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## An exploration of the motives, attitudes, and experiences of sport fans

Michael James D'Amico  
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AN EXPLORATION OF THE MOTIVES, ATTITUDES,  
AND EXPERIENCES OF SPORT FANS

Thesis

Submitted to

The College of Arts & Sciences of the  
UNIVERSITY OF DAYTON

In Partial Fulfillment of the Requirements for

The Degree

Master of Arts in Psychology

by

Michael James D'Amico

UNIVERSITY OF DAYTON

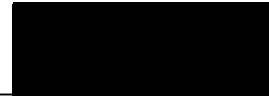
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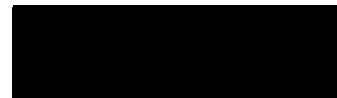
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## ABSTRACT

### AN EXPLORATION OF THE MOTIVES, ATTITUDES, AND EXPERIENCES OF SPORT FANS

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University of Dayton, 1998

Advisor: Dr. Charles E. Kimble

The purpose of this investigation was to explore the motives, attitudes and experiences related to becoming and remaining a sports fan. One hundred and thirty-five introductory students were asked if they considered themselves to be a sports fan or not. Then, the participants completed questionnaire packets related to their initial response. The questionnaire assessed their level of team identification, sport motivation, personal self-esteem, collective self-esteem, sensation-seeking tendencies, as well as support and loyalty questions. The results of the study supported several previous findings that following sports is a worthwhile leisure pursuit that enhances an individual's quality of life and has cohesive effects on society. Possible explanations for these findings are discussed, as are the implications of these findings in future studies.

## ACKNOWLEDGMENTS

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## CHAPTER I

### INTRODUCTION

In recent years, the scope of sports has expanded in tremendous proportions and the enthusiasm for sports has grown along with it (Iso-Ahola & Hatfield, 1986). There seems to be little doubt that an active interest in sport teams exists, and that the achievements and failures of the sport teams are taken very seriously by their fans. For many people, sports are more than a simple diversion from daily life; sports can and does take on a precedence over employment, friends and even family (Epstein, 1985). In fact, for many people, sports are the only diversion in life. When not watching or listening to live sporting events, fans turn to television programs like ESPN's "Sports Center" and CNN's "Sports Tonight" or the newspaper's sports section, so that they can catch their daily glimpse on their favorite team, remember past games or plan for upcoming games (Wenner & Gantz, 1989).

What motivates people to identify with sport teams? What impact and influence does sports have on the level of commitment to certain teams? These are the questions this study intends to answer. Although research efforts have been made to discover and clarify answers to these questions, none seem impressive enough to predict who will or will not identify themselves as a sports fan. In fact, most research has focused on the general, personal or demographic characteristics of sports fans (Gantz, 1981; Mihalich, 1982; Snyder & Spreitzer, 1983). For the most part, the research seems to indicate that despite subtle differences, all fans are similar. Yet, walk into any sports bar or attend a live sporting event, and it will be easy to notice that vast differences in the individuals watching the games do exist. In 1978, Pooley illustrated the point by stating that the

casual sports fan simply "observes an athletic event and when it is over, they will soon forget it" (Pooley, 1978, p.13). On the other hand, the committed sports fan "continues his interest until the intensity of feeling toward the team becomes so great that parts of every day are devoted to his team" (Pooley, 1978, p.14). Therefore, fan identification can be described as, "the extent to which individuals perceive themselves as fans of the team, are involved with the team, are concerned with the team's performance, and view the team as a representative of themselves" (Wann & Branscombe, 1991, p. 117). Before one can be a committed sports fan, one has to identify himself as a fan or member of that team. Logically, individuals who are deeply identified or committed to a sport team should differ from the less identified in terms of the reasons for investment in favorite sport teams. Despite this fact, researchers have only begun to examine the effects of identification on spectators' behavior. Past researchers have examined such factors as a preference for active pastimes (Chorbajan, 1978) or tendencies to be involved with sport as an athlete as well as a spectator (Guttmann, 1986). However, these researchers have neglected to examine factors playing the greatest role in identification with a particular team. This current study was designed to fill that void.

#### Development of Self and Self-Esteem

Self-esteem is defined as how individuals feel about and evaluate themselves. Social psychological theories of self-esteem have emphasized the more personal aspects of the self-concept. To Demo (1985), self-esteem consists of feeling good, liking yourself, being liked and treated well, feeling successful, and feeling capable of and comfortable with leading and influencing others. Generally, if a person is good at activities that others (parents, peers, etc.) have taught them to value, that person has high

self-esteem. Therefore, the lower a person's competence in these areas, the lower that person's self-esteem. For this reason, several authors have argued that individuals strive to maintain, protect, and enhance a positive self-image (Greenwald & Breckler, 1985; Tesser & Campbell, 1983). Evidence indicates that personal self-esteem is an important moderator of this tendency and that it is individuals who are high in self-esteem who are more likely to engage in self-serving or enhancement activities (Crocker, Thompson, McGraw & Ingerman, 1987). While low self-esteem individuals, in contrast, have been argued to be more self-protective (Baumeister, 1982). Therefore, it should not be surprising that people should want to make others aware of their achievements. For that reason, Schaefer (1969) suggested that fans identify strongly with a team because that team signifies an extension of their personal self and that the impact of this voluntary relationship is profound, therefore by identifying with a team, the fan is afforded the chance to affirm his own worth. Thus, fans should be motivated by sports because it gives them a feeling of accomplishment, achievement and self-worth.

### Social Identity Theory

Another important component of self-esteem is the degree to which one identifies with a group or their social identity (Tajfel, 1981). Social identity is "that part of the individual's self-concept which derives from the knowledge of their membership of a social group together with the value and emotional significance of that membership" (Tajfel, 1981, p.255). However, identification goes beyond group membership and refers to the extent of attachment to or the concern with social identities. Tajfel and his associates (Tajfel, 1981; Tajfel & Turner, 1979) have constructed social identity theory to explain this principle. The principle states that when one's personal identity is threatened

or diminished, one seeks to enhance their sense of welfare by improving their social identity. According to the theory, a social identity is a collection of individuals who see themselves as members of the same category, in our study sports fans. Crocker and Luhtanen (1990) refer to this notion as "collective self-esteem." Consequently, collective self-esteem can derive from a variety of group memberships such as family, gender, race/ethnicity, or being a sports fan. Whereas personal identity refers to how people view themselves as individuals denoting individuals' personal values, ideas, and goal; collective self-esteem refers to how individuals view the social groups to which they belong with regard to one's popularity, attractiveness, reputation and so forth (Luhtanen & Crocker, 1992). Thus, someone who has low personal self-esteem is likely to put value on their group's identity relative to other groups in order to enhance their personal self-esteem (Crocker & Major, 1989).

This need for self-esteem enhancement was evidenced in several research studies (Branscombe & Wann, 1994; Gantz, 1981; Sloan, 1989). The research showed that fans are motivated by this variable to enjoy sports because sports provide a feeling of accomplishment and achievement when an individual's team succeeds. In fact, fans are prone to increase their association with a successful team for this very reason. Cialdini and his associates (Cialdini, Borden, Thorne, Walker, Freeman, & Sloan, 1976; Cialdini & DeNicholas, 1989) have described "Basking in Reflected Glory" (BIRGing) as the tendency to identify with a winning sports team, entertainer, or famous person with whom they are only remotely associated. Specifically, they studied the frivolity of fans and their self-presentational behavior. They believed that people try to associate themselves more closely to their team after it won than after it lost. To test this, they

examined the extent to which college students wore clothing that identified their association with their schools. The results indicated that the students who associated with the team more wore school insignias after wins more than after losses. In follow-up studies, the same researchers found that students used the pronoun "we" to describe the team in describing victories more than they did in describing losses (Cialdini, Borden, Thorne, Walker, Freeman, & Sloan, 1976). These studies provide some indication that people attempt to associate themselves with positive images (winning teams) after their sense of identity has been threatened or diminished. However, this sense of identification can go beyond positive images (winning teams). There are probably plenty other "true supporters," others who have incorporated teams into their identities, but don't engage in self-presentation by only wearing school colors or insignias. No one who has seen the enthusiasm of the "cheeseheads" (Green Bay Packer fans), the Dog Pound (fans of the former Cleveland Browns) or countless other staunch fans, would doubt that people "bask in reflected glory" in several different ways. If the theories hold true, then the role of being a sport fan is likely to be quite central to the identity of individuals who identify strongly with a team. Thus, it is expected that people are motivated to become fans because of the enjoyment of sports and because sports provides a feeling of accomplishment and achievement that allows people to increase their levels of personal self-esteem. Also, highly identified sport fans should exhibit an increase in self-esteem because the team is relevant to their self-concept, while persons in low identification, because the team is only minimally relevant to their self-concept, are not expected to show changes in self-esteem. However, it should be noted that self-esteem benefits of



being a sports fan might be independent of team success and, rather, result from feelings of belonging (Branscombe & Wann, 1991).

### The Affiliation Factor

Being a sports fan can have favorable consequences for both the individual and society (McPherson, 1975). Sports can provide individuals with "something grander than themselves" that they can feel a part of, without requiring any special skills, knowledge, or acceptance of particular institutional values (Guttman, 1986). Indeed, sports represent the embodiment of the American spirit of fair competition, physical prowess, and a lack of class-based limits on participation, partially explaining their tremendous popularity in this country (Eitzen & Sage, 1986). On the personal level, an interest in sports is stoked by participation in sport, by being a spectator at sports events, and by the consumption of sports information that is conveyed by the mass media (Gantz, 1981; Wenner & Gantz, 1989). For the individual, an interest in sport is a pleasurable and innocuous way to fill leisure time, and is seen as a major contributor to one's own quality of life (Smith, 1988). Following sports leads to the development of team loyalties and identification with sports heroes, both of which help to satisfy the need for affiliation. This study will examine issues related to affiliation and loyalty to one's favorite team such as the effect of loss of games, loss of favorite players, and relocation of the team. It is assumed that despite losses highly identified fans continue to be supportive because of the need for a sense of belonging. In "The Joy of Sports", Novak (1976) talks eloquently about this point and the importance of rooting for favored sports teams:

"A team is not only assembled in one place; it also represents a place ... In sports, cities around the nation, millions of lives are affected by whether in their youth they were privileged to cheer for winners or, good naturedly, groaningly, grew up with perennial losers . . . To watch a sports event is ...

to take a risk, to root and to be rooted for ... the mode of proper observation ... is to participate ... to extend one's own identification to one side ... to absorb the blows of fortune ... to join with that team in testing the favors of the Fates."

This quote seems to indicate the importance of allegiance to a regional team.

Many fans support or choose their favorite teams based on where they live; to these fans the team not only represents the city, but also themselves. This study hopes to present data to illustrate this point. Namely, the closer one lives to that team, the stronger the identification and commitment to that team. Also, people seem to benefit from being a sports fan because an interest in sports promotes interaction with others, namely family and friends.

#### The Need for Family and Friends Factor

For these individuals, the desire to maintain group contacts and seek refuge from feelings of being alone are primary in the reasons for being a fan (Branscombe & Wann, 1991). In fact, the sport setting is a source of enjoyment because it can afford an opportunity for people with common interests to interact (Branscombe & Wann, 1991; Guttman, 1986; Wenner & Gantz, 1989). Favorite teams, favorite players and knowledge of sports lore all provide great conversation and a reason to interact with others. Sports fans invariably watch sports events with someone, usually a family member or a close friend (Smith, 1988). Stone (1970) considers sports to be universal; that is, sport is a subject that nearly everyone knows something about, and unlike most other participants, it is a topic of conversation that involves little risk. An interest in sport, then, is a catalyst that brings people together on common ground. No matter how fleeting, or how mundane, these interactions create a sense of community. Certainly, sports promoters capitalize on this need to socialize by creating family nights, as well as

forming fan or booster clubs (Offen, 1977). Iso-Ahola and Hatfield (1986) found that families who share a high interest in sports are almost twice as likely to express satisfaction with their leisure time, relative to those not involved with sports. On a similar issue, Guttman (1986) believes that sport fans develop through childhood interactions. Young sport fans develop their values and beliefs based on the actions and teachings of those close to them, namely parents, family and friends. Therefore, it is predicted that fans are motivated by the need to spend quality time with their families. Secondly, it is expected that the younger one became a fan the stronger the identification and commitment to the team. Third, it is expected that since family and friends mean so much to the individual that the opinions about the teams should be similar to their family and friends. Finally, it is expected that family members and friends were following the teams before the individuals became interested in the teams.

