

SPORT FAN IDENTIFICATION AND PERCEIVED QUALITY OF LIFE: A CASE OF  
DIVISION I-A COLLEGIATE BASKETBALL FANS

By

KRISTIN WATKINS

A THESIS PRESENTED TO THE GRADUATE SCHOOL  
OF THE UNIVERSITY OF FLORIDA IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF SCIENCE

UNIVERSITY OF FLORIDA

2012

2012 Kristin Watkins

To all who believed in me and helped me throughout this process. Thanks for the support and encouragement that has brought me to this achievement. A special thanks to the University Athletic Association for allowing me to conduct the study before one of their events.

## ACKNOWLEDGEMENTS

I want to thank the chair and members of my committee for mentoring me, the participants of this study for their willingness to participate and their open and honest responses, and the University Athletic Association for their support. I thank my friends for their constant support and assistance in collecting the survey responses and my parents for the loving encouragement that motivated me to complete my study.

## TABLE OF CONTENTS

	<u>page</u>
ACKNOWLEDGEMENTS.....	4
LIST OF TABLES.....	7
ABSTRACT.....	9
CHAPTER	
1 INTRODUCTION.....	10
Quality of Life, Fan Identification and Theoretical Frameworks.....	13
Problem Statement.....	18
Purpose of the Study.....	18
Research Question.....	19
2 REVIEW OF LITERATURE.....	20
Fan Identification.....	21
Points of Attachment and Motives.....	22
Fan Identification and Wellbeing.....	27
Quality of Life.....	31
Research Questions.....	37
3 METHOD, PROCEDURES AND DATA ANALYSIS.....	38
Description of Population.....	38
Description of Instrument.....	38
Points of Attachment Index (PAI).....	39
Comprehensive Quality of Life Scale (ComQol).....	40
Procedures.....	41
Data Analysis.....	42
Data Preparation.....	42
Reliability.....	42
Descriptive Statistics.....	43
Regression Analysis.....	43
4 RESULTS.....	45
Demographics of Sample.....	45
Points of Attachment.....	46
Wellbeing.....	46
Hierarchical Regression Analysis.....	47
Overall Satisfaction.....	47

	Material Wellbeing.....	48
	Health.....	48
	Productivity.....	49
	Intimacy.....	49
	Safety.....	50
	Place in Society.....	50
	Emotional Wellbeing.....	50
	Regression Analysis of Importance of Quality of Life Components.....	51
5	DISCUSSION AND CONCLUSIONS.....	75
	Marketing Implications.....	83
	Limitations of the Findings and Future Research.....	84
	Conclusion.....	85
APPENDIX		
A	INFORMED CONSENT.....	87
B	QUESTIONNAIRE.....	88
	LIST OF REFERENCES.....	91
	BIOGRAPHICAL SKETCH.....	98

## LIST OF TABLES

<u>Table</u>	<u>Page</u>
3-1 Reliability of each set of questions for points of attachment.....	44
4-1 Frequency and percent of demographics among respondents.....	52
4-2 Number of games attended.....	53
4-3 Mean and standard deviation of each points of attachment question.....	54
4-4 New variable means and standard deviations.....	55
4-5 Importance of quality of life components with means and standard deviations.....	56
4-6 Satisfaction of quality of life components with means and standard deviations.....	57
4-7 Mean's, standard deviations and intercorrelations for overall satisfaction and points of attachment variables with games attended in 2010-11.....	58
4-8 Regression analysis summary for points of attachment variables predicting mean satisfaction.....	59
4-9 Means, standard deviations and intercorrelations for satisfaction of material wellbeing and points of attachment variables with games attended in 2010-11.....	60
4-10 Regression analysis summary for points of attachment variables predicting material wellbeing satisfaction.....	61
4-11 Means, standard deviations and intercorrelations for satisfaction of health and points of attachment variables with games attended in 2010-11.....	62
4-12 Regression analysis summary for points of attachment variables predicting health satisfaction.....	63
4-13 Means, standard deviations and intercorrelations for satisfaction of productivity and points of attachment variables with games attended in 2010-11.....	64
4-14 Regression analysis summary for points of attachment variables predicting productivity satisfaction.....	65
4-15 Means, standard deviations and intercorrelations for satisfaction of intimacy and points of attachment variables with games attended in 2010-11.....	66
4-16 Regression analysis summary for points of attachment variables predicting intimacy	

	satisfaction.....	67
4-17	Means, standard deviations and intercorrelations for satisfaction of safety and points of attachment variables with games attended in 2010-11.....	68
4-18	Regression analysis summary for points of attachment variables predicting safety satisfaction.....	69
4-19	Means, standard deviations and intercorrelations for satisfaction of place in society and points of attachment variables with games attended in 2010-11.....	70
4-20	Regression analysis summary for points of attachment variables predicting place in society satisfaction.....	71
4-21	Means, standard deviations and intercorrelations for satisfaction of emotional wellbeing and points of attachment variables with games attended in 2010-11.....	72
4-22	Regression analysis summary for points of attachment variables predicting emotional wellbeing satisfaction.....	73
4-23	Beta coefficients for importance of quality of life components influenced by points of attachment with games attended in 2010-11.....	74

Abstract of Thesis Presented to the Graduate School  
of the University of Florida in Partial Fulfillment of the  
Requirements for the Degree of Master of Science

SPORT FAN IDENTIFICATION AND PERCEIVED QUALITY OF LIFE: A CASE OF  
DIVISION I-A COLLEGIATE BASKETBALL FANS

By

Kristin Watkins

August 2012

Chair: Kyriaki Kaplanidou

Major: Sport Management

The purpose of this study was to determine if there is a relationship between fan identification's seven points of attachment and the quality of life components. The seven points of attachment were used to determine if certain attachments influenced people's satisfaction with the seven quality of life components. The two theories used for the theoretical framework in this study were the Social Identity Theory and the Self-Categorization Theory. The relationship between the points of attachment and quality of life was tested to see if certain points of attachment had more influence on quality of life components than other points. Fans attending three home basketball games of University of Florida ( $N = 343$ ) were asked to fill out surveys onsite. There were a total of 194 responses, resulting in a 56.6% response rate. The results showed that only attachment to the university, community and coach had influence on satisfaction with quality of life components. The results of this study can be used to better understand what fans are most attached to and if those attachments influence quality of life. Results suggested that most fans attached to the university and that was the most influential on the quality of life components. Additional work is needed to include other aspects of wellbeing and to apply this study to other sports.

## CHAPTER 1 INTRODUCTION

The 2010 football season set a new record for national attendance at intercollegiate football games across the three divisions of the NCAA with 49,670,895 people total (NCAA.org). With almost 50 million people attending college football games each year, there is an increase in the interest of whether there are benefits that come from fans identifying with teams and attending sporting events. This study will look at the points of attachment that create fan identification and see if there is an effect on a person's perceived quality of life. To understand fan identification, it is important to look at why sports are important in today's society.

Sports have become a major part of society, even in 1988 the price of an advertisement during the Super Bowl cost over one million dollars (Wenner, L., 1989). During that time ESPN was growing and teams even had cable channels that picked them up and aired their games live on television. According to Eastman and Riggs (2009) one of the main reasons that sport fandom is so wide spread is because they are televised. Wenner (1989) believes that whether people are a sports fan or not, they are influenced by the communication of sport on some level.

The constant publicizing of sports encourages viewers to consider them to be ritual behaviors based on the fact that sports are traditional, repetitive, and competitive cultural events (Eastman & Riggs, 2009). It has developed into almost a type of religion for fans (Price, J., 2001). Price believes that sports fans exhibit a type of devotion that is often compared to that of religious dedication or intensity. Since sports are so valuable to today's society, it is important to understand the benefits that can arise from being such an avid sports fan.

People define themselves in terms of their group membership and seek to develop a positive social identity (Turner, 1975). The term social identity refers to a person's definition of

his or her own place within such a group (Turner, 1975; Tajfel, 1971). Naturally people want to feel positively about themselves and Turner's (1982) research into Social Identity Theory has shown many do so by associating themselves with a group. This behavior is very prevalent in sports. When a group of fans get together they have their favorite team in common. People who like the same team will instantly feel a bond to others who are also a fan of that team. This type of behavior is called fan identification (Wann & Branscombe, 1993).

Fan identification is defined as the extent a fan feels psychologically connected to a team (Wann & Branscombe, 1993). This phenomenon is important to understand because it can provide insight into motivations for game attendance, merchandise sales and even fan behavior in the stands (Koo & Hardin, 2008). It can also influence people's lives outside of the sporting event itself. For instance, a Florida Gator fan may wear orange and blue clothing and accessories throughout the week before a game (Gibson, Willming & Holdnak, 2002). Wann, Royalty and Roberts (2000) had similar findings, suggesting that a person's level of team identification will influence whether they mention that they are a fan of their favorite team when describing themselves.

Motives are related to fan identification in that they have been found to help determine the variance in the level of fan identification (Trail, Anderson & Fink, 2003; Trail & James, 2001; Wann 1995). Wann, Royalty, & Rochelle (2002) suggested eight factors that motivate fans to attend sporting events. These common factors are eustress, self-esteem, escape, entertainment, economic, aesthetic, group affiliation and family needs. Sports have become a huge part of society and the motivations listed before are the reasons more and more people are attending games.

These motives, along with fan identification are key factors in predicting such behaviors

as attending more games, watching more games and purchasing more products related to that team (Wann & Branscombe, 1993; Koo & Hardin, 2008). However, Trail, Robinson, Gillentine, and Dick (2003) believe that there is more to fan identification than just attachment with the team. They have identified six other points of attachment, including a coach, a certain player, the university, the community, the sport itself and the level of sport. Devoted fans will stay attached in a more enduring manner and once this attachment has occurred they will be more stimulated in their behavioral intentions (Hunt, Bristol, & Bashaw, 1999; Koo & Hardin, 2008).

Through these points of attachment, a person's fan identification level can be measured. While this is one factor that can influence sport consumer behavior (Wann & Branscombe, 1993; Koo & Hardin, 2008), another factor that needs to be considered for this study is a person's perceived quality of life. This refers to a person's overall satisfaction with their life and their feelings of contentment with their experiences (Andereck, Valentine, Vogt, & Knopf, 2007). The more satisfied a consumer is with a product, the more loyalty that consumer will have towards that product (Bei & Chiao, 2001). This can be related to sport attendance because the more satisfied a person is with sporting event experience, the more likely they are to attend games in the future (Madrigal, 1995). The benefits fans receive from attending games such as social psychological wellbeing (Wann, 2006) encourage them to attend more games in the future because it creates a positive wellbeing. Teams also become symbolically significant to fans and they use it as a way to maintain their self-concept (Ball & Tasaki, 1992). Felce and Perry (1995) contend that there are three elements that contribute to a person's perceived quality of life: a) The objective life circumstances experienced by the individual, b) their subjective wellbeing based on their satisfaction with these life experiences and c) the importance of the life experiences and personal satisfaction.

This study will examine if fan identification functions as one of these life conditions that can affect a person's perceived quality of life. The importance of this is that managers can have a better idea of how fan identification can influence how satisfied a person is with their quality of life. Sport managers need to know how this will impact fans because their satisfaction with life can influence their intentions to attend games and purchase merchandise. This will lead to better marketing strategies for attendance and even better event management strategies at the games. It can also lead to the justification of communities having sport programs and sport being a large part of society because it provides quality of life benefits.

### **Quality of Life, Fan Identification and Theoretical Frameworks**

According to Koppett (1981), people are drawn to sport for four reasons, comprehensibility, continuity, readability and coherence. Sports are generally easy to understand, there is constantly a flow of information a person can find on past events so they can always be connected and they provide stability in an ever-changing society (Smith, 1988). It can be considered an escape from everyday life. Ragheb and Tate (1993) found that a person who is satisfied with their leisure activity is most likely to continue to participate in that particular activity. Particularly interesting, is the use of sport as a leisure activity and how that influences people's satisfaction with their quality of life.

Smith (1988) stated that people find sport as a pleasurable way to participate in and a major contributor to a person's own quality of life. A study of the highly committed male fan by Smith, Patterson, Williams and Hogg (1981) found that 81% said sports influenced their quality of life and only two percent believed it had no contribution. Leisure activities are believed to play an important role in quality of life because they provide people with a way to meet their life needs and values (Brajsa-Zganec, Merkas, & Sverko, 2011). Brajsa-Zganex et al. (2011) stated

that leisure allows for people to improve their quality of life by building social relationships, experiencing positive emotions and gaining knowledge and skills.

