has been approved by an accelerated review process.

**The Human Subjects Committee has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval does not replace any departmental or other approvals, which may be required.**

If the project has not been completed by **7/21/2005** you must request renewed approval for continuation of the project.

You are advised that any change in protocol in this project must be approved by resubmission of the project to the Committee for approval. Also, the principal investigator must promptly report, in writing, any unexpected problems causing risks to research subjects or others.

By copy of this memorandum, the chairman of your department and/or your major professor is reminded that he/she is responsible for being informed concerning research projects involving human subjects in the department, and should review protocols of such investigations as often as needed to insure that the project is being conducted in compliance with our institution and with DHHS regulations.

This institution has an Assurance on file with the Office for Protection from Research Risks. The Assurance Number is IRB00000446.

Cc: Dr. E Newton Jackson  
HSC No. 2004.485-R

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