#### The Need for Escape

Another hypothesized motivation of fans is the desire to find an escape or diversion from everyday life. Two major contemporary theories: (1) the recreation theory (Harris, 1973; Novak, 1976) and (2) the diversion theory (Novak, 1976; Snyder & Sprietzer, 1983) depict this notion. According to the recreation theory, people restore and rejuvenate their energies through a life of play or activity. Fatigue and boredom are relieved through physical activity. Research (McPherson, 1975) has suggested that activity or involvement in sports is attractive because sports provide a kind of pleasure and an increased physical or mental welfare. On the other hand, even though the diversion theories might be seen as a continuation of the recreation theory, they hold a slightly different view. These theories state that after viewing sporting events, positive

feelings increase in the individual and prevail, whereas anger, hostility and the like become secondary. It is the increased feelings of altruism and benevolence that draws fans toward sports. For the individual, if sports are rejuvenating, then these theories suggest that fans should feel more energetic as well (Elias & Dunning, 1970). It seems logical then that sports add new dimensions to life and a very necessary change of pace (Sloan, 1989). As Smith (1988) noted, people are motivated to become sport fans because they are able to escape the "humdrum" of daily life. However, for other fans, sports are enjoyable because sports arouse senses and provide the stress that is sought (Zuckerman, 1979).

### Stress and Stimulation Theories

Many theorists (Elias & Dunning, 1970; Klausner, 1968) agreed with Zuckerman that everyday stress provides insufficient stimulation. These theorists see sports as providing the means to create and experience stress in socially acceptable ways. Research (Klausner, 1968) suggests that modern society just does not have enough exciting variability and that sports allow people to face desired challenges and experiences. As Zuckerman (1979) postulated for certain fans, sports are enjoyable because they arouse senses and provide the amount of sensation sought. Therefore, it is predicted that more identified fan will be motivated to follow sports because of the arousal of the senses and the acquisition of stress not provided by daily life. Furthermore, the study will analyze identification in more depth using Zuckerman's sensation seeking theory.

### The Sensation Seeking Theory

Why is it that certain people seem to have a greater need for change? The sensation seeking motivation may help to explain why people follow sports teams. In his research, Zuckerman (1979, 1983) outlined four sensation-seeking motives.

First, thrill and adventure seekers are people who express desires to engage in risky and adventurous activities and sports, such as football, hockey, and car racing, provide unusual sensations. Every sport involves a risk of some kind. As previously stated, spectator sport engenders feelings of tension, stress and risk that fans do not face in everyday life (Elias & Dunning, 1970). It is expected that because of the inherent risk involved in sports that highly identifying fans should be more thrill-and-adventure seekers.

Secondly, Zuckerman (1979, 1983) described sensation seekers as experience seekers. These are people that desire to seek new experiences and stimulation through living a non-conforming lifestyle. In other words, these are the people that escape the monotony of life through music, art, travel and unconventional lifestyles. The stimulation and variety derived from following sports makes life more enjoyable for many people. Thus, another prediction is that highly identified fans are more experience seekers.

Zuckerman's third idea of the sensation-seeking theory is that of disinhibition. Since for many people normal life does not provide enough excitement or stimulation, some individuals will seek to escape life in other ways. Many people do this through disinhibition of behaviors in the social sphere by drinking, partying and gambling. Sports are just one of the ways people can escape. Therefore, a reasonable prediction is that strongly identifying fans should be more prone to disinhibition.

Finally, boredom-susceptibility involves an aversion for repetition of any kind, whether in work or with other people, and restlessness and boredom when such constancy is unavoidable. These ideas suggest that modern society just does not have enough exciting variability and that sports allows people to face desired challenges and experiences. If sensation seeking is part of the personality variables associated with sport fan motivation, then it seems logical that identified fans will be representative of the boredom-susceptibility trait than slightly identified fans.

#### The Need to be Entertained

A related motive is fans' desire to be entertained. Sports serve primarily as a pastime, not unlike a trip to the movies or an amusement park. As Zillmann, Bryant, and Sapolsky (1989) noted, the entertainment advantages of sport viewing are important because, in contrast to sport participation, few, if any, special skills are required. Other theorists (Novak, 1976; Weiss, 1969) have agreed that sports must be pursued for the pleasure it provides the individual, else it would cease to be of any interest. Since attraction to sports may be a consequence of its entertainment value, it is logical to predict that strongly identifying fans follow sports because of its entertainment value.

#### The Economic Factor

Another motive for fans is purely an economical one. Some theorists (Chorbajan, 1978, Guttman, 1986) have predicted that certain fans are motivated by the potential economic gains to be garnered through sports wagering. These fans are often more interested in profits than standings, yet they still receive a great deal of enjoyment from being a sport fan (Wann & Dolan, 1994). Every sport has, at some time, compelled some of its fans to bet on the outcome. In fact, large sums of money may have changed hands.

In America, many fans have argued for the legalization of sports betting. Gambling is legal in many states, yet legalized gambling on sports can only happen in Las Vegas. Despite this fact, many fans still continue to fill out football cards every Saturday and Sunday during the fall and tournament sheets during the National Collegiate Athletic Association men's college basketball championships in March. One wonders, of course, if those who participate in these pools are really sports fans. Still, the impulse to wager on sports is probably one of the dominant motives bringing the fan out for a day at the races. Sports have always provided people with an opportunity to engage in a game of chance in which people test their abilities to back a winner, but to many, sports are more than just a game of chance, it is an opportunity to prove their superior knowledge about sports (Sloan, 1989). Therefore, this idea leads into the hypothesis that highly identified fans are more likely to be motivated to follow sports because it affords them the chance to bet on games and show their superior knowledge of sports.

#### The Aesthetic Factor

Another motivational factor is the aesthetic or artistic value of the sporting event. To some fans, sporting events are seen as a form of art. Watching people who are the best perform any craft, particularly an athletic feat, can be an energizing, euphoric experience for a fan (Duncan, 1983). A splendid athletic event rivals " ... any great work of art; but, unlike a concert where the musician normally interprets the work of the composer, the athlete is an innovator, responding to each situation that comes along" (Heinegg, 1985, p.458). On a more direct level, even ordinary athletic plays may elicit an aesthetic response. The tight spiral of a football, a crisp body check, a diving catch or a well-timed feint may exude a simple elegance that forges a bond between the player and the

audience (Guttman, 1986). Following sport can be inspiring, since it makes one aware of the human potential by giving them fleeting glimpses of perfection (Duncan, 1983). Committed sport fans say that one of the reasons they follow sport is that they are fascinated by the excellence, beauty and creativity in an athlete's or team's performance (Smith, 1988). If this concept is true, then a prediction that can be made is that people who highly identify with sports teams should do so because of the aesthetic value of the sporting event and team provides them.

### The Present Study

The literature reviewed in the introduction highlight the well-documented findings of motivation related to sports fans and suggests that there are a number of possible factors that affect motivation toward identifying oneself as a sports fan. Although the rationale behind these motives appear sound, empirical research has just begun to document and establish the relative importance of each (Sloan, 1989; Smith, 1988; Wann, 1995). The present study was designed to gain further insight into the attributes related to sport fan motivation. As mentioned previously, individuals are motivated to become sports fans for several reasons: group affiliation; the need for friends and family; escape from everyday life; eustress (i.e., positive levels of arousal); entertainment; economic factors (i.e., gambling); aesthetic or artistic qualities and self-esteem benefits..

### Motivations Predictions

The key purpose of this study is to add to the growing research on what motivates people to become and remain fans. As discussed in the introduction, several motivation factors may lead people to become fans. In this study, these factors will be examined



through the use of two measures: (1) the Sport Fan Motivational Scale (Wann, 1995) and (2) the Zuckerman Sensation Seeking Scale (Zuckerman, 1979).

The Sport Fan Motivation scale (Wann, 1995) will be used to assess eight different hypotheses related specifically to fans. In general, it is predicted that these motivation factors will be greater for participants who identify strongly with a team relative to those in low identification with a team. Each of the following predictions will be examined through correlational analyses. Specifically, it is expected that:

1) Strongly identified fans will be more motivated toward sports by affiliation needs. This prediction follows from previous research (Branscombe & Wann, 1994; Guttman, 1986; McPherson, 1975) that showed being a fan is especially important because following sports allows for the development of team loyalties, a chance to associate with other sport fans, and seek refuge from feeling alone. Also associated with this need, the study will examine factors related to team loyalty such as loss of games; loss of superstars; and loss of the team to relocation. Moreover, the study examines the issue of related to living in the vicinity of the team. It is assumed that those strongly identifying as fans live closer to their favorite teams. These predictions follow previous research on affiliation (Eitzen and Sage, 1986; Gantz, 1981; and Wenner and Gantz, 1989).

2) Strongly identified fans will value sports in order to remain close to families and friends. This prediction follows from previous research (Iso-Ahola & Hatfield, 1986; Smith, 1988; Stone, 1970) in which participants were attracted by sports in order to stay close with family and friends. Related to this prediction, it is assumed that people became sports fans in the first place because of the opinion of others important to

them (i.e., friends and family). Also, it is predicted that stronger identified fans became fans at an earlier age.

3) Strongly identified fans will display a higher need or desire to find an escape or diversion from everyday life. This prediction follows from previous research (Elias & Dunning, 1970; McPherson, 1975; Sloan, 1989; Smith, 1988) which found that sports are attractive because sports provide a kind of pleasure and increased sense of altruism not found in everyday life;

4) Strongly identified fans will have a higher need for eustress, or positive levels of arousal, that sport can provide. This prediction follows from previous research (Elias & Dunning, 1970; Klausner, 1968; Zuckermann, 1983) in which everyday stress provides insufficient stimulation and participants found sports to be enjoyable because sports arouse senses and provide sensation not provided in everyday life;

5) Strongly identified fans will value sports for its entertainment value. This prediction follows from previous research (Novak, 1976; Weiss, 1969; Zillmann, Bryant, & Sapolsky, 1989) in which participants pursued sports for the entertainment value it provided;

6) Strongly identified fans will value sports more for its economic value. This prediction follows from previous research (Chorbajian, 1978; Guttman, 1986; Sloan, 1989; Wann & Branscombe, 1992) in which participants were motivated by the potential economical and personal gains won through sport wagering and displaying knowledge of sports; and

7) Strongly identified fans will see sports as art form. In other words, certain individuals are drawn to sports because of sports intrinsic aesthetic value. This follows

from research (Duncan, 1983; Guttman, 1986; Heinegg, 1985; Smith, 1988) in which participants simply see sports as an art form and fascination with the excellence and creativity of a player or the team.

8) Strongly identified fans should be motivated to become sports fans in order to increase their feelings of self-worth and self-esteem. These follow from research conducted by Branscombe and Wann (1994), Gantz (1981) and Sloan (1989) whose research found that certain fans have a need for self-esteem enhancement.

#### Self-Esteem Predictions

As mentioned above, self-esteem enhancement and a need for increased self-worth is one of the factors associated with becoming a sports fan. As described by the self-esteem theorists, individuals are motivated to protect and maintain a positive social identity (Tajfel, 1981; Tajfel & Turner, 1979). Also, when an individual's personal identity is threatened or diminished, one will seek out something to enhance their welfare by emphasizing their social identity (Tajfel, 1981; Luhtanen & Crocker, 1992). Thus, the study examines several hypotheses related to sports and self-esteem. Specifically,

9) It is expected that individuals are motivated by sports because sports can provide a feeling of accomplishment, achievement, and self-worth.

10) Moreover, since the individual can benefit from sports, additional benefits may be received by strongly identified fans relative to those who are less allegiant, such as an increase in feelings of belonging to a group (Cialdini, Borden, Thorne, Walker, Freeman, & Sloan, 1976). These feelings of belonging and identification with teams should result in increased feelings of self-worth (Luhtanen & Crocker, 1992).