There have been several studies to prove that fan identification can positively impact a person's wellbeing (Branscombe & Wann, 1991; Wann 1994; Wann, Walker, Cygan, Kawase, & Ryan, 2005). They found that there is a positive relationship between fan identification and self-esteem as well as social self-esteem. Using the Team Identification – (Social) Psychological Health Model, Wann and Pierce (2005) found there was a correlation between identification with a local team and social wellbeing. However, social wellbeing is only a part of a person's quality of life as described by Felce (1997) and Schalock (1996). Both have presented domains of quality of life that are very similar and will be expanded on later. Felce (1997) presents six domains of quality of life: wellbeing of physical, material, social, productive, emotional and civic domains. All these combined determine a person's overall quality of life.

There are two main theories that researchers have associated with fan identification, the social identity theory and the self-categorization theory (Turner, 1982; Tajfel, 1971; Bernache-Assollant, Lacassagne & Braddock, 2007; Dimmock & Grove, 2005). Both theories outline that people have an inherent need to be a part of a social group and to achieve positive social identity (Turner, 1982; Bernache-Assollant, et al., 2007). Applying these two theories to sports allows researchers to better understand fan identification and how it influences fan behavior.

The social identity theory says that a person is defined by the characteristics of a social category in which they associate and feel that they belong (Turner, 1982; Hogg, Terry, & White, 2005). This theory is saying that people are going to align themselves with others who are similar to them because they feel they have something in common with them. It is the same process with sports. Fans of one team are going to relate to others who are fans of the same team

because they have that characteristic that connects them. Turner (1982) stated that forming these groups is focused on the person defining him or herself, not on how they may feel about the others. It is primarily associated with answering the question “Who am I?” In a study conducted by Tajfel et al. (1971), it was found that just the perception of belonging to a social category was sufficient enough for the participants to exhibit group behavior (Turner, 1982).

The self-categorization theory is very similar to the social identity theory and focuses on group behavior (Kruglanski, Higgins, & Van Lange, 2011). The authors describe three central tenets of this theory. First, humans are not solely individuals. They are also group members and because of this they have personal and social identities. The social identity that people have fosters the development of group behavior. Second, Kruglanski et al. (2011) described the self-categorization theory as a multi level of abstraction. People can define themselves as an individual, as a member of groups opposite to other groups and a member of higher-order, inclusive groups. The third aspect of the theory the authors discuss is salience, or the way a situation is categorized. The way a person categorizes a particular situation will determine their self-perception and behavior (Kruglanski et al., 2011).

In sports, fan identification, or the connection to a team allows people to identify with other fans of the same team (in-group) and positively compare themselves to opposing team (out-group) to maintain positive self-esteem (Turner, 1982; Gwinner & Swanson, 2003). The extent to which a fan can identify with a group can vary greatly from person to person (Sutton, McDonald, Milne, & Cimperman, 1997).

A fan that is considered to have low identification is also called a social fan. They are generally interested in the entertainment and social interaction related to the sport rather than being emotionally connected to a team or event (Sutton et al., 1997; Gwinner & Swanson, 2003).

Low identification can however, be a beginning phase for a person as a strong relationship with a particular team or sport can develop.

The second level was medium identification, or focused fans (Sutton et al., 1997). At this level, fans are generally motivated by a team's achievements so they will be attracted to a team because they are winning. They may also only be interested in certain players or a big game (Sutton et al., 1997). A medium identification fan will attempt to develop a positive association with a team, but this may be short-term depending on that team's performance.

High identification, or vested fans, is the group of people who has a strong connection to a team. It generally requires a large investment of time and financial resources to connect to a team and maintain a long-term relationship (Wann & Branscombe, 1993). Fans with high identification will have an emotional connection to the team and are likely to consider the team an extension of their community (Sutton et al., 1997). At this level fans will feel that the success or failure of a team and personally reflect on them as well as their community (Gwinner & Swanson, 2003).

While fan identification can be measured on a person's attachment to the team, Trail, Robinson, Gillentine, and Dick (2003) introduced a new measure of identification based on multiple points of attachment. Kwon, Trail and Anderson (2005) believe that the more points of attachment a person has the more loyal they will be. The more attachment that a person has the better a team can market to their fans. Trail et al. (2003) created the Points of Attachment Index to outline the seven different domains that can foster fan identification. These seven are attachment to the team, the players, the coach, the community, the sport, the university and the level of the sport. These points of attachment along with the nine motives that were identified by Trail, Fink, and Anderson (2000) can help determine a person's level of fan identification as well

as consumer behaviors (Koo & Hardin, 2008).

Past research has indicated that relationships do exist between various points of attachment and a person's wellbeing or quality of life. Team identification has frequently been associated with social psychological wellbeing (Branscombe & Wann, 1991; Wann, 1994; Wann & Pierce, 2005; Wann, Walker, Cygan, Kawase, & Ryan, 2005). Wann and Pierce (2005) found that team identification was a significant predictor of social wellbeing. Wann (2006) even created the Team Identification – Social Psychological Health Model to help explain the positive relationship between team identification and wellbeing based on social connections made by fans.

According to Theodori (2001), community attachment has also been linked to a person's wellbeing. The study reported that higher levels of attachment to the community did result in a person's perception of greater wellbeing. Clopton (2007) found that among college student's, there was a relationship between athletics on campus and a greater sense of community. Research by Lloyd and Auld (2001) stated that people were more likely to move to communities with numerous leisure resources and this related to a positive wellbeing. Wann and Robinson (2002) also found a positive relationship between the university and positive wellbeing. Students inherently feel part of the larger group of fellow students and alumni because they personally define themselves by that university (Turner, 1982).

The points of attachment that relate to sport and level of sport points of attachment can influence a person's quality of life because they provide people with a place to enjoy passive recreation (Flanagan, 1978). These may also fit in with the acquisition of skill and knowledge that make up Cummins (1991) and Felce's (1997) productive wellbeing component and intellectual development described by Flanagan (1978). According to Flanagan (1978), passive

and observational recreation activities make up a person's quality of life. The attachment to the players and the coach could also influence quality of life because people who identify with players may want to be more physically active, which will improve a person's satisfaction with the health component of wellbeing (Flanagan, 1978; Felce, 1997; Cummins, 1991). Fans may also relate with the coach through vicarious achievement depending on his/her (coach) success, which may improve a person's emotional wellbeing (Robinson & Trail, 2005).

### **Problem Statement**

While there is much research on fan identification and how it influences consumer behavior (Koo & Hardin, 2008), fan loyalty and motivations (Trail, Fink & Anderson, 2000; James & Ross, 2004), there has been little research on the relationship between the seven points of attachment and how they influence perceived quality of life. Quality of life is measured by a person's satisfaction with seven quality of life components.

### **Purpose of Study**

The purpose of this study is to examine how sport fan identification affects a person's perceived quality of life. It will specifically look at the seven points of attachment and relate them to the subjective portion of the Comprehensive Quality of Life Scale to determine if there is a correlation. There has been little research conducted on how these feelings may affect a person's perceived quality of life. This is important to understand because managers should know how a fan may perceive their quality of life and can better market to these people through their fan behavior.

### **Research Question**

Is there a relationship between fan identification based on the seven points of attachment, and a person's perceived quality of life domains?

## CHAPTER 2 LITERATURE REVIEW

This literature review will first discuss fan identification, it will then look at the seven points of attachment that make up fan identification and how they relate to motives for attending sporting events. Motives can help explain variance in fan identification and points of attachment can be explained by motives (Robinson, Trail, & Kwon, 2004). Next it will discuss previous research conducted on fan identification and wellbeing and then a section will define quality of life. Finally, the six research questions this study is looking to answer will be presented.

Understanding fan identification is crucial to determining how it can affect a person's feeling toward their life. As stated earlier, fan identification is the extent to which a person feels psychologically connected to a team (Wann & Branscombe, 1993). Also known as team identification, other researchers have defined fan identification as the degree that a fan views the team as an extension of their self-identity (Trail, Fink & Anderson, 2003; Wann, Melnick, Russell, & Pease, 2001). This connection between fandom and sports teams has been a subject of much research and can be helpful in understanding the psychological effects it can have (Bernache-Assollant et al., 2007; Wann et al., 2002; Wann & Pierce, 2005; Branscombe & Wann, 2001; Wann, 2006).

According to Branscombe and Wann (1991) sports provides viewers with an activity they can feel a part of. Such activity does not necessarily require them to be knowledgeable or skilled in. In other words, they can attend games for entertainment purposes and don't need to have a certain skill set to enjoy the game. Sports also offer a medium through which fans can escape from the trials of the real world (Lasch, 1979; Snyder & Spreitzer, 1978) and provide excitement for the individual while relieving the strains of everyday life (Smith, Patterson, Williams, & Hogg, 1981). According to Iso-Ahola and Hatfield (1986), families that shared an interest in

sports were more likely to be satisfied with their leisure time than those who did not.

Branscombe and Wann (1991) believed that sports is a platform that facilitates families to maintain unity and even speculated that sport spectatorship could increase a person's perceived quality of life.

### **Fan Identification**

Several researchers have found fans who are highly identified with a team are more likely to attend games, spend more money on tickets and team merchandise, be satisfied and remain a loyal fan even when their team is performing poorly (Fink, Trail, & Anderson, 2002; Madrigal, 1995; Wakefield, 1995; Wann & Branscombe, 1993). The level of fan identification will vary from person to person as Sutton et al. (1997) suggested. Wann and Branscombe (1993) associated this difference in fan identification levels to fair-weather and die-hard fans. They believed that those fans with high identification would be die-hard fans and continue to show support for their team whether they won or lost. A fair-weather fan however, is more likely to disassociate with a team once they are no longer performing well and will cause attendance to fluctuate (Wann & Branscombe, 1993; Murrell & Dietz, 1992).

Sutton et al. (1997) presented a model to explain how sport team managers can directly influence fan identification. There are four factors in their model, the first being team characteristics. This factor states that fans are attracted to successful teams and have a desire for the positive association with that team to reflect on them (Sutton et al., 1997). The organizational characteristics will also factor into a person's fan identification. These characteristics have more to do with the ownership, decision-making and tradition of the franchise (Sutton et al., 1997). Similar to this, Dutton, Dukerich, and Harquill's (1994) model of organizational identification says that the level of identification of the members can be

influenced by how outsiders view the organization.

According to Sutton et al. (1997) the affiliation characteristic is the strongest factor of fan identification. This characteristic has most to do with a person's need to belong to a group and a sports team provides a person with "an attachment to a larger community with similar interests and goals" (Sutton et al., 1997, p.18-19). This goes back to the social identity theory, which states that people have an inherent need to be a part of a group. The final factor is activity characteristics, which has to do with the exposure to the actual event (Sutton et al., 1997).

### **Points of Attachment and Motives**

In order to determine this link between fan identification and quality of life, it is important to know the factors that contribute to each of these. Trail, Anderson and Fink (2000) believe that there are other aspects to fan identification than mere association with the team. Their theory is that fans are influenced by multiple parts of the sport event, also known as the points of attachment. Robinson and Trail (2005) suggest that the different points of attachment are the players, the coach, the community, the sport, the university, the team and the level of sport.

Other researchers have come across similar findings to suggest that there are multiple points of attachment. According to a study done at the Women's World Cup by Funk, Mahony, Nakazawa and Hirakawa (2001), it was revealed that there were some spectators who attended games because they enjoyed watching soccer and others attended because of their interest in a specific soccer player. Matsuoka and Fujimoto (2002) found that people who were committed to a team and committed to their hometown were more likely to attend games, and that commitment to a team and specific players correlated to watching games on television. Similar findings from Wann, Tucker and Schrader (1996), suggested that being fans of specific players and

geographical reasons, or proximity to a team, contributed to fan identification. They found that each of these factors contributed to continuing attachment to a team, as connection with players was the second highest reason for identification and geographic reasons was the third highest. People are likely to be fans of a team that is close to where they live because they can connect with the surrounding community.

These points of attachment can also be related to people's motives for attending games. Several researchers have noted the relationship between the need for vicarious achievement and identification (Robinson & Trail, 2005). When an individual has a high need for achievement, they may look to a successful other to fulfill this need. Specifically relating to sports, a person who is seeking vicarious achievement may identify with a team, which is considered a winning team. Robinson and Trail (2005) stated, "As the coach, players, and team are more successful, those individuals who are closely attached will feel an increased sense of vicarious achievement." (p. 62)

Trail, Fink and Anderson (2000) came up with nine motives that can be attributed to fan identification. They, as already stated by Robinson and Trail (2005), found vicarious achievement to be one motive that relates to identification. Vicarious achievement is the need for social prestige, self-esteem, and a sense of empowerment that a person can receive from association with a successful team (Fink et al., 2002). The second motive is acquisition of knowledge, which is the need to learn about the team or athletes through interaction or media consumption (Fink et al., 2002). Aesthetics, or the appreciation of a sport because of its beauty and artistry is another motive that Trail et al. (2000) identified. They also found that social interaction is related to fan identification. This is similar to the social identity theory and says that people have the need to interact and socialize with others who have similar interests to feel

like they are part of a group (Fink et al., 2002). Some people may be motivated by the drama of the event. These people enjoy the positive stress or stimulation that can be gained by attending a sporting event.

Another motivation that people may have for attending games is they are looking for escape, meaning they need a diversion from work and their normal everyday life (Fink et al., 2002). People may also be motivated by the opportunity to spend time with their family. The physical attractiveness of the athletes can also be considered a motivating factor as well as the actual physical skills of the athletes (Fink et al., 2002). While people's motives can vary greatly across the nine that Trail et al. (2000) identified, Fink et al. (2002) found that some of these motives are not necessarily related to fan identification. They believe that the family motive and the physical attractiveness motive relate more to any sporting event rather than identification with a certain team. The motives of vicarious achievement, acquisition of knowledge and social interaction are most significant when determining fan identification, and those of drama, escape, aesthetics and physical skill are not as strongly related to identification (Fink et al., 2002).

Research into other areas of motivations and points of attachment has shown there is a relationship between motives of aesthetics and excitement and how it can relate to a particular sport and motives of social opportunity and national pride can be related to identification with specific athletes (Funk et al., 2001). It is also important to note that people's motivations may change as they continue to participate in an activity (Williams, Schreyer, & Knopf, 1990). Robinson and Trail (2005) suggested that a person who attends a football game may not be motivated by the aesthetics or skills of the athletes, but as they begin to be fans of that sport they may come to appreciate these aspects more. This leads researchers to believe that as a person is exposed to different aspects of a sporting event, their motivations may change.

Motivations for attending games can also be dependent on whether the person is considered to be a fan or just a spectator. Sloan (1989) believed that spectators attend events merely to watch and observe, while fans are devoted to the particular event. Robinson, Trail, Gillentine, and Dick (2005) conducted a study to determine the differences in spectators and fans across the four levels of college football. They believed that people who attend Division I-A games are more likely to exhibit fan tendencies because they will be more motivated by achievement and would have attachment to teams, coaches, communities, universities and players and those that attend Division I-AA, II, and III games have spectator motives and attach to the sport and level of competition (Robinson et al., 2005).

The researchers found that fans of Division I were motivated significantly more by vicarious achievement than were fans at the other levels. According to Robinson et al. (2005) this difference could be attributed to the fact that many attendees at Division I-A games have not been a scholarship athlete, had the chance to play for their favorite high profile coach or even play in front of large crowds. They also found that Division I-A fans scored higher in motives such as aesthetics, the physical skills of the athletes and drama of the event. In the escape and social aspect Robison et al. (2005) expected to find no differences among the different divisions, however once again people who attended Division I-A games reported higher levels of these motives than others did.

In a recent study, Robinson et al. (2005) also related the motives for attendees to the points of attachment that were discussed above. At the Division I-A level, fans are highly motivated by vicarious achievement, which is associated with attachment to the team, coach, community and university. These individuals will attend games to support their favorite team, coached by their favorite coach, who works at their favorite university and is located in their

favorite community (Robinson et al., 2005). When looking at attachment to players, those that attended Division III had reported significantly higher levels of attachment to players and Robinson et al. (2005) believed this was due to the fact that many of the people were either parents of a player or classmates. Contrary to their hypothesis, it was found that Division I-A fans reported higher levels of attachment to players than did Division I-AA fans. This difference could be explained by players having higher visibility and generally receive more media attention at the Division I-A level (Robinson et al., 2005).

Trail et al. (2003) stated that spectators who are more motivated by aesthetic or dramatic qualities of the event would have different points of attachment, such as the sport itself or the level of the sport. The Division III attendees were found to have the highest sport identification, and Robinson et al. (2005) believed that this would decrease as the division levels increased. However, they found that Division I-A fans had higher attachment to the sport than those at the Division I-AA or Division II levels. Robinson et al. (2005) proposed that marketers at the Division I level should use the teams achievement as well as the points of attachment to the team, coach, community and university to attract more fans to attend games.

Robinson and Trail (2005) used the Motivation Scale for Sport Consumption and the Points of Attachment Index to determine if there is a relationship between motives and points of attachment. They found that people were primarily motivated by vicarious achievement, and substantially motivated by appreciation of physical skill and social interaction. For points of attachment, people were most influenced by team identification, with attachment to the community and university contributing significantly. Thus, they concluded that vicarious achievement through appreciation of athlete's skill and social discourse are related to attachments to the team and community (Robinson & Trail, 2005). They believe that people

promote their relationship with a team by interacting socially with others who are highly identified and may focus this appreciation on physical skills of the athletes.

For this study the Points of Attachment Index (PAI) will be used to measure fan identification. The PAI consists of the seven subscales (to the team, to the sport, to the university, to the players, to the level of sport and to the coach) along with three items under each subscale that were measured with a 7-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree) (Kwon, Trail, & Anderson, 2005).

### **Fan Identification and Wellbeing**

Researchers have recently started to study fan identification and how it relates to a person's wellbeing. Wann et al. (2001), found a positive relationship between team identification and social psychological wellbeing. People who identify with a team are likely to have a better social wellbeing because they are connected to society. Correll and Park (2005) believed there are benefits in fan identification because it can facilitate social connections and a sense of belonging. It is important for people to feel that they belong to a group and fan identification can provide a way for them to achieve that feeling. Researchers have identified other personal benefits it can provide as well, such as extroversion and self-esteem and reduced loneliness (Wann, 1994; Branscombe & Wann, 1991; Wann, Dunham, Byrd, & Keenan, 2004).

The Social-Psychological Health Model was created by Wann (2004) to help better understand the benefits that people can receive through fan identification. In this model, there are two types of social connections that can be expected to come from team identification: enduring and temporary (Wann, Polk, & Franz, 2011). An enduring social connection will result when a person lives where there are other fans of the same team in a community, for example an Atlanta Braves fan who lives in Atlanta. A temporary social connection will occur when a fan of

a certain team does not live in the city where that team plays and watches their games on television or with friends who are also fans of that team.

Wann's (2006) model makes several predictions about team identification and social-psychological wellbeing. Wann (2006) believed that "identification with valued social organizations or groups assist in the development of a social network that provides psychological support and, consequently, result in a more mentally healthy individual." (p.272) The first prediction his model makes is that team identification can aid in establishing and maintaining enduring and temporary social connections with other fans, which suggests that being a part of a community helps increase psychological wellbeing (Wann, Polk, & Franz, 2011). The second prediction is that team identification will be positively related to social wellbeing, meaning that team identification creates social relationships with fans of that same team (Wann, 2006). This will lead to a feeling of social connection to those other fans that enhances the person's wellbeing. The last prediction of this model is that the relationship between team identification and wellbeing is going to be moderated by threats, such as team's poor performance, to a person's social identity and their effort to cope with the threats.

According to Wann, Polk, and Franz (2011) there has been little research done on the social wellbeing of fans that are displaced or no longer live in the city of their favorite team. The researchers predicted that these distant fans would still benefit from the social connection of being a highly identified fan when put in situations that facilitated temporary connection. They found that participants who were highly identified fans either watch a tape of a University of Kentucky basketball game (distant team) or a general highlight video and they watched it in either group setting or alone (Wann, Polk, & Franz, 2011). The participants were then asked to report the state levels of social wellbeing after watching the videos. As expected, the results

indicated that it was necessary for fans to feel identified to the team they are watching as well as being with a group of fans of the same team for the social wellbeing to increase and the feeling of loneliness decrease (Wann et al., 2011).

Fan identification is not only beneficial to individual fans, but Wakefield and Wann (2006) found that it could also benefit the teams as well. Several studies found that fan identification and how it influences fan attendance at sporting events (Murrell & Dietz, 1992; Koo & Hardin, 2008). Teams look to increase fan attendance for economic benefits because fans bring in money to the stadiums as well as to the community and this can be very beneficial for a city. Another benefit is that sport event attendance can provide a home field advantage for the team because the fans can create a difficult atmosphere for the opposing team giving the home team a better chance of winning.

Researchers found that fan identification provides benefits to the local communities as well (Lever, 1983; Melnick, 1993; Wilkerson & Dodder, 1987; Smith, 1988). It can be a way of bringing the community together because it is a place where people can go and socialize with others who are fans of the same team and have similar interests and characteristics to each other. It has been found that communities with a large variety of leisure activities can enhance quality of life (Lloyd & Auld, 2001) and that many people chose the location of their residence based on the extent of available leisure resources (Edginton, D., Jordan, Graaf, & Edginton, S., 1995).

According to Anderson and Stone (1981), sports teams are symbolic representations of a community and through this they can provide a sense of belonging for individuals. This type of community involvement can be seen on each of the different levels of sport (high school, college and professional). These include high school or even youth level where state championships bringing whole states together. Games such as the national championships or Super Bowl impact

the national level and the Olympics or World Cup Soccer matches were established to bring countries together at the international level (Wann et al., 2001). Clopton (2007) found that there was a positive relationship between athletics and a perceived sense of community at colleges with BCS-status athletic programs. This may be because social leisure engagement can help to integrate them into new groups and networks (McCormick & McGuire, 1996) and social interactions can be a source of psychological benefits (Wann, 2006; Lloyd & Auld, 2001).

There has also been significant research that supports the notion that social capital can result from sport communities (Heere & James, 2007; Pahner & Thompson, 2007). Clopton and Finch (2010) provided a model that illustrates the relationship between college campus communities and social capital with the influence of college athletics. There are three main parts of social capital that can be increased. They are social networks and civil infrastructure, social norms and trust and reciprocity (Clopton & Finch, 2010). Wann and Polk (2007) found that there was a definite relationship between highly identified fans of a certain team and their belief that other fans of the same team are trustworthy.

According to Clopton and Finch (2010) there is a connection between social capital, the social identity theory and Wann's Team Identification Social-Psychological Health Model. They believe that one of the benefits from creating in-groups or social groups is that it provides social capital. They specifically looked at how college students can gain more benefits than just the college experience through their participation with collegiate sports teams.

The findings from Clopton and Finch's (2010) study supported their hypothesis that students who identified with their school's team reported higher levels of social capital. This research is significant because it can provide a link between the benefits of fan communities, such as collective benefits of being part of a group, and their contribution to an overall

community (the school). Other researchers have also found positive impacts of fan identification on college students. Wann and Robinson (2002) found that when college students are more identified with their school's team then they are more likely to graduate and feel positively about their university, which may have a direct effect on their material wellbeing.

### **Quality of Life**

While researchers have placed most of their focus on fan identification and how it affects fans in the short-term (right after a win or loss), very little research has been done to determine if a person's view of their life change based on identification with their favorite team. There are many definitions of quality of life, as it is considered highly subjective. Andereck and Nyaupane (2011) settled on defining quality of life as "one's satisfaction with life and feelings of contentment or fulfillment with one's experience in the world." (p. 248)

Felce and Perry (1995) presented a model, which stated that quality of life was established by the interaction of personal values, life conditions and personal satisfaction. In this model, both objective life conditions and subjective wellbeing (satisfaction) are evaluated by the person's values to determine quality of life. Felce (1997) stated that expressed satisfaction might be the main criteria of quality of life because people are different and their ideas of what they want or find important. Felce's results indicated that both objective and subject components are necessary to determine quality of life.

To better understand quality of life, Felce (1997) presented six different domains that make up this overall wellbeing (quality of life). The first of these domains that will be introduced is physical wellbeing. This domain is made up of a person's health, nutrition, fitness, mobility and personal safety (Felce, 1997). The fitness and mobility may also be defined and functional capacities relative to specific activities (Felce, 1997). All of these components work

together to influence how a person views their overall wellbeing.

The second domain is material wellbeing and this relates to a person's wealth or ownership, income, housing quality, transport and security and tenure (Felce, 1997). A person's housing quality can be broken down into more subgroups such as the worth of the furnishings, food, possessions, privacy and the quality of the neighborhood. Transport is an important factor under this domain because it allows people to be social, go to work, and even participate in civic and leisure activities (Felce, 1997). Social wellbeing is the third domain presented by Felce (1997). Similar to findings of Schalock (1996), the social wellbeing domain involves the quality of interpersonal interactions as well as community involvement or social inclusion. Within these, a person needs intimacy and affection in all relationships such as in their home life, family and friends (Felce, 1997). People also will base their quality of life off of the level of acceptance or support provided by the community. Social wellbeing is expected to be influenced by attachment to the team, university and community (Wann et al., 2001; Wann et al., 2011; Clopton, 2007).