11) Also, since highly identified fans are likely to evaluate group membership more intensely, it is expected that those high in identification with the team will exhibit higher levels of collective self-esteem after identifying with a team for a significant period of time.

12) Persons in low identification are not expected to show high levels of collective self-esteem, as the team is only minimally relevant to their self-concept. Therefore, it is expected that the longer one is a fan, the higher their personal self-esteem relative to those identifying themselves as fans for a shorter period of time. These predictions follow from previous research on self-esteem (Branscombe & Wann, 1994; Gantz, 1981; Schaffer, 1969; Sloan, 1989).

#### Sensation Seeking Predictions

Some other hypotheses will be analyzed through use of Zuckerman's sensation-seeking theory (1979). If sensation seeking is one of the personality variables associated with becoming and remaining a sport fan, certain logical, theoretical expectations should follow. Each of the following hypotheses was examined through correlations with team identification.

13) It is believed that strongly identified fans are greater thrill and adventure seekers relative to those low or moderate in identification. This prediction follows from research (Zuckerman, 1983) in which fans were motivated to engage and watch sports because of the physical danger or risk involved in sports.

14) It is predicted that these fans will also be more experience seekers. This prediction follows from the research (Zuckerman, 1983) in which fans need to seek new experiences through the mind and senses. These participants needed to escape the

doldrums of life and by watching sports and becoming committed fans, they accomplish this task.

15) It is predicted that fans will be less tolerant of boredom. This prediction follows from the research (Zuckerman, 1983) in which participants have an aversion for repetitive experience of any kind and predictable events. It is believed that these fans are motivated to become and remain fans because of the excitement and unpredictability sport teams can provide.

16) It is predicted that fans will be more prone to disinhibition. This prediction follows from the research (Zuckerman, 1983) in which people who need acceptance will engage in any uninhibited behavior to do so. Since, it is believed that strongly identified fans are in need of acceptance, it is predicted that they will engage in any uninhibited behavior to gain that acceptance.

## CHAPTER II

### METHOD

#### Participants

A total of 135 participants (48 male, 87 female; mean age 18.7 years) were tested. Participants were students at the University of Dayton receiving research participation credit in exchange for participation.

#### Materials

The study used multi-paged questionnaire packets containing several sections. The first section included demographic questions such as age, gender, education level and hometown, as well as involvement with sports (Appendix I). The second section, presented only to sport fans, included various general questions about attitudes, experiences and motivations related to sports (Appendix II). With regard to their involvement with sports, participants were asked to state how much they considered themselves to be a sport fan as measured by the Sport Spectator Identification Scale (Wann & Branscombe, 1993; Appendix III). This scale contains 11 Likert-scale items in which the higher numbers represent greater levels of identification. An example question asks, "How strongly do you see yourself as a fan of your favorite team?" A response of 6 or 7 would indicate strong identification. The overall score ranges from 11 (low identification) to 77 (high identification). For the total score, internal reliability was .91, while retest reliability is .60 (Wann & Branscombe, 1993).

Another instrument used was Sports Motivation Scale (Appendix IV). The scale is designed to assess eight different motivations for involvement as a sport fan. The scale contains 23 items in Likert-scale format, with responses ranging from (1) "this is not at

all descriptive of me" to (8) "this is very descriptive of me". There are eight subscale dimensions: eustress, self-esteem, escape, entertainment, economical, aesthetic, group affiliation, and family reasons. Appendix IV has examples of questions related to each dimension. For the overall score, test-retest reliability is .80 (Wann, 1995).

Another measure was the Self-Esteem Inventory (Rosenberg, 1979, Appendix V). The scale is designed to measure global "personal self-esteem." The scale consists of 10 items to which participants indicate their agreements on a 5-point scale, with responses ranging from (1) "not at all like me" to (5) "very much like me". The test includes such items as "I often feel like a failure" and "I feel that I have a number of good qualities." It is a well-validated measure of global personal self-esteem, with high internal consistency (.92) and test-retest reliability (.80) (Rosenberg, 1979). In 1995, Kimble adapted the scale by adding eight questions from Rosenberg (1979) ancillary measures to assess personal self-esteem stability. These questions form a separate self-esteem stability scale.

Another measure used in the study was the Collective Self-Esteem Scale (Luhtanen-Crocker, 1992, Appendix VI). The scale is designed to measure self-worth as related to group membership. The scale asks participants to respond to 16 items to which they indicate their agreement on a 7-point scale ranging from (1) "strongly agree" to (7) "strongly disagree". For example, a sample question asks, "I am a worthy member of the social groups I belong to." A person with high collective self-esteem would respond with a 6 or 7, while a person with low collective self-esteem would answer 1 or 2. In 1992, Luhtanen-Crocker suggested that their scale be adapted in future studies to reflect specific groups during analysis. Therefore, this study used an adapted version of the D'Amico-Kimble Collective Self-Esteem Scale (Appendix VII) to measure self-worth as

related specifically to sports fans. For example, on the Luhtanen-Crocker, one questions asks the participant to respond to the statement, "Overall, my social groups are considered good by others." The statement was changed to "Overall, my favorite team is considered good by others" on the D'Amico-Kimble scale. Research has found the original test valid and reliable (Luhtanen-Crocker, 1992, Appendix VI).

Another measure was the Sensation Seeking Scale (Zuckerman, 1979) designed to assess one of four different motivations for sensation seeking (Appendix VII). The measure assesses thrill/adventure, experience, disinhibition and boredom-susceptibility aspects of personality. The thrill and adventure seeking (TAS) subscale consists of items expressing desires to engage in sports or activities involving some physical danger or risk. The experience seeking (ES) contain items describing the desire to seek new experiences through the mind and senses by living a non-conforming lifestyle through travel. Disinhibition (DIS) was named for the items describing the need to disinhibit behavior in the social sphere by drinking, partying, or seeking sexual pleasure. Finally, boredom-susceptibility (BS) items indicate an aversion for repetitive experience of any kind or predictable events. All items were in A or B scale format, with the participant choosing the response that was most true for them. There are ten items for each factor, yielding a total score based on the forty items. Appendix VII gives examples of the questions and scoring of the measure. For the total score, internal reliability has ranged from .83 to .86, while retest reliability has been found to be .94 (Zuckerman, 1979).

#### Overview of the Procedure

Participants were recruited through a classroom sign-up sheet. After recruitment, participants met in a classroom. Each student was seated at a desk and separated from



other students. The students were introduced to the study entitled "March Madness". Next, participants were given an informed consent form that gave an overview of the study and explained the participants' rights. After voluntarily expressing a willingness to continue by signing a consent form, participants were given a single sheet of paper with some demographic questions and a specific question about sports. The question asks the participants, "Do you ever watch, listen, or read about sports?" Then, the participants were given one of the two separate questionnaire forms based on their initial response. If the participant responded yes, they received a constant order designed packet containing all of the questionnaires. The packets were ordered in the following manner: the general questions, the Sport Spectator Identification Scale, the Sports Motivation Scale, the Self-Esteem inventory, the Collective Self-Esteem Scale (half the participants received the original, while the other half received the adapted version), and the Sensation Seeking Scale. On the other hand, if the participant answered no, they received a constant ordered questionnaire packet containing only three measures: the Self-Esteem inventory, the Sensation Seeking Scale and the original version of the Collective Self-Esteem Scale. The two packets were kept out of view to ensure that participants were unaware of the different questionnaires. In order to get an accurate measure of motivations, attitudes, and experiences related to sports, it was necessary to use the different questionnaire forms. Each participant was given instructions on how to complete the questionnaire packet. Participants were asked to answer each question as honestly as possible and to complete the packet indicating their feelings presently. They were strictly cautioned that under no circumstances should they discuss the packets with others. Participants were instructed to individually complete each measure in the order given without looking ahead. If there

were questions, they were to ask the experimenter. They were assured that their responses would be kept confidential. Upon completion of the packet, they were asked to return the packet to the experimenter. After all the packets were collected, the participants received a thorough debriefing on the study and were thanked for their cooperation and dismissed.

## CHAPTER III

### RESULTS

#### General Overview of Analyses

This study examines the motivation, attitudes and experiences impact of sports on society. Thus, some of the primary analyses used will be correlational analyses to document empirically the motives, attitudes, and experiences associated with becoming and remaining a sports fan. In general, correlational analyses were run for fans using scores the Sport Spectator Identification scale (Wann, 1993), or fanship, based on whether the participants had considered themselves a fan. Specifically, the overall score, as well as the scores from the eight subscales of the Sport Fan Motivation scale (Wann, 1995) were correlated with the Sport Spectator (Team) Identification scale (Wann, 1993). Next, general questions from the sports questionnaire were correlated with team identification. Several other measures were correlated with team identification such as the sensation seeking scale (Zuckerman, 1979), as well as the self-esteem inventory (Rosenberg, 1979), the original collective self-esteem measure (Luthanen-Crocker, 1992) and the adapted collective self-esteem measure (D'Amico-Kimble).

#### Evidence of Sports Motivation (Hypotheses 1-9)

As mentioned previously, individuals are motivated to become sports fans for several reasons: group affiliation; the need for friends and family; escape from everyday life; eustress (i.e., positive levels of arousal); entertainment; economic factors (i.e., gambling); aesthetic qualities; and self-esteem benefits. These eight subscales from the Sport Motivation Scale comprised the dependent measures used in the analyses.

A correlational analysis between overall motivation and team identification was conducted. The results indicated that participants' overall motivation toward sports was found to be stronger with people who highly identified with their teams than slightly identified fans. Results are listed in Table 1.

Next, a correlational analysis of team identification with each of the eight sports motivation subscales was conducted to examine how particular motives are related to team identification. Self-esteem motivation; the feeling of accomplishment, achievement, and self-worth achieved through sports; and the eustress motivation; the desire for positive levels of arousal; were found to be the most strongly related to fan identification. These results indicate that highly identified individuals are more motivated to be fans than other identified fans for several reasons. They are more motivated (1) to enhance self-esteem, (2) to increase levels of arousal or eustress, (3) to be entertained, (4) to escape from everyday boredom, (5) to see sports as an art form, (6) to gain economically, and (7) to be affiliated with groups. Although, the need for family or friends was found to be non-significant, the motivation scores were in the predicted direction. Results are listed in Table 1. Correlations among the total score and the subscales show that the highest intercorrelated factors are among self-esteem, escape and eustress. These results are similar to Wann (1995) findings. Results are listed in Table 2.

A stepwise regression analysis indicated that 1) self-esteem, 2) eustress, and 3) entertainment motivations were the only independent factors in the predictive equation for team identification. These results are listed in Table 3.

Table 1:

**Correlations between Team Identification and  
the Factors on the Sport Motivation Scale**

Motivations	Correlation	Number	Significance
Self-Esteem	.6282	112	$p < .001$
Eustress	.5645	112	$p < .001$
Entertainment	.3710	112	$p < .001$
Escape	.3137	112	$p < .001$
Aesthetic	.2794	112	$p < .005$
Economic	.2664	112	$p < .005$
Group Affiliation	.1954	112	$p < .05$
Family/Friend	.1539	112	$p = .105$

Table 2:

**Correlations Among the Total Sport Motivation  
Scale and the Eight Subscale Factors**

	TS	EU	SE	ES	EN	EC	AE	GA	FA
TS	-								
EU	.73*	-							
SE	.80*	.65*	-						
ES	.75*	.44*	.60*	-					
EN	.51*	.30*	.28*	.10	-				
EC	.42*	.07	.32*	.38*	.04	-			
AE	.62*	.50*	.36*	.38*	.16	.13	-		
GA	.58*	.20	.32*	.36*	.41*	.24	.19	-	
FA	.52*	.11	.37*	.32*	.43*	.14	.03	.46*	-

Note: TS = Total Score; EU = Eustress; SE = Self-esteem; ES = Escape; EN= Entertainment; EC = Economic; AE = Aesthetic; GA = Group Affiliation; FA = Family & Friends

\*Correlation was significant at the .01 alpha level (the more conservative .01 level was set because of the large number of analyses as well as the high *N*).