The next domain is productive wellbeing, which includes the three areas of personal development, self-determination and constructive activity (Felce, 1997). Personal development includes the acquisition of skills, personal competence or independence. The self-determination component is a person's autonomy, choices and control over their life. Then constructive activity is a person's ability to use their time beneficially in their own view (Felce, 1997). Each of these components can be related to a person's work, education, leisure and home life.

Another domain of quality of life as described by Felce (1997) is a person's emotional wellbeing. This domain includes a person's happiness, freedom from stress, mental state, self-esteem, religious beliefs, sexuality and contentment (Felce, 1997). The level of stress a person is

feeling may affect their enjoyment of social and functional activities and this can influence someone's perception of their emotional wellbeing because it is an appealing excitement they may not normally experience (Koppett, 1981). A stressful performance from the team a person identifies with could influence their emotional wellbeing. All of the other factors also play a role in determining how a person's emotional wellbeing is perceived. The final domain is civic wellbeing, which is made up of privacy, protection, voting, state of the nation and civic responsibilities (Felce, 1997).

There are also several aspects of quality of life described by Schalock (1996, p. 126-127) that summarize much of the research that has been conducted on this subject and are similar to those presented by Felce (1997). Some of the concepts of fan identification, such as team, community and university, can be applied to a few of the dimensions described by Schalock (1996). The first dimension that Schalock addresses is the emotional and psychological wellbeing of a person. This includes aspects such as personal safety, spirituality, contentment, happiness, etc. The emotional wellbeing component of quality of life has been studied a lot in fan identification research (Wann, 2006; Wann & Pierce, 2005; Wann, Walker, Cygan, Kawase, & Ryan, 2005) as much of it has focused on the social and psychological wellbeing of fans. It is important for people to have a positive emotional wellbeing and fan identification research has suggests that there are psychological benefits that come from high identification (Wann, 2006).

The second dimension of quality of life Schalock (1996) found is interpersonal and social relationships. These types of relationships can facilitate intimacy, affection, friendship and support. As Bernache-Assollant et al. (2007) stated people have an innate need to create positive relationships within a group. Fan identification can foster these types of relationships as researchers have found that fans of the same team will be more likely to trust each other and seek

to form relationships with each other because they feel they have similar characteristics.

The rest of the dimensions have had little research that relates fan identification to quality of life. The third dimension mentioned by Schalock (1996) is material wellbeing, which has to do with employment and economic security. People who have jobs and can afford to take care of themselves and a family may feel more satisfied with their lives. Another dimension is personal development. This dimension addresses education, personal competence and advancement. In this component, people will make goals and work towards fulfilling these and the achievement of doing so can create positive feelings towards themselves.

Next is a person's physical wellbeing, in other words their health, nutrition, wellness, recreation and leisure. It is important for a person to be physically healthy as well as mentally healthy. The sixth dimension is self-determination, when an individual makes decisions and takes control of their life (Schalock, 1996). People set goals and have a direction for their life that they can continue to work towards. Going back to relationships, people also need to experience social inclusion. They want to feel worthy and accepted by others and may do so by getting involved in their community or volunteer activities. The final dimension that Schalock (1996) discusses is a person's own rights. People are allowed their privacy and rights and this aspect is also important to have for a positive quality of life.

Similarly to the notion of psychological wellbeing as a measured aspect of quality of life, the term subjective wellbeing has been used in the alternative. Cummins, Eckersley, Pallant, Van Vugt, and Misajon (2002) discuss the Theory of Subjective Wellbeing that was proposed by Cummins (1998). This theory says, "subjective wellbeing is actively controlled and maintained by a set of psychological devices that function under the control of personality" (Cummins et al., 2002, p. 162).

Cummins et al. (2002) believes there are three basic characteristics to the level of satisfaction that people report when determining their satisfaction with their life. First, that it is stable. This means that even though there can be good or bad events that will affect satisfaction in the short term, generally satisfaction will return to its previous level due to psychological devices (Cummins et al., 2002). The second characteristic is that there is a set point at which people's satisfaction will vary around. Cummins et al. (2002) found that generally people's range from 50-100, with 100 being the most satisfied. The final characteristic is that on average in Western nations, people feel their general satisfaction with life falls around 75. While these characteristics report generally positive satisfaction, there is the possibility that an adverse environment can offset the homeostatic system and the subjective wellbeing will fall below the range above (Cummins et al., 2002).

However, this homeostatic view of wellbeing is very general and abstract and therefore cannot account for all variables, both positive and negative, that can affect the sense of wellbeing. Cummins (1991) created the Comprehensive Quality of Life scale that identifies seven domains and they are material wellbeing, health, productivity, intimacy, safety, place in society and emotional wellbeing. These are basically the same as the components that Felce (1997) described with the exception of physical wellbeing, which Cummins changed to health, social wellbeing is similar to intimacy and civic wellbeing relates to the safety component.

The Comprehensive Quality of Life scale has two dimensions, with one measuring objective quality of life and the other subjective (Cummins, McCabe, Romeo, & Gullone, 1994). Each domain in the subjective dimension is evaluated using a Likert-type scale, with satisfaction using a 7-point semantic differential (delighted-terrible) scale and importance using a 5-point scale ranging from no importance to could not be more important (Cummins et al., 1994). Then

in the objective dimension, item statements are constructed for each domain. For instance, in the material wellbeing domain respondents may be asked to indicate their income, number of possessions, and type of accommodations (Cummins et al., 1994).

All of these aspects of quality of life are important and the purpose of this study is to determine if fan identification through PAI can affect a person's perceived quality of life by meeting these needs or if it can have a negative impact on how they view their life. Vicarious achievement was the main motivation for attachment to the team, coach, community and university (Robinson et al., 2005) and these attachments could influence emotional wellbeing, material wellbeing and place in society because it is a motive related to personal benefits (James & Ross, 2004).

For this study, the Points of Attachment Index (PAI) and the subjective portion of the Comprehensive Quality of Life Scale will be used to determine if there is a relationship between fan identification and perceived quality of life. The Comprehensive Quality of Life Scale was chosen because it was developed based on quality of life literature and the domain headings chosen encompassed most quality of life variables (Cummins et al., 1994).

The seven points of attachment from Trail et al. (2003) may influence a person's perceived quality of life because research has shown that there is a relationship between fan identification and wellbeing (Branscombe & Wann, 1991; Wann 1994; Wann et al., 2005). Fan identification is a part of people's personality as they are likely to mention their favorite team when describing themselves (Wann et al., 2000) and often wear clothing that represents that team (Gibson et al., 2002). This relates to their subjective quality of life because it is how the person views satisfaction with personal wellbeing.

Understanding the impacts that fan identification has on a person's thoughts and actions

is important because they can effect how a person views themselves and in turn their overall wellbeing. The facilitation of a positive experience and feelings of fans is an important one. The fans drive the sport industry and managers must have an understanding of the positive and negative reactions and behaviors that can occur from fan identification so they can be prepared for any situation. It is also important because it helps teams market their fans to increase revenues, attendance at games, and merchandise sales.

This study will conduct seven hierarchical regression analyses to determine if any of the points of attachment influence any of the quality of life components. The Points of Attachment Index and Comprehensive Quality of Life Scale were used for this study. Each quality if life will be tested using the PAI.

### **Research Questions**

Research Question 1: How does the PAI influence perceptions of material wellbeing?

Research Question 2: How does the PAI influence perceptions of health?

Research Question 3: How does the PAI influence perceptions of productivity?

Research Question 4: How does the PAI influence perceptions of intimacy?

Research Question 5: How does the PAI influence perceptions of safety?

Research Question 6: How does the PAI influence perceptions of place in society?

Research Question 7: How does the PAI influence perceptions of emotional wellbeing?

## CHAPTER 3 METHOD, PROCEDURES AND DATA ANALYSIS

The purpose of this study was to examine the relationship between fan identification and a person's perceived quality of life. This section describes the subjects of the study, the instrument and data collection procedures and the method chosen for data analysis.

### **Description of Population**

The subjects of this study were University of Florida basketball fans over the age of 18 that attended games during the 2011-12 season. The data were collected onsite before three home basketball games. The three games were February 2<sup>nd</sup> against South Carolina, February 11<sup>th</sup> against Tennessee and March 4<sup>th</sup> against Kentucky. The Florida basketball games were held in the Stephen C. O'Connell Center, which has a stated seating capacity of 12,000 ([gatorzone.com/facilities](http://gatorzone.com/facilities)). The largest crowd recorded at a men's basketball game there came in the 2010-11 season against Kentucky when the attendance reached 12,633 for the Gators.

### **Description of Instrument**

A two-page questionnaire was used to measure fan identification using the Points of Attachment Index and measure the perceived quality of life of the respondents by using the Comprehensive Quality of Life Scale. The survey was made up of four different sections. The first section asked the respondent to write the number of games they had attended during the 2010-11 and 2011-12 seasons. In the second section, questions from the Points of Attachment Index were listed. This included three questions for each different point of attachment. The last section asked about the demographics of the respondents, such as their affiliation with the university (student, alumni, employee, other).

## **Points of Attachment Index (PAI)**

In order to measure the level of identification of each of the respondents to the different points of attachment, the Points of Attachment Index (PAI) was used (Robinson & Trail, 2005). The PAI has seven subscales that pertain to each of the points and those seven subscales are broken down into three questions (Robinson & Trail, 2005). The PAI was modified and adopted from Robinson and Trail (2005) by using the same 21 questions but adapting it to Florida basketball. The three questions on each subscale were separated throughout the survey to keep it from being repetitive. Each respondent was asked to rate his or her feelings towards each statement using the 7-point Likert Scale ranging from 1-strongly disagree to 7-strongly agree.

The first subscale was team identification. The three statements used to measure team identification were “I consider myself to be a ‘real’ fan of the Florida Gators’ basketball team,” “I would experience a loss if I had to stop being a fan of the team, “ and “Being a fan of the Florida basketball team is very important to me.” In the second subscale for sport identification the three statements were “First and foremost I consider myself a basketball fan,” “Basketball is my favorite sport” and “I am a basketball fan at all levels.” University is the third subscale and used statements “I identify with numerous aspects of the university rather than with just its team,” “I feel a part of the university, not just its teams” and “I support the university as a whole, not just its athletic teams.”

Identification with the players was fourth and consists of the statements “I identify with an individual player(s) on the team than with the team,” “I am a big fan of specific players more than I am a fan of the team” and “I consider myself a fan of certain players rather than a fan of the team.” The level of sport’s three statements were “I am a fan of collegiate basketball regardless of who is player,” “I don’t identify with one specific college basketball team, but

collegiate basketball in general” and “I consider myself a fan of collegiate basketball, and not just one specific team.” Questions pertaining to identification with the coach were “I am a big fan of Coach Billy Donovan,” “I follow the basketball team because I like Coach Donovan” and “I am a fan of the basketball team because they are coached by Billy Donovan.” Finally the community subscale used three statements of “I am a fan of Florida basketball because it increases the status of the local community,” “I am a fan of Florida basketball because it enhances the community’s image” and “The reason I am a Florida basketball fan is it improves the nation’s perception of the community.” These statements were mixed in the survey in terms of order to avoid respondent’s acquiescence bias.

### **Comprehensive Quality of Life Scale (ComQol)**

To measure how satisfied each respondent is with his or her quality of life, the Comprehensive Quality of Life scale was used (Cummins et al., 1994). There are two dimensions to the ComQol, an objective portion and a subjective portion. For this study, only the subjective portion was used to determine people’s feelings towards seven quality of life domains because it was the one that reported the respondent’s personal satisfaction with each component (Cummins et al., 1994). There are two aspects of the scale. In the first part respondents must rate each domain’s level of importance to them. The seven domains were material wellbeing, health, productivity, intimacy, safety, place in society and emotional wellbeing (Cummins et al., 1994). The respondent would rate each one on a 5-point scale consisting of (1) no importance, (2) slightly important, (3) somewhat important, (4) very important and (5) could not be more important (Cummins et al., 1994). In addition to rating the importance of each domain, the respondents were also asked to rate their level of satisfaction with each of them. The satisfaction portion used the same seven domains on a 7-point scale

ranging from (1) terrible, (2) unhappy, (3) mostly dissatisfied, (4) mixed, (5) mostly satisfied, (6) pleased and (7) delighted.

### **Procedures**

The study was conducted during three University of Florida home basketball games during the months of February and March 2012. The survey was created by the researcher and sent to the Institutional Review Board along with the consent form for approval. Once it was approved, copies were made and distributed to fans attending the selected games at the O'Connell Center. The researcher also met with Mike Hill, Senior Associate Athletics Director for the University Athletic Association (UAA) to get approval because the event is managed by the UAA and the spectators are their "customers". After approval from the UAA, the survey was distributed at the games.

The subjects for this study were any Florida basketball fans, under the age of 18, who were attending the three basketball games that surveys were being passed out at. The first game we collected data from was on February 2, 2012 against the University of South Carolina. There were five student interviewers helping the researcher distribute the surveys to fans at this game. Each interviewer was given a nametag and briefed on what the survey was about and was instructed to inform each respondent that his or her responses are voluntary and confidential. There were 98 surveys collected and a total of 140 people approached to fill out the survey before that game. The second game that the researcher collected surveys at was on Saturday, February 11, 2012 against Tennessee. There were three interviewers distributing the surveys, including the researcher. The researcher went out three hours before the game started. There were 85 surveys collected at the second game out of 128 people that were approached. The third and final game was Sunday, March 4, 2012 when Florida played Kentucky. The researcher and

two other assistants arrived at the O'Connell Center two hours before tip-off. After approaching about 75 people, there were only 11 actual responses at this game. There were a total 194 responses. The response rate for the survey was 56.6%. Many of the people who did not respond were rushing to get inside the coliseum and find their seats before the game started. The length of the survey deterred others from responding.

## **Data Analysis**

### **Data Preparation**

There were 194 successfully completed responses. Ten response that were incomplete were subsequently dropped from further analysis. The data were coded and labeled so that each variable was present. Each survey was given a number for identification and the three games were separated by date on the survey to keep them organized. This would account for potential differences in the number of games attended, which increased as the games got later in the season.

### **Reliability**

To ensure that the analysis of the points of attachment to determine a person's perceived quality of life, the reliability of the questionnaire was tested. To do so, each of the three questions that pertained to the seven different points of attachment were estimated using Cronbach's Alpha. For the items to be considered reliable, the result must be greater than .70 (Nunnaly, 1978). Each of the points of attachment met this ( $> .70$ ), with the exception of level of sport (.66). This point of attachment was kept in the study because it was only slightly below the and since this is an exploratory study it is important to keep them all in the study. Table 3-1 shows a complete list of the items and their related Cronbach's Alpha score.

## **Descriptive Statistics**

Descriptive statistics were used to analyze the demographics of the respondents. This includes information such as their gender, age, residency, race, ethnicity, income and level of education. The subjects were also asked to report the number of basketball games they had attended in the current (2011-12) and previous season (2010-11). This was used in the analysis and a summary of the results can be found in the Results chapter.

## **Regression Analysis**

To interpret the results from the survey, the questions needed to be combined to make seven new variables were created (team, sport, university, player, college basketball, coach and community). This was achieved by adding the three items for each domain and dividing by three to get the mean score, creating the seven new variables that would be used as independent variables for the study.

Eight hierarchical regression analyses were performed using the seven independent variables to determine what type of influence they have with each of the seven questions relating to a person's satisfaction. The number of games attended in the 2010-11 season was used as a control variable in the study. Consumer behavior of the fans is important because it is influenced by attachment and motives of the fans attending the games (James & Ross, 2004). The previous season was chosen since some of the data was collected prior to the end of the current season and would not take into account an entire season. The dependent variables were the seven domains in satisfaction (material wellbeing, health, productivity, safety, place in society and emotional wellbeing). The results of these analyses will be discussed further in the following chapter.

Table 3-1. Reliability of each set of questions for points of attachment

<b>Points of Attachment</b>	<b>Cronbach's Alpha</b>
Team	.75
Sport	.81
University	.81
Player	.81
College Basketball	.66
Coach	.79
Community	.82

## CHAPTER 4 RESULTS

This section includes the results of the study that is seeking the relationship between fan identification and a person's perceived quality of life. The results were summarized in tables. The research questions stated whether there was a relationship between fan identification and a person's perceived quality of life based on the seven points of attachment.

### **Demographics of Sample**

In this study, there was a total sample size of 194 responses. Of these 194, there were (54.2%, N=104) male and (45.8%, N=88) female respondents. The majority of the respondents fell within the age range of 20-29 (50.0%, N=93) and the next largest group was under 19 (13.4%, N=25). This is due largely to the percentage of students that filled out the survey. They made up the largest affiliation group at 55.8% (N=106), followed by other at 23.2% (N=44). The other category included written responses such as fans, family, visitor and former resident.

Of the respondents, most of them were not residents of Alachua County (58.9%, N=112) and the large majority was white (81.4%, N=139) with (13.7%, N=25) being African American. While a majority of the respondents reported to be non-residents, this could be because there were a large number of student responses and many were not from Alachua County but are living in the Gainesville area. The income level saw both extremes as the highest frequency of the respondents fell in the under \$40,000 (39.2%, N=70) and the next highest was above \$100,001 (30.7%, N=55). This high frequency of low income levels could be due to the fact that the majority of respondents were students and have a low household income to report. Again mostly due to responses of students, the most frequent education level reported was some college (44.2%, N=84) with the next being high school/GED (16.8%, N=32) and that was followed closely by 4-year college degree (16.3%, N=31).

The number of games attended in the 2010-11 and 2011-12 seasons did not differ much in the responses. The mean number of games attended in the 2010-11 season was 5.80 with a standard deviation of 6.11 and only decreased slightly in the 2011-12 season with a mean of 5.54 and standard deviation of 4.37.

### **Points of Attachment**

Each of the points of attachment had three questions used to measure the respondent's identification with that particular point. Overall respondents had the highest identification with the university (M=5.98) followed closely by attachment to the team (M=5.69). The overall mean scores were taken by adding the responses from the three questions pertaining to each point of attachment and dividing that by three. A breakdown of each question's means and standard deviations can be found in Table 4-3 and Table 4-4.

Then seven new variables were computed to get the mean from the three questions comprising each PAI dimension.

### **Wellbeing**

The wellbeing part of the survey was broken into two sections. The first asked for the importance of the quality of life components. The seven components include material wellbeing, health, productivity, intimacy, safety, place in society and emotional wellbeing. Health (M=4.33), emotional wellbeing (M=4.08) and safety (M=4.03) received the highest ratings in order of importance for the respondents.

In the second part of the wellbeing section, the respondents were asked to rate their level of satisfaction with each of the quality of life components. On the 7-point scale, each of the components had a mean score over 5 giving the impression that the respondents were overall satisfied with their quality of life. The highest was safety (M=5.86), with emotional wellbeing in

close second (M=5.79) and health third highest (M=5.76).

### **Hierarchical Regression Analysis**

Eight hierarchical regression analyses were conducted using each of the quality of life components as the dependent variables and the points of attachment as the independent variables, while controlling for the number of games attended during the 2010-11 season. To interpret the data the collinearity of the independent variables needed to be tested to ensure that they were not strongly correlated among themselves as that could increase the standard error of the results and therefore reduce the ability to produce proper results. If the variance inflation factors were over 5 for two or more variables, then one of those should be removed to allow for the results to be accurate (Schroeder, Sjoquist, & Stephan, 1986). It was found that there was no significant collinearity for the independent variable of mean satisfaction.

### **Overall Satisfaction**

First, the overall satisfaction mean was used as the dependent variable to see what influence the points of attachment may have on a person's satisfaction with their quality of life. Overall satisfaction was calculated by taking the mean of all of the quality of life components to create the new variable. The  $R^2$  increased from .5% without the predictor variables to 15% once they were added. This indicates that the added variables increased the predictive power of the model. The ANOVA test also proved that the variables had a significant influence ( $p < .05$ ) on the mean satisfaction. It was found that the only one variable had a significant effect on overall satisfaction and that was the university ( $\beta = .22$ ). For a summary of the multiple regression results between mean satisfaction and the points of attachment variables see Table 4-8.

### **Material Wellbeing**

Material wellbeing was then used as the dependent variable in the hierarchical regression to determine if any of the points of attachment would influence a person's satisfaction with this quality of life component. There was no significant collinearity between the variables (see Table 4-9). Material wellbeing also saw an increase in the  $R^2$  value when adding the variables. It increased from 3% to 15% with the addition of the points of attachment, meaning that they increased the predictive power in the material wellbeing model. The ANOVA test confirmed this finding as proved a significant influence ( $p < .05$ ) on material wellbeing.

Two of the points of attachment were found to significantly influence a person's satisfaction with material wellbeing community attachment ( $\beta = .25$ ) and university attachment ( $\beta = .17$ ). For a summary of the results from the hierarchical regression for material wellbeing and the points of attachment see table 4-10 that shows the beta coefficients and their standard errors.

## **Health**

In the hierarchical regression analysis using health as the dependent variable, results found that two of the points of attachment influenced the satisfaction of the health quality of life component. There was no significant collinearity between the variables (see table 4-11). There was an increase in the  $R^2$  value from 0% to 15% once the points of attachment variables were added. They increased the predictive power of the model, and according to the ANOVA test had a significant influence on health satisfaction. The coach attachment ( $\beta = .22$ ) significantly influenced people's satisfaction with their health. This was the only influence that the coach had on any of the quality of life components. The other point of attachment to significantly influence health satisfaction was the university ( $\beta = .23$ ). Table 4-12 summarized full results from the hierarchical regression of health satisfaction.

## **Productivity**

The respondent's satisfaction with their productivity was then tested. There was no significant collinearity in the productivity test (see Table 4-13). In the hierarchical regression results, it was found that when adding the seven points of attachment to the equation the  $R^2$  increased from 0% to 13% once the points of attachment variables were added. This indicates that adding the points of attachment variables significantly increased the predictive power of the model significantly. As a result, the added variables did have a significant effect ( $p < .05$ ) on the dependent variable of productivity satisfaction.

Then looking at the individual significance of each of the independent variables, it was found that only the university ( $\beta = .23$ ) significantly influenced the respondent's satisfaction with productivity. For the complete results from the productivity satisfaction hierarchical regression, refer 4-14 to see the beta coefficients and standard errors.

## **Intimacy**

The intimacy component of quality of life was one of two dependent variables to not have any of the points of attachment significantly influence the respondent's satisfaction. There was no significant collinearity in the variables (see Table 4-15). According to the ANOVA test, the model was not significant for the intimacy component. To see the full results of the hierarchical regression analysis refer to Table 4-16, which includes beta coefficients and standard errors.

## **Safety**

Safety component was not significantly influenced by any of the points of attachment.

There was no significant collinearity between the variables (see Table 4-17). The  $R^2$  did increase from .2% without the extra variables to 10% after adding the points of attachment variables.

From the ANOVA test, it seemed that the added points of attachment variables should significantly increase the predictive power of the model. However, none of the coefficients fell below the p-value, proving that there was not significant influence of the independent variables.

For the results of the hierarchical regression of the dependent and independent variables see Table 4-18 for beta coefficients and beta standard errors.

### **Place in Society**

The results of the ANOVA test for place in society showed that the added variables did not significantly add to the predictive power of the model, however it was found that the university ( $\beta = .19$ ) variable proved to significantly influence the respondent's satisfaction with their place in society. This was the only point of attachment to have a significant influence on the dependent variable. For the full results from the regression analysis refer to Tables 4-19 and 4-20.

### **Emotional Wellbeing**

The final quality of life component to be tested was emotional wellbeing. As with each of the other analyses, there was no significant collinearity (see Table 4-21). The  $R^2$  again had just a slight increase from .4% in the model without the points of attachment to 10% in the model with them. It was also found that the addition of the points of attachment variables would not significantly increase the predictive power of the model. However, as with place in society, there were two points of attachment variables that significantly influenced the respondent's satisfaction with their emotional wellbeing. The first was the university variable ( $\beta = .17$ ) and the second was attachment to the community ( $\beta = .19$ ). The complete results from the

hierarchical regression analysis of emotional wellbeing including the betas and beta standard error can be found in Table 4-22.

### **Regression Analysis of Importance of Quality of Life Components**

Hierarchical regression analyses were also conducted using the importance section of the Comprehensive Quality of Life Scale. This was done to see if any of the points of attachment had significant influence on the importance of the quality of life components to help explain some of the relationships from the points of attachment and satisfaction of the quality of life components. There was no collinearity found between any of the variables in each of the eight hierarchical regression analyses run. As with the satisfaction, the university attachment had a positive relationship with the most quality of life components. It was found to have significant influence on the overall importance of quality of life ( $\beta = .21$ ), material wellbeing ( $\beta = .21$ ), productivity ( $\beta = .26$ ) and emotional wellbeing ( $\beta = .21$ ). The team, sport and games attended had negative relationships with the importance of the quality of life components.