Table 3:

**A Stepwise Regression Analysis  
Of the Sports Motivation Scale Factors on Team Identification**

Step	Variable	R <sup>2</sup>	F	$\Delta$ in R <sup>2</sup>	t-score
1	Self-Esteem Motive	.395	71.72	.395	8.47
2	Eustress Motive	.438	42.43	.043	2.89
3	Entertainment Motive	.467	31.53	.029	2.43

### Appealing Aspects of Sports

Related to the motivational factors associated with why people become fans, individuals were asked to rank order the aspects of sports that were most appealing to them using the General Sports Questionnaire. The items ranked were entertainment or enjoyment, relaxation or recreation, excitement or thrills, something to talk about with friends or family, outlet for other life pressures, and artistic value. Responses indicated that the highest ranked item was excitement and thrills followed by entertainment. The excitement/thrill variable is similar to the eustress measure on the Sport Motivation scale. These results support the eustress and entertainment measures on the Sport Motivation Scale. However, there were no parallel motives to the self-esteem or the economic motives in the rank order judgments. The results are displayed on Figure 1.

### Self-Esteem Issues

#### Personal and Collective Self-Esteem

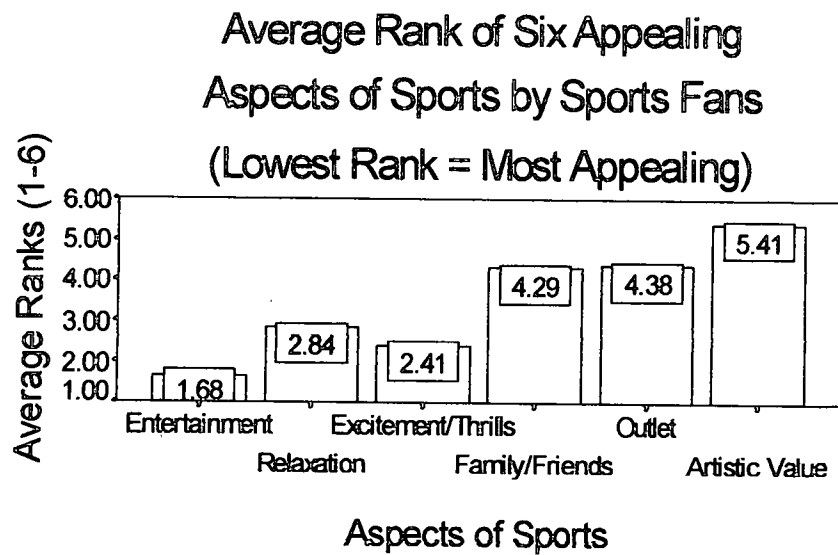
Correlational analyses were conducted with personal self-esteem and the two forms of collective self-esteem. The results indicate that the Luhtanen-Crocker collective self-esteem measure and the personal self-esteem are negatively related; high personal self-esteem is associated with low collective self-esteem, and vice versa. However, the adapted collective self-esteem scale by D'Amico and Kimble was unrelated to personal self-esteem. These results are listed in Table 4.

#### Self-Esteem and Being a Fan (Hypothesis-11)

The relationship between personal self-esteem and fanship was examined. Although in the predicted direction, the relationship between fanship and personal self-esteem was found to be non-significant. This result indicated that non-fans had higher self-esteem



**Figure 1: Rank Order of the Six Most Appealing Aspects of Sports**



**Table 4:**

**The Correlation between Personal Self-Esteem and  
the Two Collective Self-Esteem Measures**

	Correlation	Number	Significance
D'Amico-Kimble Collective SE	-.0412	58	$p = .759$
Luhtanen-Crocker Collective SE	.4579	75	$p < .001$

than sports fans did, but not significantly. Therefore, the hypothesis that participants who considered themselves as fans have lower personal self-esteem relative to those who were not at all fans was not supported. These results are listed in Table 5.

#### Self-Esteem and Team Identification (Hypothesis-10)

When the relationship between team identification and personal self-esteem was examined, the results indicated that there was no significant difference. When the relationship between team identification and the Luhtanen-Crocker collective self-esteem was examined, the results indicated that there was no significant difference. However, when the relationship between team identification and the D'Amico-Kimble collective self-esteem scale was examined, a positive correlation was found to be significant. Therefore, the adapted collective self-esteem scale highlights a relationship between team identification and collective self-esteem, while the original Luhtanen-Crocker scale does not. These results indicate that those with higher identification show higher collective self-esteem on the D'Amico-Kimble measure. These results are listed in Table 6.

#### Self-Esteem and the Length of Time Following the Team (Hypothesis-12)

It was expected that personal self-esteem of sports fans would increase based on the amount of time following the team. That is, the longer one has identified oneself as a fan, the higher that person's level of personal self-esteem. However, the relationship between the amount of years following the team and personal self-esteem for identified fans was not statistically significant. This indicates that there was not the expected change in levels of personal self-esteem after identifying with a team for a longer period of time. These results are listed in Table 7 and 8.

**Table 5:**

**The Relationship between Being a Fan  
and Two Measures of Self-esteem**

	Correlation	Number	Significance
Personal Self-esteem	.1647	133	p = .058
Luhtanen-Crocker Collective SE	-.0836	77	p = .470

\*Note: In the analysis, being a fan was represented by a score of 1, while a non-fan was represented by a score of 2. Therefore, a positive correlation with personal self-esteem indicates that non-fans had display higher levels of personal self-esteem.

Table 6:

**The Relationship between Team Identification and  
the Three Measures of Self-Esteem**

	Correlation	Number	Significance
Personal Self-esteem	-.1367	111	$p = .153$
D'Amico-Kimble Collective Self-esteem	.6653	58	$p < .001$
Luhtanen-Crocker Collective Self-esteem	.0991	54	$p = .476$

\*Note: In the analysis, low identified fans were represented by a score of 1, while high identified fans were represented by a score of 2. Therefore, a negative correlation with personal self-esteem indicates that low identified fans display higher levels of personal self-esteem.

**Table 7:**

**Correlations between the Three Self-esteem Measures  
and Length of Time Following the Team**

	Correlation	Number	Significance
Personal SE	-0.074	110	$p = .443$
LC Collective	.025	54	$p = .855$
DK Collective	.392	57	$p < .005$

**Table 8:**

**Correlations between Personal Self-Esteem and Length of Time  
Following the Team for High and Low Identified Fans**

	Correlation	Number	Significance
High identification	-.0226	54	p = .871
Low identification	-.0959	56	p = .482

It was expected that collective self-esteem of sports fans would increase based on the amount of time following the team (Hypothesis-12). The relationship between the amount of years following a team and collective self-esteem was not statistically significant on the Luthanen-Crocker scale. However, when measured on the D'Amico-Kimble scale, the relationship was highly significant. Yet, the correlation between the amount of years following a team and collective self-esteem scores on both scales for highly identified fans and slightly identified fans were not statistically different from each other. This indicates that there was no change in levels of collective self-esteem after identifying with a team for a longer period of time. These results are listed in Table 9 and 10.

#### Sensation Seeking Issues (Hypotheses 13-16)

Another way to examine the eustress or arousal motivation variable is through the Sensation-Seeking measure (Zuckerman, 1979). The four subscales from the Sensation Seeking scale comprised the dependent measures used in this analysis. A correlational analysis revealed that the relationship between overall sensation seeking tendency and team identification was found to be non-significant. This result indicates that there is no significant difference in sensation seeking associated with the level of team identification. However, when the relationship between fanship and overall sensation seeking was examined, the correlation was found to be significant. The results indicated that fans had lower need for overall sensation seeking than non-sports fans did. These results are contradictory to expectations and are listed in Tables 11 and 12.



**Table 9:**

**Correlations between the Luhtanen-Crocker Collective Self-Esteem  
And Length of Time Following the Team for High and Low Identified Fans**

	Correlation	Number	Significance
Hi Identification	-.03	26	$p = .878$
Lo Identification	.04	28	$p = .844$

**Table 10:**

**Correlations between the D'Amico-Kimble Collective Self-Esteem  
And Length of Time Following the Team for High and Low Identified Fans**

	Correlation	Number	Significance
Hi Identification	.24	28	p = .223
Lo Identification	.06	29	p = .774

**Table 11:**

**Correlations between Team Identification  
and the Sensation Seeking Scale**

Sensation Seeking Factors	Correlation	Number	Significance
Overall	-.110	97	$p = .283$
Disinhibition	.232	112	$p < .05$
Boredom	.089	112	$p = .351$
Thrill/Adventure	.074	112	$p = .437$
Experience	.061	112	$p = .525$

**Table 12:**

**Correlations between Fanship  
and the Sensation Seeking Scale**

Sensation Seeking Factors	Correlation	Number	Significance
Overall	.246	119	$p < .01$
Disinhibition	.239	120	$p < .01$
Thrill/Adventure	.157	135	$p = .069$
Boredom	.145	135	$p = .093$
Experience	.138	132	$p = .115$

A correlational analysis of team identification with each of the Sensation Seeking subscales was conducted to examine how particular sensation seeking aspects are related to team identification and fanship. The correlation between disinhibition, the seeking of sensation through drinking, partying, gambling and sexual variety and team identification was found to be significant. These results indicate that highly identified fans are more prone to disinhibition activities. Also, when the relationship between fanship and disinhibition was examined, results indicated that fans had higher tendency toward disinhibition activities than non-sport fans did. When correlated with team identification and fanship, the relationships between the susceptibility to boredom, the need for thrill and adventure, and experience seeking were found to be non-significant. This indicates there is no significance difference between team identification and the three other Sensation Seeking subscales. These results are listed in Table 11 and 12.

#### Support and Loyalty Issues

Participants were asked to rank order in importance their initial reason for becoming a fan. The possible reasons included popularity of the team, record of the team, location of the team, presence of a superstar, promotion of the event or games and attended the school or college. Participants' impressions revealed that the location of the team or the presence of a superstar were the most important reasons for initial interest in becoming sports fans. However, upon further analysis of location, the results indicated that highly identified fans do not live closer to their favorite teams in comparison to slightly identified fans was not supported. Therefore, the results seem to indicate that just being in the general vicinity of a team was enough to fuel fanship. These data are presented in Table 13 and Figure 2.

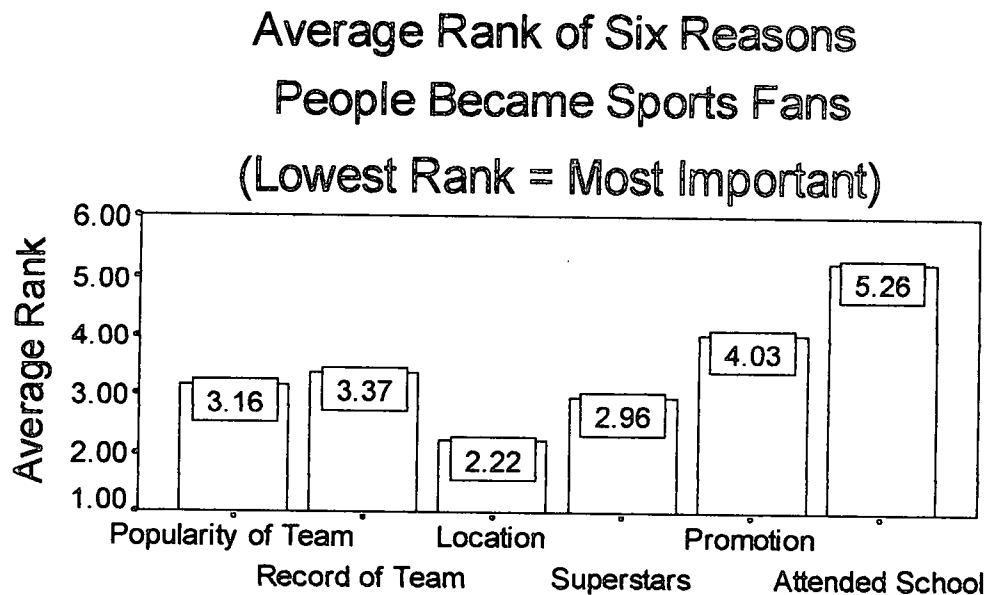
**Table 13:**

**Correlation between Team Identification  
and Living in the Vicinity of the Team**

Items	Correlation	Number	Significance
Distance Living Away from Team	-.0399	112	$p = .676$
Living in Vicinity to the Team	.1032	62	$p = .105$

Figure 2:

Average Rank of the Six Reasons Why People Became Sport Fans



Related to the reasons why people became fans, the study examined several items concerning team support and loyalty. Six questions from the General Sports Questionnaire comprised the dependent measures used in the analysis for overall support, while three questions comprised the dependent measures for loyalty. Analysis revealed that those who are highly identified with their team show stronger support and loyalty toward their team. A correlational analysis of team identification with each of the six questions was conducted to examine how particular items are related to team identification. These results indicated that those who are highly identified with their team are affected more by a team loss, are not more likely to see a loss by their team as a fluke, and are not more likely to deny being a fan after a loss. Also, results showed that highly identified fans remain loyal despite the loss of superstars and games. However, there was no indicated difference when relocation was measured. These results are listed in Table 14.