Table 4-1. Frequency and percent of demographics among respondents

<b>Variable</b>	<b>Frequency</b>	<b>Valid Percent</b>
Age		
Under 19	25	13.4%
20-29	93	50.0%
30-39	13	7.0%
40-49	8	4.3%
50-59	17	9.1%
60-69	17	9.1%
70+	13	7%
Gender		
Male	104	54.2%
Female	88	45.8%
Affiliation		
Student	106	55.8%
Alumni	16	8.4%
UF Employee	3	1.6%
Gainesville Resident	21	11.1%
Other	44	23.2%
Alachua County Resident		
Yes	78	41.1%
No	112	58.9%
Race		
American Indian or Alaskan Native	3	1.6%
Asian	4	2.2%
Black or African American	25	13.7%
Native Hawaiian or Pacific Islander	2	1.1%
White	149	81.4%
Income		
Less than \$40,000	70	39.1%
\$40,001-\$70,000	25	14%
\$70,001-\$100,000	29	16.2%
Above \$100,001	55	30.7%
Education		
Less than High School	1	.5%
High School/GED	32	16.8%
Some College	84	44.2%
2-Year College Degree	15	7.9%
4-Year College Degree	31	16.3%
Masters Degree	18	9.5%
Doctoral Degree	9	4.7%

Table 4-2. Number of games attended

Games Attended	Mean	Std. Dev.
2011	5.80	6.11
2012	5.54	4.37

Table 4-3. Mean and standard deviation of each points of attachment question

<b>Question</b>	<b>Mean</b>	<b>SD</b>
I consider myself to be a “real” fan of the Florida Gators’ basketball team	6.32	1.07
First and foremost I consider myself a basketball fan	5.19	1.74
I identify with numerous aspects of the university rather than just its team	5.91	1.28
I identify with an individual player(s) on the team than just with the team	3.74	1.85
I am a fan of collegiate basketball regardless of who is playing	4.72	1.75
I am a big fan of Coach Billy Donovan	6.16	1.33
I am a fan of Florida basketball because it increases the status of the local community	4.77	1.57
I would experience a loss if I had to stop being a fan of the team	5.30	1.79
Basketball is my favorite sport	4.33	1.97
I feel a part of the university, not just its teams	5.85	1.37
I am a big fan of specific players more than I am a fan of the team	3.44	1.67
I don’t identify with one specific college basketball team, but collegiate basketball in general	2.92	1.75
I follow the basketball team because I like Coach Donovan	3.86	1.71
I am a fan of Florida basketball because it enhances the community’s image	4.47	1.52
Being a fan of the Florida basketball team is very important to me	5.53	1.31
I am a basketball fan at all levels	4.79	1.85
I support the university as a whole, not just its athletic teams	6.05	1.24
I consider myself a fan of certain players rather than a fan of the team	3.19	1.50
I consider myself a fan of collegiate basketball, and not just one specific team	3.71	1.79
I am a fan of the basketball team because they are coached by Billy Donovan	3.94	1.67
The reason I am a Florida basketball fan is it improves the nation’s perception of the community	3.97	1.58

Table 4-4. New Variable means and standard deviations

<b>Points of Attachment</b>	<b>Mean</b>	<b>Standard Deviation</b>
Team	5.71	1.19
Sport	4.76	1.58
University	5.99	1.09
Players	3.40	1.45
College Basketball	3.75	1.35
Coach	4.58	1.31
Community	4.32	1.34

Table 4-5. Importance of quality of life components with means and standard deviations

<b>QoL Component</b>	<b>Mean</b>	<b>SD</b>
Health	4.33	.931
Emotional Wellbeing	4.08	.94
Safety	4.03	1.05
Productivity	3.94	.91
Intimacy	3.61	1.06
Place in Society	3.16	1.07
Material Wellbeing	2.97	1.07

Table 4-6. Satisfaction of quality of life components with means and standard deviations

<b>Component</b>	<b>Mean</b>	<b>Std. Dev.</b>
Safety	5.86	1.07
Emotional Wellbeing	5.79	1.12
Health	5.76	1.11
Place in Society	5.73	1.07
Material Wellbeing	5.60	1.12
Productivity	5.47	1.05
Intimacy	5.38	1.42

Table 4-7. Means, standard deviations and intercorrelations for overall satisfaction and points of attachment variables with games attended in 2010-11

	<b>Mean</b>	<b>SD</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Mean Satisfaction	5.64	.909	.07	.16	.07	.29	.07	.09	.22	.29
Games 2011	5.80	6.11	-	.28	.22	.14	-.05	.03	.30	.08
Team	5.71	1.19	-	-	.32	.26	.17	.03	.41	.18
Sport	4.76	1.58	-	-	-	.06	.25	.57	.24	.22
University	5.99	1.09	-	-	-	-	.14	.01	.13	.27
Players	3.40	1.45	-	-	-	-	-	.18	.25	.20
College BB	3.75	1.35	-	-	-	-	-	-	.12	.24
Coach	4.58	1.31	-	-	-	-	-	-	-	.49
Community	4.32	1.34	-	-	-	-	-	-	-	-

Table 4-8. Regression analysis summary for points of attachment variables predicting overall satisfaction

<b>Variable</b>	<b>B</b>	<b>SEB</b>	
Games 2011	.00	.01	-.01
Team	.04	.07	.05
Sport	-.03	.06	-.05
University	.19	.07	.22*
Players	-.02	.05	-.03
College BB	.04	.07	.07
Coach	.07	.07	.10
Community	.12	.06	.18

Note.  $R^2 = .15$  ( $N = 157$ ,  $p < .05$ )

\* $p < .05$

Table 4-9. Means, standard deviations and intercorrelations for satisfaction of material wellbeing and points of attachment variables with games attended in 2010-11

	Mean	SD	1	2	3	4	5	6	7	8
Material Wellbeing	5.59	1.12	.16	.23	.09	.27	.06	.11	.26	.35
Games 2011	5.80	6.11	-	.29	.23	.13	-.06	.02	.29	.09
Team	5.71	1.19	-	-	.32	.25	.16	.02	.40	.19
Sport	4.76	1.58	-	-	-	.05	.24	.56	.23	.23
University	5.99	1.09	-	-	-	-	.14	.03	.13	.26
Players	3.40	1.45	-	-	-	-	-	.19	.25	.18
College BB	3.75	1.35	-	-	-	-	-	-	.12	.23
Coach	4.58	1.31	-	-	-	-	-	-	-	.48
Community	4.32	1.34	-	-	-	-	-	-	-	-

Table 4-10. Regression analysis summary for points of attachment variables predicting material wellbeing satisfaction

Variable	B	SEB	
Games 2011	.02	.02	.08
Team	.12	.08	.13
Sport	-.06	.07	-.09
University	.17	.08	.17*
Players	-.03	.06	-.04
College BB	.08	.08	.09
Coach	.06	.08	.07
Community	.21	.07	.25*

Note.  $R^2 = .19$  (N = 158,  $p < .05$ )

\* $p < .05$

Table 4-11. Means, standard deviations and intercorrelations for satisfaction of health and points of attachment variables with games attended in 2010-11

Variable	Mean	SD	1	2	3	4	5	6	7	8
Health	5.73	1.13	.04	.08	.12	.25	.01	.14	.26	.27
Games 2011	5.80	6.11	-	.29	.24	.13	-.06	.03	.29	.09
Team	5.71	1.19	-	-	.33	.25	.16	.03	.40	.19
Sport	4.76	1.58	-	-	-	.05	.24	.56	.23	.22
University	5.99	1.09	-	-	-	-	.14	.02	.13	.26
Players	3.40	1.45	-	-	-	-	-	.19	.25	.18
College BB	3.75	1.35	-	-	-	-	-	-	.12	.23
Coach	4.58	1.31	-	-	-	-	-	-	-	.48
Community	4.32	1.34	-	-	-	-	-	-	-	-

Table 4-12. Regression analysis summary for points of attachment variables predicting health satisfaction

Variable	B	SEB	
Games 2011	-.01	.02	-.07
Team	-.07	.09	-.07
Sport	.04	.07	.06
University	.24	.08	.23*
Players	-.10	.06	-.12
College BB	.06	.08	.07
Coach	.19	.08	.22*
Community	.10	.08	.11

Note.  $R^2 = .15$  (N = 160,  $p < .05$ )

\* $p < .05$

Table 4-13. Means, standard deviations and intercorrelations for satisfaction of productivity and points of attachment variables with games attended in 2010-11

Variable	Mean	SD	1	2	3	4	5	6	7	8
Productivity	5.48	1.05	-.01	.19	.05	.28	.16	.03	.19	.19
Games 2011	5.80	6.11	-	.29	.24	.13	-.06	.03	.29	.09
Team	5.71	1.19	-	-	.33	.25	.16	.03	.40	.19
Sport	4.76	1.58	-	-	-	.05	.24	.56	.23	.22
University	5.99	1.09	-	-	-	-	.14	.02	.13	.26
Players	3.40	1.45	-	-	-	-	-	.19	.25	.18
College BB	3.75	1.35	-	-	-	-	-	-	.12	.23
Coach	4.58	1.31	-	-	-	-	-	-	-	.48
Community	4.32	1.34	-	-	-	-	-	-	-	-

Table 4-14. Regression analysis summary for points of attachment variables predicting productivity satisfaction

Variable	<u>B</u>	<u>SEB</u>	<u>——</u>
Games 2011	-.02	.02	-.09
Team	.10	.08	.11
Sport	-.02	.07	-.03
University	.22	.08	.23*
Players	.06	.06	.08
College BB	.00	.08	.00
Coach	.08	.08	.10
Community	.05	.07	.06

Note.  $R^2 = .13$  (N = 160,  $p < .05$ )

\* $p < .05$

Table 4-15. Means, standard deviations and intercorrelations for satisfaction of intimacy and points of attachment variables with games attended in 2010-11

Variable	Mean	SD	1	2	3	4	5	6	7	8
Intimacy	5.35	1.46	.03	.07	-.05	.15	-.01	.04	.05	.15
Games 2011	5.80	6.11	-	.29	.24	.13	-.06	.03	.29	.09
Team	5.71	1.19	-	-	.33	.25	.16	.03	.40	.19
Sport	4.76	1.58	-	-	-	.05	.24	.56	.23	.22
University	5.99	1.09	-	-	-	-	.14	.02	.13	.26
Players	3.40	1.45	-	-	-	-	-	.19	.25	.18
College BB	3.75	1.35	-	-	-	-	-	-	.12	.23
Coach	4.58	1.31	-	-	-	-	-	-	-	.48
Community	4.32	1.34	-	-	-	-	-	-	-	-

Table 4-16. Regression analysis summary for points of attachment variables predicting intimacy satisfaction

Variable	B	SEB		
Games 2011	.00	.02	.02	.02
Team	.09	.12	.12	.08
Sport	-.13	.10	.10	-.14
University	.15	.12	.12	.11
Players	-.04	.09	.09	-.04
College BB	.10	.11	.11	.09
Coach	-.03	.12	.12	-.03
Community	.14	.11	.11	.13

Note.  $R^2 = .05$  (N = 158,  $p < .05$ )

\* $p < .05$

Table 4-17. Means, standard deviations and intercorrelations for satisfaction of safety and points of attachment variables with games attended in 2010-11

Variable	Mean	SD	1	2	3	4	5	6	7	8
Safety	5.84	1.10	.09	.052	.00	.19	.01	.02	.23	.23
Games 2011	5.80	6.11	-	.29	.24	.13	-.06	.03	.29	.09
Team	5.71	1.19	-	-	.33	.25	.16	.03	.40	.19
Sport	4.76	1.58	-	-	-	.05	.24	.56	.23	.22
University	5.99	1.09	-	-	-	-	.14	.02	.13	.26
Players	3.40	1.45	-	-	-	-	-	.19	.25	.18
College BB	3.75	1.35	-	-	-	-	-	-	.12	.23
Coach	4.58	1.31	-	-	-	-	-	-	-	.48
Community	4.32	1.34	-	-	-	-	-	-	-	-

Table 4-18. Regression analysis summary for points of attachment variables predicting safety satisfaction

Variable	B	SEB		
Games 2011	.01	.02	.03	
Team	-.06	.09	-.06	
Sport	-.04	.07	-.06	
University	.15	.08	.15	
Players	-.04	.06	-.06	
College BB	.01	.08	.01	
Coach	.16	.08	.19	
Community	.11	.08	.13	

Note.  $R^2 = .10$  (N = 160,  $p < .05$ )

\* $p < .05$

Table 4-19. Means, standard deviations and intercorrelations for satisfaction of place in society and points of attachment variables with games attended in 2010-11

Variable	Mean	SD	1	2	3	4	5	6	7	8
Place in Society	5.73	1.01	.03	.13	.15	.23	.09	.13	.13	.18
Games 2011	5.80	6.11	-	.29	.24	.13	-.06	.03	.29	.09
Team	5.71	1.19	-	-	.33	.25	.16	.03	.40	.19
Sport	4.76	1.58	-	-	-	.05	.24	.56	.23	.22
University	5.99	1.09	-	-	-	-	.14	.02	.13	.26
Players	3.40	1.45	-	-	-	-	-	.19	.25	.18
College BB	3.75	1.35	-	-	-	-	-	-	.12	.23
Coach	4.58	1.31	-	-	-	-	-	-	-	.48
Community	4.32	1.34	-	-	-	-	-	-	-	-

Table 4-20. Regression analysis summary for points of attachment variables predicting place in society satisfaction

Variable	B	SEB	
Games 2011	-.01	.02	-.05
Team	.03	.09	.04
Sport	.05	.07	.07
University	.20	.09	.19*
Players	.00	.06	.01
College BB	.05	.08	.06
Coach	.04	.08	.05
Community	.06	.08	.07

Note.  $R^2 = .08$  (N = 160,  $p < .05$ )

\* $p < .05$

Table 4-21. Means, standard deviations and intercorrelations for satisfaction of emotional wellbeing and points of attachment variables with games attended in 2010-11

Variable	Mean	SD	1	2	3	4	5	6	7	8
Emotional Wellbeing	5.76	1.15	.06	.11	.05	.23	.06	.05	.16	.25
Games 2011	5.80	6.11	-	.29	.24	.13	-.06	.03	.29	.09
Team	5.71	1.19	-	-	.33	.25	.16	.03	.40	.19
Sport	4.76	1.58	-	-	-	.05	.24	.56	.23	.22
University	5.99	1.09	-	-	-	-	.14	.02	.13	.26
Players	3.40	1.45	-	-	-	-	-	.19	.25	.18
College BB	3.75	1.35	-	-	-	-	-	-	.12	.23
Coach	4.58	1.31	-	-	-	-	-	-	-	.48
Community	4.32	1.34	-	-	-	-	-	-	-	-

Table 4-22. Regression analysis summary for points of attachment variables predicting emotional wellbeing satisfaction

Variable	B	SEB	
Games 2011	.00	.02	.01
Team	.02	.09	.02
Sport	-.02	.08	-.03
University	.18	.09	.17*
Players	.00	.07	.00
College BB	.01	.08	.01
Coach	.03	.09	.04
Community	.16	.08	.19*

Note.  $R^2 = .10$  (N = 160,  $p < .05$ )

\* $p < .05$

Table 4-23. Beta coefficients for importance of quality of life components influenced by points of attachment and games attended in 2010-11

	Overall Importance	Material Wellbeing	Health	Productivity	Intimacy	Safety	Place in Society	Emotional Wellbeing
Games 2011	-.13	.15	-.20*	-.17*	-.12	-.13	.03	-.10
Team	-.09	-.01	-.09	-.02	-.07	-.09	-.08	-.13
Sport	-.10	-.08	-.03	-.06	-.04	-.07	-.13	-.10
University	.21*	.21*	.18	.26*	.09	.12	.13	.21*
Players	.06	.08	-.03	.05	-.07	.03	.13	.01
College BB	.12	.07	.09	.05	.13	.09	.12	.05
Coach	.14	.00	.12	.02	.11	.15	.01	.13
Community	.14	.08	.10	.07	.14	.16	.12	.15
R <sup>2</sup>	.14	.10	.10	.11	.08	.11	.07	.12

\*p < .05

## CHAPTER 5 DISCUSSION AND CONCLUSIONS

The purpose of this study was to determine if there was a relationship between fan identification and a person's perceived quality of life. It used Robinson and Trail's (2005) seven points of attachment that are attachment to the team, sport, university, players, level of sport, coach and community. The reason for determining if there is a relationship between fan identification and quality of life is to create a link between the points of attachment and a person's subjective wellbeing. Previous studies have found that there is a relationship (Smith et al, 1981; Correll & Park, 2005; Wann, 2006; Clopton, 2007; Wann et al., 2011). The following section will discuss the findings of this study and compare it with previous literature on the subject. Then the marketing implications of the study will be given, followed by limitations of the research and then the conclusions.

According to previous research, there is a relationship between fan identification and wellbeing (Wann et al., 2001; Correll & Park, 2005). As the study was conducted at a Division I school, research had shown that fans at this level were highly motivated by vicarious achievement and that was related to attachment to the team, coach, university and community (Robinson et al., 2005). This would suggest that these would be the highest points of attachment for the respondents. The results proved this to be mostly true as the university attachment was the highest, followed by attachment to the team, sport, coach and then community. Robinson and Trail (2005) had similar findings that suggested that vicarious achievement would lead to attachment to the team, community and university.

With the university, team, sport, coach and community being the top points of attachment for the respondents, they should also be the most likely to influence the satisfaction with quality of life components. However, the results of this study showed that overall there was not a strong

relationship between most of the points of attachment and quality of life, with the exception of the university. The university was found to have a significant relationship with the overall quality of life satisfaction, material wellbeing, health, productivity, place in society and emotional wellbeing. This could be because the majority of respondents were students so they are more likely to have a strong attachment to the university since they are currently in school. It is also important to consider that the University of Florida is considered a sports university. They are a huge part of this university and could explain why that is such a strong point of attachment for the respondents. Florida is known for its athletics and many people attend the University of Florida because of this emphasis they place on sports as a whole.

The relationship between the university and overall satisfaction with a person's quality of life may be because of the significant influence of attachment to the university on the five of the seven components of quality of life. To better explain this relationship, each one of the points of attachment that had significant influence quality of life components will be discussed.

The quality of life component material wellbeing was described by Felce (1997) as relating to a person's wealth or income, housing quality, transportation and financial security. The connection between the university and material wellbeing may be because a majority of the respondents were current students that were working towards their education and feel that having a degree from that university will help them be financially stable. The academic prestige of the university can give those who are attached to that university a sense of security just by association because they feel they possess those qualities as well. Also, from the income statistics, the second highest category of income fell in the above \$100,001 so it can be inferred that many of the respondents had a large household income that could aid in their satisfaction with material wellbeing.

Health and attachment to the university also had a significant relationship for this study. It may be that fans who are attached to the university are more driven to attend sporting events, which inspires them to be healthier. They may also participate in a healthier lifestyle because the university places such a large emphasis on sports. Leisure participation has been proven to provide health benefits (Coleman & Iso-Ahola, 1993). Weissinger, Caldwell and Mobily (1987) found that leisure participation had a significant relationship with a person's subjective rating of their health. Other researchers have found that leisure activities can even shield people from illness symptoms that can be brought on by severe life events (Caltabiano, 1988; Reich & Zautra, 1981; Wheeler & Frank, 1988).

For productivity, the attachment to the university may be related to the respondent's feeling that they have gained skills from attending the university that they may not have otherwise developed. As Williams et al. (1990) found, people's motivations for attending games may change, so by being attached to the university and attending games the fans can gain knowledge of different sports and in turn feeling more productive by gaining something from an event.

Attachment to the university and place in society were also found to have a significant relationship. This relationship could be explained by the organizational and team characteristics that make up the university (Sutton et al., 1997). Sutton (1997) describes organizational characteristics as the reputation of the team or university as well as the prestige of the conference they belong to. Dutton et al. (1994) had also found that fan's identification with an organization might be influenced by how outsiders view the organization. Similarly, the University of Florida is considered one of the top universities in the NCAA with numerous national championships as well as being a part of one of the top conferences in the Southeastern Conference.

The team characteristics have to do with how successful that team is and how that

positive association can reflect on the fans (Sutton et al., 1997). Florida has branded themselves as an extremely successful athletic program because of their numerous championships. This prestige could translate into more positive feelings among fans about having a more satisfying place in society because they are associated with that type of program.

Along with the university, there were some significant influences found between community and several of the quality of life components. The community attachment was found to be high, even with the majority of respondents being non-residents. This is largely due to the high number of student respondents. While they are not actually from Alachua County, they still feel connected to the community because they are living in Gainesville for the four years they are attending school. Community was related to material wellbeing and emotional wellbeing. There has been previous research to support this notion of the attachment to the community benefiting the fans (Anderson & Stone, 1981; Wann et al., 2001; Clopton, 2007). The fans develop a sense of community from being around others who are fans of the same team. This common interest creates a bond between them and allows for them to feel connected without having an established relationship with other attendees (Fink et al., 2002).

As the study proved, the community attachment positively affects a person's satisfaction with their emotional wellbeing. This falls in with Robinson and Trail's (2005) findings that the most common points of attachment were team, community and university. This comes from that facilitation of positive relationships with others. As Clopton (2007) stated, there is a relationship between BCS-status programs and a perceived sense of community among their fans. The benefits of this sense of community tie back into the Social Identity Theory. The theory says that people who associate with a group and feel part of a group will have a more positive social wellbeing (Turner, 1982; Tajfel, 1982).

The social identity theory helps to explain why the community attachment predicts respondents' being more satisfied with their emotional wellbeing. The university attachment also predicted emotional wellbeing, and this can be related to the social identity theory as well. People who are attached to the university feel that they are a part of this larger group that can connect them to any person who has been a part the University of Florida. Along with fostering relationships among fellow Florida fans and the local community, fans can also gain a feeling of acceptance and support that they need to feel positively about their wellbeing (Felce, 1997). Wann and Polk (2007) found that fans of a certain team were more likely to think that other fans of that same team are more trustworthy. This bond between fellow fans allows them to have that positive social identity because they can always have social interaction and acceptance when attending a game with a whole stadium full of fans just like them.

Community attachment also influenced satisfaction with material wellbeing. As described earlier, material wellbeing has to do with the person's wealth, housing quality, transportation and security (Felce, 1997). Also a part of material wellbeing is the quality of the neighborhood that people live in. For those who are highly attached to the community, the quality of their community and living environment could have an influence over their satisfaction with their personal material wellbeing. The respondents may have felt positively about the community surrounding the University of Florida and its athletic programs, which has produced a more satisfied material wellbeing. Another part of material wellbeing is transportation and the ability to get to and from work, a social gathering or even a leisure activity (Felce, 1997). This survey was conducted on-site at the basketball games, leading the researcher to believe the respondents were able to get themselves to the games. Having that sort of transportation would lead them to feel more positively about their material wellbeing as they still

feel part of the community of fans because they can attend more games than someone who did not have access to transportation.

The final aspect that had correlation to the quality of life components was the coach. There was a significant relationship between attachment to the coach and health. A coach such as Billy Donovan, who is physically fit and active around the community, can inspire fans to be more physically active as well and lead them to feel more satisfied with the health component of their quality of life. People who are attached to the coach are going to relate to that person and emulate them (Wann et al., 1996).

Donovan has been at Florida for 15 years, and a long placement like that can also aid in fans feeling more attachment to the coach. He has been around the program for a long time and his success has allowed fans to feel a sense of vicarious achievement (Robinson & Trail, 2005). As stated in the research, vicarious achievement is the main motive for fans attending games (Robinson & Trail, 2005; Trail et al., 2000; Fink et al., 2002). This will have a positive effect on those fans that are highly attached to that coach.

This study's results differ from previous research however, as other studies have shown a correlation between team identification and wellbeing (Wann et al., 2001). There was no significant relationship between the team and quality of life from this research. Although team identification was the second highest point of attachment, it did not significantly influence any of the quality of life components. Robinson and Trail (2005) conducted a study that found most people were attached to the team and Wann et al. (2001) produced research on the positive relationship between team identification and positive social wellbeing.

Perhaps the current study did not produce a significant influence between team identification and wellbeing because social wellbeing was not one of the seven components used.

It was predicted that team identification would have a positive relationship with social wellbeing (Wann et al., 2011). They also found that distant fans only achieved social wellbeing when watching their team compete in a social environment. This could suggest that team identification requires other attachments such as university or community to influence a person's wellbeing.

The other points of attachment that did not significantly influence any of the quality of life components were type of sport, level of sport and players. These were not expected for the respondents to be highly attached to as previous research had shown these to be less likely for people to be attached to (Robinson et al., 2005). As Robinson et al. (2005) found, Division I fans were more highly motivated by vicarious achievement and that was related to team, coach, university and community attachment. This could explain why sport, level of sport and players had lower levels of attachment and therefore did not influence quality of life.