#### Non-Predicted Results

Participants were asked to indicate whether their opinions about their team were similar to friends or family. Results revealed that those who are highly identified sport fans shared similar opinions with family and friends about their teams than slightly identified fans. However, when asked if family and friends were following the teams before they became interested in the teams, results indicated that there was no difference based on team identification. This result suggests that family or group affiliation was not an initial factor in the becoming fans. When length of time following a team was examined, results indicated that high team identifiers ( $M = 9.6$  years) had been following their teams for significantly longer length of time when compared to slightly identified



fans ( $M = 7.9$  years). When age of first interest was examined, results indicated that highly identified fans were younger when they first became interested than were slightly identified fans. Thus, the fact that highly identified fans have been following their teams for a significantly longer period of time was not surprising. These results indicate that highly identified fans of teams became fans at an earlier age and have remained fans for a longer period of time. These results are listed in Table 15.

Related to the support and loyalty issues, highly identified fans tend to spend significantly more money on buying tickets, souvenirs, and are more likely to subscribe to sport magazines. On average, highly identified fans spent \$58.70, while slightly identified fans spent \$33.75.

**Table 14:**

**Correlations between Team Identification  
and the Support and Loyalty Items**

	Correlation	Number	Significance
Overall Support	.468	112	$p < .001$
Overall Loyalty	.330	112	$p < .001$
Loss having an Effect	.457	112	$p < .001$
Seeing Loss as a Fluke	.060	112	$p = .533$
Denying being a Fan after Loss by team	.001	112	$p = .959$
Loss of a superstar	.388	112	$p < .001$
Loss of games by team	.314	112	$p < .005$
Relocation of team to another city	.031	112	$p = .748$

**Table 15:**

**Correlations between Team Identification and  
Various Questions on the General Sports Questionnaire**

Questions	Correlation	Number	Significance
Opinions similar to Friends or Family Members	.1892	112	$p < .05$
Family and Friends Followed the Team First	-.0684	112	$p = .476$
Age of First Interest in the Team	.3066	112	$p < .001$
Length of Time Following the Team	.3368	111	$p < .001$

## CHAPTER IV

### DISCUSSION

#### Major Findings

The study was intended to expand on the previous research associated with sport fans. The current study investigated several motives, attitudes and experiences associated with becoming and remaining a sports fan. Specifically, the study examined such factors as initial motivation, support and loyalty aspects of sport fans, self-esteem issues and sensation seeking tendencies of sport fans in comparison to other fans and non-sport fans.

#### Sport Motivation Findings

In general, it was expected that highly identified fans would be motivated to become sports fans for several reasons. When highly identified fans' overall motivation toward sports was measured, the results indicated that those who highly identified with their teams have stronger motivations toward sports.

Specifically, the results of the present study are consistent with several of the major hypotheses about sports motives. In general, eustress or arousal motivation and self-esteem motivation were found to be the most strongly related to fan identification. These findings are consistent with similar research conducted on eustress (Branscombe & Wann, 1994; Elias & Dunning, 1970, Sloan, 1989, and Wenner & Gantz, 1989) and self-esteem (Branscombe & Wann, 1994, Gantz, 1981, and Sloan, 1989). Further investigation revealed that participants responded that excitement or thrills, followed by entertainment, were the major reasons that sports appealed to them in the first place. These results support the eustress and entertainment motivation theorists. Also, the

entertainment finding seems to be related to the disinhibition mindedness of fans from the sensation seeking scale.

Next, the study examined several hypotheses related to the specific motives of sport fans. First, it was expected that highly identified fans are motivated to become sport fans because sports can provide a feeling of accomplishment, achievement, and self-worth. Upon examination of the self-esteem motivation toward sports, results revealed that those who are highly identified with their teams are more motivated to be fans to enhance their self-esteem than low identified fans. These results are consistent with findings described in studies conducted by Cialdini, Borden, Thorne, Walker, Freeman, and Sloan (1976). This is consistent with their speculation that when fans' self-esteem is threatened, they will "bask in the reflected glory" of their team more.

Closely related to this prediction is the hypothesis that highly identified fans are motivated to become sport fans because of the need for more levels of arousal (eustress) was supported. The results indicate that those who are highly identified with their teams have stronger needs for positive levels of arousal and are motivated toward sports for this reason. This finding is consistent with studies conducted by Elias and Dunning (1970) and Zuckerman (1982), which showed that spectator sports produce feelings of tension, stress, and risk that are not faced in everyday life. In other words, the stimulation and variety derived from following sports make life more enjoyable for many people.

Related to the eustress or stress variable, the study also found that highly identified fans are motivated to become sports fans because sports can provide people a way to escape from everyday life. These results are consistent with studies conducted by McPherson (1975), Sloan (1989) and Smith (1988). Their research studies showed that

Related to the reasons why people became fans, the study examined several items concerning team support and loyalty. Six questions from the General Sports Questionnaire comprised the dependent measures used in the analysis for overall support, while three questions comprised the dependent measures for loyalty. Analysis revealed that those who are highly identified with their team show stronger support and loyalty toward their team. A correlational analysis of team identification with each of the six questions was conducted to examine how particular items are related to team identification. These results indicated that those who are highly identified with their team are affected more by a team loss, are not more likely to see a loss by their team as a fluke, and are not more likely to deny being a fan after a loss. Also, results showed that highly identified fans remain loyal despite the loss of superstars and games. However, there was no indicated difference when relocation was measured. These results are listed in Table 14.

#### Non-Predicted Results

Participants were asked to indicate whether their opinions about their team were similar to friends or family. Results revealed that those who are highly identified sport fans shared similar opinions with family and friends about their teams than slightly identified fans. However, when asked if family and friends were following the teams before they became interested in the teams, results indicated that there was no difference based on team identification. This result suggests that family or group affiliation was not an initial factor in the becoming fans. When length of time following a team was examined, results indicated that high team identifiers ( $M = 9.6$  years) had been following their teams for significantly longer length of time when compared to slightly identified

fans ( $M = 7.9$  years). When age of first interest was examined, results indicated that highly identified fans were younger when they first became interested than were slightly identified fans. Thus, the fact that highly identified fans have been following their teams for a significantly longer period of time was not surprising. These results indicate that highly identified fans of teams became fans at an earlier age and have remained fans for a longer period of time. These results are listed in Table 15.

Related to the support and loyalty issues, highly identified fans tend to spend significantly more money on buying tickets, souvenirs, and are more likely to subscribe to sport magazines. On average, highly identified fans spent \$58.70, while slightly identified fans spent \$33.75.

**Table 14:**

**Correlations between Team Identification  
and the Support and Loyalty Items**

	Correlation	Number	Significance
Overall Support	.468	112	$p < .001$
Overall Loyalty	.330	112	$p < .001$
Loss having an Effect	.457	112	$p < .001$
Seeing Loss as a Fluke	.060	112	$p = .533$
Denying being a Fan after Loss by team	.001	112	$p = .959$
Loss of a superstar	.388	112	$p < .001$
Loss of games by team	.314	112	$p < .005$
Relocation of team to another city	.031	112	$p = .748$



**Table 15:**

**Correlations between Team Identification and  
Various Questions on the General Sports Questionnaire**

Questions	Correlation	Number	Significance
Opinions similar to Friends or Family Members	.1892	112	$p < .05$
Family and Friends Followed the Team First	-.0684	112	$p = .476$
Age of First Interest in the Team	.3066	112	$p < .001$
Length of Time Following the Team	.3368	111	$p < .001$

## CHAPTER IV

### DISCUSSION

#### Major Findings

The study was intended to expand on the previous research associated with sport fans. The current study investigated several motives, attitudes and experiences associated with becoming and remaining a sports fan. Specifically, the study examined such factors as initial motivation, support and loyalty aspects of sport fans, self-esteem issues and sensation seeking tendencies of sport fans in comparison to other fans and non-sport fans.

#### Sport Motivation Findings

In general, it was expected that highly identified fans would be motivated to become sports fans for several reasons. When highly identified fans' overall motivation toward sports was measured, the results indicated that those who highly identified with their teams have stronger motivations toward sports.

Specifically, the results of the present study are consistent with several of the major hypotheses about sports motives. In general, eustress or arousal motivation and self-esteem motivation were found to be the most strongly related to fan identification. These findings are consistent with similar research conducted on eustress (Branscombe & Wann, 1994; Elias & Dunning, 1970, Sloan, 1989, and Wenner & Gantz, 1989) and self-esteem (Branscombe & Wann, 1994, Gantz, 1981, and Sloan, 1989). Further investigation revealed that participants responded that excitement or thrills, followed by entertainment, were the major reasons that sports appealed to them in the first place. These results support the eustress and entertainment motivation theorists. Also, the

entertainment finding seems to be related to the disinhibition mindedness of fans from the sensation seeking scale.

Next, the study examined several hypotheses related to the specific motives of sport fans. First, it was expected that highly identified fans are motivated to become sport fans because sports can provide a feeling of accomplishment, achievement, and self-worth. Upon examination of the self-esteem motivation toward sports, results revealed that those who are highly identified with their teams are more motivated to be fans to enhance their self-esteem than low identified fans. These results are consistent with findings described in studies conducted by Cialdini, Borden, Thorne, Walker, Freeman, and Sloan (1976). This is consistent with their speculation that when fans' self-esteem is threatened, they will "bask in the reflected glory" of their team more.

Closely related to this prediction is the hypothesis that highly identified fans are motivated to become sport fans because of the need for more levels of arousal (eustress) was supported. The results indicate that those who are highly identified with their teams have stronger needs for positive levels of arousal and are motivated toward sports for this reason. This finding is consistent with studies conducted by Elias and Dunning (1970) and Zuckerman (1982), which showed that spectator sports produce feelings of tension, stress, and risk that are not faced in everyday life. In other words, the stimulation and variety derived from following sports make life more enjoyable for many people.

Related to the eustress or stress variable, the study also found that highly identified fans are motivated to become sports fans because sports can provide people a way to escape from everyday life. These results are consistent with studies conducted by McPherson (1975), Sloan (1989) and Smith (1988). Their research studies showed that

for some individuals an involvement in sports is chosen as an escape route, which is used to seek fulfillment and freedom from everyday boredom.

One of the hypothesized motivations of sport fans is the desire to find an escape or a diversion in everyday life. A somewhat related hypothesis is that highly identified fans are expected to be motivated to become sport fans because of their need to be entertained. The results indicated that those who are highly identified with their teams have stronger need for entertainment and turn toward sports for this reason. These results are similar to findings as Zillmann, Bryant, and Sapolsky (1989), as well as Sloan (1989), who stated that watching sports serves as a form of enjoyment, not unlike watching movies or riding amusement park rides. Also, Zillmann, Bryant, and Sapolsky (1989) noted that the entertainment advantages of sports are important because, in contrast to participating, few, if any, skills are required to enjoy them.

Similarly, the hypothesis that highly identified fans would value sports more because of the intrinsic artistic value associated with sports was supported by the Sport Motivation scale results. This finding is consistent with Duncan (1983), Heinemann (1985) and Loy (1981) who reported that committed sport fans state that one of the reasons they follow sports is that they are fascinated by the excellence, beauty, and creativity in the athletic performance. However, when participants were asked to rank what aspects about sports were most appealing to them, artistic value was the lowest ranked of the appealing variables. This finding indicates that although the artistic value of sports is a motivational factor associated with becoming a sports fan, the artistic value of sports is not as appealing as other factors.

Further, the current study revealed that participants are motivated to become sport fans for economic gains through gambling on sports. In other words, being a sports fan affords people the needed opportunity to take chances or risks, as well as demonstrate superior knowledge to others. This finding is consistent with previous research conducted by Chorbajian (1978) and Guttman (1986) who found that certain fans are motivated by the profits they can gain and receive a great deal of enjoyment from being a sports fan for this reason.

Next, the hypothesis that highly identified fans are motivated to become sport fans because sports can provide people a way to stay close to those who are important to them was supported. These findings reflect similar findings of Branscombe and Wann (1991, 1994), Sloan (1989) and Smith (1988). These research studies revealed that fans are motivated by the desire to maintain group contacts and seek refuge from feelings of alienation are the primary reasons for becoming a sports fan. However, when participants were asked why they became sports fans in the first place, group affiliation was not one of the main reasons why they became sports fans.

Related to this finding, the hypothesis that highly identified fans are motivated to become sport fans because sport can provide a way for people to stay close to family and friends was not supported. A similar finding showed that family and friends were not following the team before they were. However, when asked if their opinions about their favorite team was similar to those of friends and family results indicated that they were similar. This finding does not seem to support the theories proposed by Guttman (1986), and Gantz (1981) whose research findings showed that sports provide enjoyment because it affords the opportunity for people to interact with family or friends.

### Self-Esteem Benefits of Sports

Analyses of the self-esteem hypotheses revealed that there was no significant difference in personal self-esteem between being a fan and not being a fan. However, the results were in the predicted direction when comparing fans to non-fans. Fans had slightly lower personal self-esteem than non-fans. Therefore, it seems logical that people are motivated to become fans for self-esteem benefits. As noted earlier, the research shows that people are drawn to sport for the feeling of accomplishment and self-worth enhancement. Baumeister (1982) proposed that people with high self-esteem are motivated to cultivate personal strengths, while those with low self-esteem look for remedies to alter personal deficiencies. Also, he found that the longer one identifies with something that is seen as important, the more that aspect is seen as part of their personal identity. However, the study revealed that self-esteem does not change with the length of time being a fan.

When the relationship between personal self-esteem and collective self-esteem on the Crocker-Luhtanen scale was examined, it was found to be non-significant. However, when measured on the D'Amico-Kimble scale, the relationship was found to be significant. This seems to be true since the personal self-esteem and the Crocker-Luhtanen scales measure more global aspects of self-esteem, while the D'Amico-Kimble measures a collective self-esteem specific to sport fans. On the D'Amico-Kimble measure, each of the items was changed to refer to identification with a sports team rather than a general aspect of affiliated groups.

It was expected that those who highly identified with teams would increase their self-esteem levels because the team is a more relevant part of their personal and

collective identities, while those only identifying slightly would show relatively little change because their teams are only minimally relevant to their self-concept. Thus, after identifying for a period of time, the team should become more of a part of their identity and thus would lead to increased levels of self-esteem. However, we did not find data supporting this hypothesis. This hypothesis may be hold true when working with fans of winning teams.

### Sensation Seeking Tendencies Findings

Investigation of the sensation seeking scale revealed that highly identified fans were more prone to disinhibition when compared to other fans and non-fans. These findings seem to support the earlier findings related to the entertainment, eustress and economic motivations. These results are similar to the research conducted by Zuckerman (1983) when he described disinhibition as "the seeking of sensation through drinking, partying, gambling and sexual variety." Therefore, it is not surprising if the individuals were motivated by the entertainment, eustress, and economic variable associated with sports that they would also be more prone to disinhibition tendencies.

### Support and Loyalty Findings

When participants' impressions as to why they became fans was measured, results indicated that the location of the team or the presence of a superstar was most important. However, another analysis revealed that staunch fans did not live closer to their teams. When the study investigated support and loyalty items, the findings revealed that highly identified fans are more affected by losses. However, the study showed that when compared to other fans, diehard fans are not more likely to see a loss as a fluke or deny the fact that they are fans after a loss. Also, highly identified fans are more likely to

remain fans despite the loss of games or superstars. However, there was no difference based on team identification when the team relocated to another city. These findings seem to indicate that losses affect more of a personal identity. In other words, since the staunch fans are so involved with the team, they feel that the team failures are their own personal failures, while for the casual fan a loss does not affect them as much because the team is not an important part of their personal identity. These findings are similar to Hirt, Zillmann, Erickson, and Kennedy (1992). Their research revealed that those who saw being a fan as an important part of their identity were more likely to respond to team success and failure as personal success and failure.

#### Unexpected Findings

The study also revealed that highly identified fans became fans at an earlier age than slightly identified fans. Not surprisingly, the hypothesis that highly identified fans have been following their teams for a longer period of time when compared to slightly identified fans was supported.

#### Future Directions

While the present study was designed to investigate whether certain factors related to why people become fans and remain fans, the issue has just begun to be resolved. As such, important points warrant mention. First, because the participants in the current study were somewhat homogeneous, future work is needed to validate the theories using other samples. For example, fans from different ages, genders or geographic locations. Second, because the data in the study was collected using a questionnaire format, future work is needed to document the reliability and validity of findings through other research techniques such as field observations and laboratory



settings. Finally, because the research has found that fans of different sports report a different set of motivations (Wenner & Gantz, 1989), future research should determine the extent to which attitudes, experiences, and motivations vary by specific sport type.

### Major Conclusions

Strong or highly identified fans show higher levels of self-esteem, eustress, and entertainment motivation toward sports. In general, the eustress motivation and the self-esteem motivation were found to be the most strongly related to fan identification. People seem to be motivated by sports because sports can give them a feeling of accomplishment and achievement when the team succeeds. Secondly, the stimulation and variety intrinsically found in sports, especially the excitement and thrills, derived from following sports make life more enjoyable for many people. Thus, people are motivated to become sport fans for the eustress and entertainment values of sports. Third, the study also found that highly identified fans are motivated to become sports fans because sports can provide people a way to escape from everyday life. These results also support the finding highly identified sport fans are more prone to disinhibition when compared to other sport fans and non-sport fans. The study also found that fans became interested in their teams because they lived in the vicinity of team or the team had a superstar. Similar findings indicated that highly identified fans are more affected by losses and are less likely to see a loss as a fluke or deny being a fan after a loss than slightly identified fans. Also, highly identified fans became interested in sports at an earlier age and have been following their teams for a significantly longer period of time. These results support the idea that staunch fans see their team as a more important part of their personal identity.

Although self-esteem motivation was found to be important in becoming a fan, analyses of the personal self-esteem revealed that there was no relation between personal self-esteem and identification. Also, there was no change in self-esteem after being a sports fan for a significantly longer period of time. This is in contrast to the belief that highly identified fans would increase their self-esteem levels when they view the team as a more relevant part of their personal and collective identities. Finally, there were differences in results related to collective self-esteem because the Crocker-Luhtanen scale measures a more global collective self-esteem, while the D'Amico-Kimble scale measures a collective self-esteem specific to sport fans. The D'Amico-Kimble scale was strongly related to team identification and the length of time being a fan of the team, while the Luhtanen-Crocker scale was not strongly related to sports fans' characteristics.

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## Appendix I: Opening Question

Do you ever watch, listen, or read about sports?

Y

N

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Hometown (nearest major city): \_\_\_\_\_

Year in school: \_\_\_\_\_

## Appendix II: General Questions

Age: \_\_\_\_\_  
 Gender: \_\_\_\_\_  
 Hometown (nearest major city): \_\_\_\_\_  
 Year in school: \_\_\_\_\_

This is a questionnaire to find out the way in which certain sports affect different people. Please answer question number one, and then use that response to answer the questions that follow throughout the packet. This is a measure of personal belief; therefore, there are no right or wrong answers.

1. Name your favorite sport team and the sport they play. \_\_\_\_\_
2. How old were you when you first became interested in the team. \_\_\_\_\_
3. How many years have you been following your favorite team. \_\_\_\_\_

4. Briefly describe how did you first become interested in your favorite team.

\_\_\_\_\_  
 \_\_\_\_\_

5. Why do you like the team

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. Have you ever lived in the vicinity of your favorite team? Y      N  
 How close? (# miles) \_\_\_\_\_

7. Did any of your friends (family) follow the team before you did? Y      N

8. Do you subscribe to any sports magazines regularly? Y      N

9. In the last year, how much money (in dollars) have you spent on being a fan of your favorite team (buying tickets, souvenirs, pennants, etc.) \_\_\_\_\_

10. If your favorite team lost most of their star players, would you continue to be a fan?

NOT at all a fan    1      2      3      4      5      6      7      Very Much So

11. If your team relocated to another city, would you continue to be a fan?

NOT at all a fan    1      2      3      4      5      6      7      Very Much So

12. If your team began to lose most of its games, would you continue to be a fan?

NOT at all a fan    1      2      3      4      5      6      7      Very Much So

13. How similar are your opinions about your favorite team to those who care about you (family, friends)

NOT at all          1      2      3      4      5      6      7      Very Much So



14. When my favorite team loses, I often deny the fact that I am a fan of that team.

Never      1      2      3      4      5      6      7      Always

15. When my favorite team loses, I believe that the loss was just a "fluke."

Never            1            2            3            4            5            6            7            Always

16. When my favorite team loses, I believe that the loss does not have an effect on me in any way.

Disagree Strongly	1	2	3	4	5	6	7	Agree Strongly
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17. I will always be a supporter of my favorite team.

Disagree Strongly	1	2	3	4	5	6	7	Agree Strongly
----------------------	---	---	---	---	---	---	---	-------------------

18. Rank in order of importance (1, 2, etc.) of all what about sport appeals to you:

- \_\_\_\_\_ (a) entertainment/enjoyment
- \_\_\_\_\_ (b) relaxation/recreation
- \_\_\_\_\_ (c) excitement/thrills
- \_\_\_\_\_ (d) something to talk about with family and friends
- \_\_\_\_\_ (e) outlet for other life pressures
- \_\_\_\_\_ (f) artistic value

19. Rank in order of importance (1, 2, etc.) why you are a fan:

- \_\_\_\_\_ (a) popularity of the team  
 \_\_\_\_\_ (b) record of the team  
 \_\_\_\_\_ (c) location of the team  
 \_\_\_\_\_ (d) presence of superstars  
 \_\_\_\_\_ (e) promotion of events/games  
 \_\_\_\_\_ (f) attend school or college

### Appendix III: Sport Spectator Team Identification Scale

Instructions: Please answer EACH of the following questions about sports team identification using the 1 to 7 scale below. In the space below each item, simply indicate (by circling a number) how well each item describes you. There are no right or wrong answers, we simply ask that you complete the form as honestly as possible. Remember, these questions are about sports spectating, not sports participation.

1. How important is it to YOU that your favorite teams wins?

Not Important   1       2       3       4       5       6       7       Very Important

2. How strongly do YOU see YOURSELF as a fan of your favorite team?

NOT at all A Fan	1	2	3	4	5	6	7	Very Much So A Fan
---------------------	---	---	---	---	---	---	---	-----------------------

3. How strongly do your FRIENDS see YOU as a fan of your favorite team?

NOT at all A Fan	1	2	3	4	5	6	7	Very Much a Fan
---------------------	---	---	---	---	---	---	---	--------------------

4. During the season, how closely do you follow the favorite team via:

	Never	1	2	3	4	5	6	7 Almost Every Day
(a) in person		1	2	3	4	5	6	7
(b) on television		1	2	3	4	5	6	7
(c) on the radio		1	2	3	4	5	6	7
(d) televised news		1	2	3	4	5	6	7
(e) the newspaper		1	2	3	4	5	6	7

5. How important is being a fan to YOU?

Not Important	1	2	3	4	5	6	7	Very Important
---------------	---	---	---	---	---	---	---	----------------

6. How much do YOU dislike your team's greatest rivals?

Do Not Dislike      1      2      3      4      5      6      7 Dislike Very Much

**7. How often do YOU display your team's name or insignia:**

Never 1 2 3 4 5 6 7 Always

**Scoring:** Add the seven questions to receive a total team identification score.

#### Appendix IV: The Sport Fan Motivation Scale

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

This is not at all descriptive of me (1)  
This is very descriptive of me (8)

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

1      2      3      4      5      6      7      8

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

1      2      3      4      5      6      7      8

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

1      2      3      4      5      6      7      8

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

1      2      3      4      5      6      7      8

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

1      2      3      4      5      6      7      8

6. One of the main reasons that I watch, read and/or discuss sports is that I enjoy being physiologically aroused by the competition.

1      2      3      4      5      6      7      8

7. Sports are enjoyable only if you can bet on the outcome.

1      2      3      4      5      6      7      8

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

1      2      3      4      5      6      7      8

This is not at all descriptive of me (1)  
This is very descriptive of me (8)

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

1      2      3      4      5      6      7      8

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

1      2      3      4      5      6      7      8

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

1      2      3      4      5      6      7      8

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

1      2      3      4      5      6      7      8

13. To me, watching, reading, and/or discussing sports is like daydreaming because it takes me away from life's hassles.

1      2      3      4      5      6      7      8

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

1      2      3      4      5      6      7      8

15. I enjoy sports because of their entertainment value.

1      2      3      4      5      6      7      8

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

1      2      3      4      5      6      7      8

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

1      2      3      4      5      6      7      8

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

1      2      3      4      5      6      7      8

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

1      2      3      4      5      6      7      8

This is not at all descriptive of me (1)  
This is very descriptive of me (8)

20. To me, sport spectating is simply a form of recreation.

1      2      3      4      5      6      7      8

21 To me, my favorite team's successes are my successes and their losses are my losses.

1      2      3      4      5      6      7      8

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

1      2      3      4      5      6      7      8

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

1      2      3      4      5      6      7      8

#### Scoring/Validity/Reliability (Wann, 1995):

Simply add the scores together to get an overall the score for each subscale.

Factor loading appear after the question numbers.

Test-Retest reliability:  $r(136) = .80, p < .0001$  (individual consisency subscales)

- a) Eustress (questions #3 (.916), 6 (.868), 18 (.867)) (overall: .79)
- b) Self-Esteem (questions #8 (.898), 17 (.762), 21 (.809)) (overall: .80)
- c) Escape (questions #1 (.789), 9 (.868), 13 (.857)) (overall .62)
- d) Entertainment (questions #15 (.854), 19 (.908), 20 (.726)) (overall .68)
- e) Economic (questions #2 (.714), 7 (.766), 10 (.912)) (overall: .77)
- f) Aesthetic (questions #4 (.662), 5 (.743), 12 (.893)) (overall: .71)
- g) Group Affiliation (questions #11 (.613), 14 (.856), 16 (.641)) (oveall .72)
- h) Family (questions #22 (.479), 23(.992)) (overall .60)

## Appendix V: Self-Esteem Inventory Scale (Rosenberg Self-Esteem)

On the items below, indicate the degree to which each statement represents your personal reactions or feelings. Marking 1 would indicate that the statement is definitely true of your personal reactions. Marking 4 would indicate that the statement is definitely untrue of your reactions. Responses of 2 and 3 represent the reactions on the scale below.

- 1 = very much like me
- 2 = somewhat like me
- 3 = neither like nor unlike me
- 4 = somewhat unlike me
- 5 = not at all like me

1. I feel that I'm a person of worth, at least on an equal plane with others. \_\_\_\_\_
2. I feel that I have a number of good qualities. \_\_\_\_\_
3. All in all, I am inclined to feel that I am a failure. \_\_\_\_\_
4. I am able to do things as well as most other people. \_\_\_\_\_
5. I feel I do not have much to be proud of. \_\_\_\_\_
6. I take a positive attitude toward myself. \_\_\_\_\_
7. On the whole, I am satisfied with myself. \_\_\_\_\_
8. I wish I could have more respect for myself. \_\_\_\_\_
9. I certainly feel useless at times. \_\_\_\_\_
10. At times I think I am no good at all. \_\_\_\_\_
11. My opinion of myself tends to change a good deal. \_\_\_\_\_
12. On one day, I have one opinion of myself and on another day, I have a different one. \_\_\_\_\_
13. I have noticed that my ideas about myself seem to change very quickly. \_\_\_\_\_
14. Some days, I have a very good opinion of myself, other days I have a very poor opinion of myself. \_\_\_\_\_
15. I feel that nothing, or almost nothing can change the opinion I currently hold of myself. \_\_\_\_\_
16. I am extremely sensitive to criticism. \_\_\_\_\_
17. Criticism or scolding hurts me terribly. \_\_\_\_\_
18. I feel very disturbed when anyone laughs at me or blames me for something I have done wrong. \_\_\_\_\_

### Scoring:

- Overall self-esteem is found by reverse scoring numbers 3, 5, 8, 9, and 10 and adding them to the other responses.
- Stability of self-esteem is found by reverse scoring numbers 11, 12, 13, 14, 16, 17, and 18 and adding response 15 (Dr. Kimble added these as a measure of stability).
- The RSE is a 10-item Guttman scale with a Coefficient of Reproducibility of 92 percent and a coefficient of scalability of 72 percent. (p. 291, Rosenberg, 1965)
- Test-retest reliabilities greater than .80 (see Rosenberg, 1965)

## Appendix VI: Luhtanen and Crocker Collective Self-Esteem Measure (1992)

### Instructions:

We are all members of different social groups. Some of these groups pertain to gender, race, religion, nationality, ethnicity, and social class. We would like you to consider your memberships in those particular groups, and respond to the following statements on the basis of how you feel about those groups and your memberships in them. There are no right or wrong answers to any of these statements; we are interested in your honest reactions and opinions. Please read each statement carefully, and respond by using the following scale:

Strongly										
Disagree	1	2	3	4	5	6	7	Agree		
								Strongly		

1. I am a worthy member of the social groups I belong to.

1      2      3      4      5      6      7

2. I often regret that I belong to some of the social groups I do.

1      2      3      4      5      6      7

3. Overall, my social groups are considered good by others.

1      2      3      4      5      6      7

4. Overall, my group memberships have very little to do with how I feel about myself.

1      2      3      4      5      6      7

5. I feel I don't have much to offer to the social groups I belong to.

1      2      3      4      5      6      7

6. In general, I'm glad to be a member of the social groups I belong to.

1      2      3      4      5      6      7

7. Most people consider my social groups, on the average, to be more ineffective than other social groups.

1      2      3      4      5      6      7

Strongly Disagree      1      2      3      4      5      6      7      Strongly Agree

8. The social groups I belong to are an important reflection of who I am

1      2      3      4      5      6      7

9. I am a cooperative participant in the social groups I belong to.

1      2      3      4      5      6      7

10. Overall, I often feel that being the social groups of which I am a member are not worthwhile.

1      2      3      4      5      6      7

11. In general, others respect the social groups that I am a member of.

1      2      3      4      5      6      7

12. The social groups I belong to are unimportant to my sense of what kind of a person I am.

1      2      3      4      5      6      7

13. I often feel I'm useless member of my social groups.

1      2      3      4      5      6      7

14. I feel good about the social groups I belong to.

1      2      3      4      5      6      7

15. In general, others think that the social groups I am a member of are unworthy.

1      2      3      4      5      6      7

16. In general, belonging to social groups is an important part of my self-image.

1      2      3      4      5      6      7

Note: Questions 2, 4, 5, 7, 10, 12, 13, 15 are reversed scored.

Scoring: Add the responses, reverse scoring when indicated, to receive an overall collective self-esteem score.



Appendix VII: Luhtanen and Crocker Collective Self-Esteem Measure (Revised);  
D'Amico-Kimble Collective Self-Esteem Measure

Instructions:

We are all members of different social groups. Some of these groups pertain to gender, race, religion, nationality, ethnicity, and social class. We would like you to consider your membership as a sports fan, and respond to the following statements on the basis of how you feel about your favorite team and being a fan. There are no right or wrong answers to any of these statements; we are interested in your honest reactions and opinions. Please read each statement carefully, and respond by using the following scale:

Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
----------------------	---	---	---	---	---	---	---	-------------------

1. I am a worthy fan of the team I follow.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

2. I often regret that I am a fan of my favorite team.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

3. Overall, my favorite team is considered good by others.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

4. Overall, being a fan has very little to do with how I feel about myself.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5. I feel I don't have much to offer to my favorite team.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

6. In general, I'm glad to be a fan.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

7. Most people consider my favorite team, on the average, to be more ineffective than other teams.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
----------------------	---	---	---	---	---	---	---	-------------------

8. Being a fan is an important reflection of who I am

1      2      3      4      5      6      7

9. I am an active fan.

1      2      3      4      5      6      7

10. Overall, I often feel that being a fan is not worthwhile.

1      2      3      4      5      6      7

11. In general, others respect the team I am a fan of.

1      2      3      4      5      6      7

12. Being a fan is unimportant to my sense of what kind of a person I am.

1      2      3      4      5      6      7

13. I often feel I'm a useless member of my favorite team's fans.

1      2      3      4      5      6      7

14. I feel good about being a fan.

1      2      3      4      5      6      7

15. In general, others think that the team I follow is unworthy.

1      2      3      4      5      6      7

16. In general, being a fan is an important part of my self-image.

1      2      3      4      5      6      7

Note: Questions 2, 4, 5, 7, 10, 12, 13, 15 are reversed scored.

Scoring: Add the responses, reverse scoring when indicated, to receive an overall collective self-esteem score.

## Appendix VIII: Sensation Seeking Scale - Form V - Interest and Preference Test

### INSTRUCTIONS:

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternative lettered "A" or "B". Please circle the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you actually believe to be more true rather than the one you actually should choose or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

1.     A. I like "wild" uninhibited parties.  
       B. I prefer quiet parties with good conversation.
2.     A. There are some movies I enjoy seeing a second or even a third time.  
       B. I can't stand watching a movie that I've seen before.
3.     A. I often wish I could be a mountain climber.  
       B. I can't understand people who risk their necks climbing mountains.
4.     A. I dislike all body odors.  
       B. I like some of the earthy body smells.
5.     A. I get bored seeing the same old faces.  
       B. I like the comfortable familiarity of everyday friends.
6.     A. I like to explore a strange city or section of town by myself, even if it means getting lost  
       B. I prefer a guide when I am in a place I don't know well.
7.     A. I dislike people who do or say things just to shock or upset others.  
       B. When you can predict almost everything a person will do and say he or she must be a bore.
8.     A. I usually don't enjoy a movie or play where I can predict what will happen in advance.  
       B. I don't mind watching a movie or play where I can predict what will happen in advance.

9. A. I have tried marijuana or would like to.  
B. I would never smoke marijuana.
10. A. I would not like to try any drug which might produce strange and dangerous effects on me.  
B. I would like to try some of the new drugs that produce hallucinations.
11. A. A sensible person avoids activities that are dangerous.  
B. I sometimes like to do things that are a little frightening.
12. A. I dislike "swingers."  
B. I enjoy the company of real "swingers."
13. A. I find that stimulants make me uncomfortable.  
B. I often like to get high (drinking liquor or smoking marijuana).
14. A. I like to try new foods that I have never tasted before.  
B. I order the dishes with which I am familiar, so as to avoid disappointment and unpleasantness.
15. A. I enjoy looking at home movies or travel slides.  
B. Looking at someone's home movies or travel slides bores me tremendously.
16. A. I would like to take up the sport of water-skiing.  
B. I would not like to take up water-skiing.
17. A. I would like to try surf-board riding.  
B. I would not like to try surf-board riding.
18. A. I would like to take off on a trip with no pre-planned or definite routes, or timetable.  
B. When I go on a trip, I like to plan my route and timetable fairly carefully.
19. A. I prefer the "down-to-earth" kinds of people as friends.  
B. I would like to make friends in some of the "far-out" groups like artists or "hippies."
20. A. I would not like to learn to fly an airplane.  
B. I would like to learn to fly an airplane.
21. A. I prefer the surface of the water to the depths.  
B. I would like to go scuba diving.
22. A. I would like to meet some persons who are homosexual (men or women).  
B. I stay away from anyone I suspect of being "queer."

23. A. I would like to try parachute jumping.  
B. I would never want to try jumping out of a plane with or without a parachute.
24. A. I prefer friends who are excitingly unpredictable.  
B. I prefer friends who are reliable and predictable.
25. A. I am not interested in experience for its own sake.  
B. I like to have new and exciting experiences and sensations even if they are a little frightening, unconventional, or illegal.
26. A. The essence of good art is in its clarity, symmetry of form and harmony of colors.  
B. I often find beauty in the "clashing" colors and irregular forms of modern painting.
27. A. I enjoy spending time in familiar surroundings of home.  
B. I get very restless if I have to stay around home for any length of time.
28. A. I like to dive off the high board.  
B. I don't like the feeling I get standing on the high board (or I don't go near it at all).
29. A. I like to date members of the opposite sex who are physically exciting.  
B. I like to date members of the opposite sex who share my values.
30. A. Heavy drinking usually ruins a party because some people get loud and boisterous.  
B. Keeping the drinks full is the key to a good party.
31. A. The worst social sin is to be rude.  
B. The worst social sin is to be a bore.
32. A. A person should have considerable sexual experience before marriage.  
B. It's better if two married persons begin their sexual experience with each other.
33. A. Even if I had the money I would not care to associate with flighty persons like those in the "jet set."  
B. I could conceive of myself seeking pleasure around the world with "jet set."
34. A. I like people who are sharp and witty even if they do sometimes insult others.  
B. I dislike people who have their fun at the expense of hurting the feelings of others.
35. A. There is altogether too much portrayal of sex in movies.  
B. I enjoy watching many of the "sexy" scenes in movies.

36. A. I feel best after taking a couple of drinks.  
B. Something is wrong with people who need liquor to feel good.
37. A. People should dress according to some standards of taste, neatness and style.  
B. People should dress in individual ways even if the effects are sometimes strange.
38. A. Sailing long distances in small sailing crafts is foolhardy.  
B. I would like to sail a long distance in a small but seaworthy sailing craft.
39. A. I have no patience with dull or boring persons.  
B. I find something interesting in almost every person I talk with.
40. A. Skiing fast down a high mountain slope is a good way to end up on crutches.  
B. I think I would enjoy the sensations of skiing very fast down a high mountain slope.

### Scoring:

Add all items listed in table to receive a score for each subscale.

The total score may be obtained by summing the four subscale scores.

	No. of Items									
TAS	10	3A	11B	16A	17A	20B	21B	23A	28A	38B
ES	10	4B	6A	9A	10B	14A	18A	19B	22A	26B
DIS	10	1A	12B	13B	25B	29A	30B	32A	33B	35B
BS	10	2B	5A	7B	8A	15B	24A	27B	31B	34A

### Reliabilities/Validity: (Zuckerman, 1979)

internal reliability: ranges from .83 to .86

retest reliability: .94

Appendix B:

Research Review and Ethics Committee

Department of Psychology

Experimental Information Sheet

Experimenter: Michael J. D'Amico

Faculty Sponsor: Kimble

1. What will you call the experiment, i.e., what code name will you give it?  
March Madness.
2. Approximately, how long will it take for the average participant?  
45 minutes.
3. If subject pool, how many credits will be given for participation?  
1 hour
4. Number of male participants: We are taking volunteers regardless of sex.  
Number of female participants: See above.  
If you are running one sex, or highly unequal numbers of each sex, please explain why.
5. Describe the research procedure. What will participants be doing? What will be done to them?  
On the day of the study, subjects will be led into a classroom. Each student will be seated at a desk with enough room between them to separate them from other students. The students will be introduced to the study entitled "March Madness" and given an informed consent form that will give a basic overview of the study and explain the participants rights giving them a chance not to participate if they

so desired or to stop any time after beginning the experiment. After voluntarily expressing a willingness to continue by signing a consent form, they will be given a single sheet of paper with some demographic questions and a specific question about sports. The question asks the participants, "Do you ever watch, listen, or read about sports?" Then, they will be separated into two groups based on their responses. If the participant answers yes, they will receive a constant order designed packet containing all the questionnaires. The order of the questionnaires are as follows: (1) general questions, (2) the Sport Spectator Identification Scale, (3) the Sports Fan Motivation Scale, (4) the Rosenberg Self-Esteem Scale, (5) the Luhtanen-Crocker Collective Self-Esteem Scale (half the participants will receive the original, while the other half will receive the adapted version), and (6) the Sensation Seeking Scale. On the other hand, if the participant answers no, they will receive a constant ordered questionnaire containing three measures: the Rosenberg Self-Esteem scale, the Zuckerman Sensation Seeking Scale and the original version of the Luhtanen-Crocker Collective Self-Esteem Scale. The two questionnaires will be kept out of view to ensure that participants are unaware of the different questionnaires. In order to get an accurate measure of motivations and behavior related to sports, it will be necessary to use the different questionnaire forms. Therefore, we will use two questionnaire packets to guarantee a variety of participants and responses. If participants knew of the different forms and the true nature of the study, their answers may be biased.

Each participant will be given instructions on how to complete the questionnaire packet. Participants will be asked to answer each question as



honestly as possible and to complete the packet indicating their feelings presently. Participants will be strictly cautioned that under no circumstances should they discuss the packets with others. Participants will be instructed to individually complete each measure in the order in the packet without looking ahead. If they have questions, they will ask the experimenter. Participants will be assured that their responses will be kept confidential. Upon completion, they will be asked to return the questionnaire packet to the experimenter. The participants will receive a thorough debriefing on the study and the minimal use of deception in the study. Subjects will be shown the debriefing form and any questions they have will be answered. After the experiment ends, they will be thanked for their cooperation and dismissed.

6. Will participants experience any discomfort? Fully describe any stimuli or events that the average participant might find noxious or distasteful, either physically or psychologically. Discomfort must be minimized as much as possible.

Although, it is possible that some participants may feel uncomfortable about answering certain questions about themselves, no discomfort is expected for the average participant.

7. Will the participants be deceived in any way? Fully describe the nature of any deception either by actively misleading or lying to the participant, or through the omission of pertinent information.

Subjects will be told that the study is about sports. Subjects will be asked to

answer a simple question of whether or not they have watch, read, or listened to sporting events. This deception will be necessary because we want a variety of types of sports fans from highly committed fans to fans that have a slight interest in sports. Informing them about the true nature of the study that we are interesting in studying the motivations and the behaviors associated with becoming and remaining a sports fan may lead subjects to answer certain questions in a biased way. Subjects will also be unaware that some subjects will be receive a different packet containing a different set of questionnaires. Knowledge of the use various questionnaire packets might make them suspicious of the study and uncomfortable, thus affecting their responses. The deception in this studied allows us to create a situation where students could respond as naturally as possible. Great care will be taken during debriefing so that subjects do not feel as though they have been misled.

8. How will the participants be debriefed? Will they be debriefed verbally or given a written report? Will they be debriefed immediately or not? If not, why and when?

After the completion of the questionnaires, the participants will be debriefed immediately. Great care will be taken during the debriefing, so that the subjects do not feel that they have been misled. They will be debriefed verbally and given an accompanying written description of the purposes of the study (see attached). The written description will be retained by the investigator, so subjects will be given Dr. Kimble's and the investigator's name and phone number should any questions or concerns come up after they have left the study site.

9a. Attach a sheet containing what you will show to or say to the participants during debriefing. It should be to the participants' educational benefit, so do not write over their heads. The debriefing might include such things as the area of psychology the study would come under, a statement of the problem being investigated, the hypotheses being tested, the independent and dependent variables, the control procedures used, the general implications of the research, and a few references. It should address itself to any participant discomfort and/or deception, if used.

b. If your study involves children or other non-pool participants, attach a sheet explaining how informed consent will be obtained and how the participants will be debriefed, including copies of letters/forms to be sent to parents, teachers, principals, etc.

Give the completed form to the chairperson of the Research Review and Ethics Committee. YOU MAY NOT SIGN UP OR RUN ANY SUBJECTS UNTIL HE/SHE NOTIFIES YOU THAT YOUR STUDY HAS BEEN APPROVED.

## **Appendix C: Informed Consent Form**

### **Study Overview**

Welcome to the study, "March Madness." The following is a reminder of your rights as a potential participant. It is important to keep in mind that this is a psychological research study. As in any such study, your participation is strictly voluntary. If, now or at any time during the study, you should decide that you do not wish to participate, please let the experimenter know and you will be given credit and dismissed. Also, please keep in mind that in order to maintain complete confidentiality, all information you provide will remain anonymous and at no time will your name be associated with the responses. At the completion of the study, all questionnaires will be stored in the experimenter's possession.

This study examines the impact of certain social events on people's beliefs and behavior. During this study, you will be asked to complete a packet of questionnaires. These will contain questions on how you feel you at the moment and what your attitudes are on various social events. The study will last approximately less than one hour. Following participation, you will be debriefed to help you understand the purpose of the study. If you have any questions or concerns at this point, please let the experimenter know.

### **For Further Information**

If you have any questions regarding this study, please contact the principal experimenter, Michael J. D'Amico (285-8042) or the faculty member responsible for this study, Dr. Charles Kimble (229-2167). Also, if you feel there is an ethical problem with the study, or with any study in which you participate, please contact the following individual:

**Dr. Greg Elvers, Chair  
Research Review and Ethics Committee  
312 SJ  
phone: 229-2171**

If you have decided that you would like to participate in this study, please sign in the space provided below. Your signature indicates that you are aware of the following: (1) the general procedure to be used in the study, (2) your right to discontinue at any time and (3) the steps taken to insure confidentiality of the data you will provide during the study.

\_\_\_\_\_  
Signature of Subject

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Experimenter

\_\_\_\_\_  
Date

## Appendix D: Debriefing Information

This is a social psychological study, which has the main purpose of investigating questions related to why people become sport fans. For many years, researchers have been interested in sports and their implications for human behavior. Authors have shown that humans tend to be attracted to sports for several reasons. Among these reasons are increased arousal, increased self-esteem, escape from life, entertainment purposes, economic value, artistic value, affiliation needs, and family values (see Sloan, 1989; Smith, 1988 and Wann, 1995). Others have demonstrated that people are possibly motivated by sports in other ways. Zuckerman (1979) stated that people are motivated by sports because sports can provide thrills, excitement and relief from boredom.

One purpose of this study was to investigate these factors and further the research related to these motivations and behaviors related to sports. Another part of this study is an examination of the role of being a sports fan has in promoting certain behaviors related to sports. For example, we predict that high identification with teams would be positively correlated with factors associated with sports such as amount of time being a fan; whether friends/family liked the team; money spent on sport souvenirs; living in the same region of the team; and subscribing to magazines.

In this study, you participated in either a non-fan group or a fan group based on your response to the opening question, "do you watch, listen or read about sports?" Then, you were given a questionnaire packet. Some of you received a questionnaire packet designed for fans, while others were given a questionnaire packet designed for non-sports fans. In order to get an accurate measure motivations and behavior related to sports, it was necessary to use the different questionnaires. Rest assured that you are not being evaluated personally. We are looking for general trends in behavior based on data from many subjects. In other words, we are interested in finding out what motivates people to become and remain sports fans. If you are interested in finding out more about this topic, you might read:

Sloan, L.R. (1989). The motives of sports fans. In J.H. Goldstein (Ed.), *Sports, games, and play: Social and psychological viewpoints* (2nd ed., pp. 175-240). Hillsdale, NJ: Lawrence Erlbaum.

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If you have any questions regarding this study, please contact the principal investigator, Michael J. D'Amico (285-8042) or the faculty member responsible for this study, Dr. Charles Kimble (229-2167). Also, if you feel there is an ethical problem with the study, or with any study in which you participate, please contact the following individual:

**Dr. Greg Elvers, Chair**  
**Research Review and Ethics Committee**  
**phone: 229-2171**

Finally, it is very important that you do not discuss this study with other students. Doing so could contaminate the results and cause the study not to get finished. Thank you for this consideration.

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