The sport and level of sport attachment were mostly related to motivations of aesthetics or dramatic qualities of the events (Trail et al., 2003). Robinson et al. (2005) found that the highest levels of sport attachment were found in NCAA Division III fans. This could explain why it was not one of the high levels of attachment since Florida competes at the Division I level. The sport attachment may have more influence on quality of life components at a lower level in the NCAA or it could be at the professional level as Funk et al. (2001) found that many people who attend the World Cup did so because they were fans of soccer.

The level of sport attachment (i.e. college basketball) could also have little influence over quality of life because at the college level, people are much more attached to the teams, university and community than the fact that it is a college sport. The attachment to the level of sport may increase if it was a professional sport because people who are fans of professional football are likely to be much more passionate about it being a professional sport than those who

are college football fans. The lack of relationship with quality of life could be that attachment to the sport and level of sport may be more sport-related motives and these are not related to personal benefits, which influence quality of life satisfaction (James & Ross, 2004).

Finally, the attachment to the players had no influence on the quality of life components. As Robinson et al. (2005) found attachment to players was much higher at the Division III level than any other NCAA division. This may be because many of the attendees were family members of the athletes or know them from having classes together. Some Division I athletes are highly recognizable, such as Tim Tebow during his time at the University of Florida. However, these types of athletes are few and far between. Especially in a sport such as basketball where players may not even stay all four years. It makes it more difficult for fans to become attached to a specific athlete because they will only be there for four years total, and with the one-year rule in college basketball it could be a much shorter career. As for why it did not influence any of the quality of life components, this could be because motives for attachment to players relate to their skill and physical appearance. These are considered sport related motives, not self-definition or personal benefits (James & Ross, 2004).

The points of attachment's influence on the importance of the quality of life components was also tested. Much like the satisfaction, the university was found to be the only one that had a positive influence on the importance of any of the quality of life components. It positively influenced overall importance, material wellbeing, productivity and emotional wellbeing. This helps to reinforce the findings of the satisfaction, as the university attachment was the one that had the most influence on each.

### **Marketing Implications**

As the results showed, the points of attachment that had significant influence on a

person's satisfaction with material wellbeing, emotional wellbeing, health, productivity and place in society were the university, community and coach. Marketers should use these points of attachment to better attract fans to sporting events. They should also take into account the overall mean scores from the points of attachment portion of the survey. It was found that the respondents reported university attachment as their highest identification, however the next highest was team attachment. While this wasn't found to significantly influence satisfaction, it is still an important piece of marketing as fans still identify highly with the teams.

Most of the respondents seemed to highly identify with the university itself. It seems it would benefit the marketers to make the university their main focus in promotions and advertisements to bring in more fans. It may be important to stress the relationship between the university and the team (in this case, University of Florida and the Florida Gators). Promotional items could have the university logo on it as well as the athletic name and sport that are being promoted. This will help to bring together the top three points of attachment found in this research. Combining them all together in one promotion will also make a stronger connection with the fans than just using one point of attachment alone.

Along with the university, community attachment was found to influence a person's satisfaction with their quality of life. People want to feel as part of a group (Hogg et al., 2005) and marketers can create an atmosphere of community by providing events where fans can interact with each other outside of the games. If fans get together and feel they belong to this group (Florida Gators) then they will be more likely to want to attend games because they are motivated by social interaction which benefits their emotional wellbeing. This can also be used in advertising by presenting games as a chance for fans to interact with other members of the same community. Even bringing players and coaches out into the local community (town) can

bring more recognition to fans and residents of that community. This could be as simple as a meet and greet event with fans after an event or appearances at a local school. The coach could also serve as a speaker and discuss some of the components of quality of life such as health, since that was influenced by people's attachment to the coach. This can in turn help them feel a connection to other aspects of sports such as the coach and athletes.

### **Limitations and Future Research**

One of the main limitations was that the social wellbeing factor was not included as one of the components of quality of life. While some of the components used can be a part of someone's social wellbeing, perhaps they did not interpret the questions that way and having social wellbeing as one of the components may have made a difference. The research in the literature review found this to already have a relation with quality of life and should be included in future studies. This study was limited to one sport and was only conducted at one school. This limits the generalizability of the study to expand to other sports and results could vary depending on the school or even level of sport being played.

There may be differences across each NCAA division as well as across the different schools themselves. There was also a fairly small sample size used in this study due to only one sporting event chosen and limited data collection days, with a response rate of 56.6% as the survey being given in person. This makes it more difficult for the results to be generalized. Another limitation could be that the surveys were passed out before a game, where most people attending may have been in a hurry to get inside the coliseum. Future research could perhaps acquire email addresses from onsite intercepts and email the sample on a non-game day.

Future research should include results from other schools as well as other sports to see if there is a difference in attachment and its influence on the different quality of life domains. It

could test whether more people who are not highly identified with a team have the same response to those who are highly attached regarding satisfaction with a person's quality of life. Another possible study in this area could include the exploration of a link between satisfaction with the team and/or university and overall satisfaction with life in general.

### **Conclusion**

In conclusion, this study found there is a relationship between fan identification and a person's perceived quality of life as previous research had also found (Branscombe & Wann, 1991; Wann 1994; Wann, Walker et al., 2005). The most significant relationships occur between the university, community and coach with quality of life components. This research proves that there are other benefits that can come from being a sports fan. Attachment to these different aspects of sport can positively influence someone's quality of life. It gives a broader look into how sports affect people's lives outside of the event itself. The university attachment was found to significantly influence a person's satisfaction with their material wellbeing, health, productivity, place in society and emotional wellbeing. It also had a significant influence on the overall satisfaction of wellbeing for the respondents.

The community attachment had a significant influence on material wellbeing and emotional wellbeing. The university also influenced both, and previous research had shown the connection between these to points of attachment and their influence on wellbeing (Clopton & Finch, 2010; Wann & Robinson, 2002). The other point of attachment to positively influence quality of life was the coach. This attachment was significant to the health component of quality of life.

This research helps to better understand the relationship between fan identification and a person's perceived quality of life. From the data of this study, there is a positive relationship

between points of attachment and certain quality of life components. Research into this area provides another way to see that there are benefits from being a highly identified fan as many researchers before have found (Wann, 1994; Branscombe & Wann, 1991; Wann, Dunham, Byrd, & Keenan, 2004; Anderson & Stone, 1981).

For marketers, this research reaffirms that the main points of attachment that should be used to bring in fans are the team, university, community and coach. These are the aspects to which most fans are identified. They are also the ones that can provide positive quality of life benefits as this study showed. They should continue to focus on the university and how the fan base can be thought of as a community because this will reach the most people. It may also have the strongest influence on their decision to attend games and purchase merchandise to show their connection to the University of Florida and the Florida Gator community.

APPENDIX A  
**Informed Consent**

**Protocol Title:** Sport Involvement and its Affects a Person's Perceived Quality of Life

**Please read this consent document carefully before you decide to participate in this study.**

**Purpose of the Research Study:**

The purpose of this study is to determine if there is a relationship between sport involvement based on attachment to the team and community, and a person's perceived quality of life.

**What you will be asked to do in this study:**

You will be asked to fill out the survey as accurately as possible. The survey consists of four sets of questions. The first will ask you about your attendance at the University of Florida basketball games. In the next set, you will be asked to rate your feelings towards Florida basketball games based on a statement. Then you will be asked to rate your feelings toward certain factors that relate to your quality of life. Finally, you will be asked some information about yourself.

**Time Required:**

5-10 minutes

**Risks and Benefits:**

There are no risks associated with this study and we do not anticipate that you will benefit directly from this study.

**Confidentiality:**

Your identity will be kept confidential to the extent provided by law. Your information will be assigned a code number. Your name will not be used in any report.

**Compensation**

There will be no compensation for participating in this study.

**Voluntary Participation:**

Your participation in this study is completely voluntary. There is no penalty for not participating.

**Right to withdraw from this study:**

You have the right to withdraw from this study at any time without consequence.

**Whom to contact if you have questions about this study:**

Kristin Watkins, University of Florida student, Department of Tourism, Recreation and Sport Management

Kyriaki Kaplanidou, PhD, College of Health and Human Behavior

**Whom to contact about your rights as a research participant in this study:**

IRB02 Office, Box 112250, University of Florida, Gainesville, FL 32611-2250; phone 392-0433.

**Agreement:**

I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of the description.

Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Investigator: \_\_\_\_\_ Date: \_\_\_\_\_

APPENDIX B  
QUESTIONNAIRE

**Florida Gator Basketball Spectator Survey**

The purpose of this study is to learn about your fan identification and your attachment to Florida basketball and your perceived quality of life. Please complete the following questions. Your responses will be kept completely confidential.

**The first set of questions asks about your attendance at Florida basketball games.**

1. How many basketball games did you attend during the 2011/2012 season? (Write a number of games in each box)

Games attended during 2011 season \_\_\_\_\_

Games attended so far in 2012 season \_\_\_\_\_

**This set of questions asks about your feelings about Florida basketball games.**

2. What is your level of agreement with the following statements? Circle one number for each statement on the 7-point scale where 1=strongly disagree and 7=strongly agree.

Florida Basketball Games	Strongly Disagree	Disagree	Somewhat Disagree	Neither agree nor disagree	Somewhat Agree	Agree	Strongly Agree
I consider myself to be a "real" fan of the Florida Gators' basketball team	1	2	3	4	5	6	7
First and foremost I consider myself a basketball fan	1	2	3	4	5	6	7
I identify with numerous aspects of the university rather than with just its team	1	2	3	4	5	6	7
I identify with an individual player(s) on the team than with the team	1	2	3	4	5	6	7
I am a fan of collegiate basketball regardless of who is playing	1	2	3	4	5	6	7
I am a big fan of Coach Billy Donovan	1	2	3	4	5	6	7
I am a fan of Florida basketball because it increases the status of the local community	1	2	3	4	5	6	7
I would experience a loss if I had to stop being a fan of the team	1	2	3	4	5	6	7
Basketball is my favorite sport	1	2	3	4	5	6	7
I feel a part of the university, not just its teams	1	2	3	4	5	6	7
I am a big fan of specific players more than I am a fan of the team	1	2	3	4	5	6	7
I don't identify with one specific college basketball team, but collegiate basketball in general	1	2	3	4	5	6	7
I follow the basketball team because I like Coach Donovan	1	2	3	4	5	6	7
I am a fan of Florida basketball because it	1	2	3	4	5	6	7

enhances the community's image							
Being a fan of the Florida basketball team is very important to me	1	2	3	4	5	6	7
I am a basketball fan at all levels	1	2	3	4	5	6	7
I support the university as a whole, not just its athletic teams	1	2	3	4	5	6	7
I consider myself a fan of certain players rather than a fan of the team	1	2	3	4	5	6	7
I consider myself a fan of collegiate basketball, and not just one specific team	1	2	3	4	5	6	7
I am a fan of the basketball team because they are coached by Billy Donovan	1	2	3	4	5	6	7
The reason I am a Florida basketball fan is it improves the nation's perception of the community	1	2	3	4	5	6	7

**This next set of questions asks about your feelings towards certain quality of life factors.**

**3. How important do you feel each of these factors are in adding to the quality of your life? Circle one number for each on the 5-point scale where 1=no importance and 5=could not be more important**

	Not Important	Slightly Important	Somewhat Important	Very Important	Could not be more Important
Material wellbeing	1	2	3	4	5
Health	1	2	3	4	5
Productivity	1	2	3	4	5
Intimacy	1	2	3	4	5
Safety	1	2	3	4	5
Place in society	1	2	3	4	5
Emotional wellbeing	1	2	3	4	5

**4. What is your level of satisfaction with each of these quality of life factors? Circle one number for each on the 7-point scale where 1=terrible and 7=delighted.**

	Terrible	Unhappy	Mostly Dissatisfied	Mixed	Mostly Satisfied	Pleased	Delighted
Material wellbeing	1	2	3	4	5	6	7
Health	1	2	3	4	5	6	7
Productivity	1	2	3	4	5	6	7
Intimacy	1	2	3	4	5	6	7
Safety	1	2	3	4	5	6	7
Place in society	1	2	3	4	5	6	7
Emotional wellbeing	1	2	3	4	5	6	7

**In this last section of the questionnaire we would like to ask you some information about yourself. This information is for statistical purposes only and it will be kept confidential.**

**5. What is your gender?** <sub>1</sub> Male <sub>2</sub> Female

**6. What year were you born?**

---

**7. What is your affiliation with the University of Florida? (please check one)**

<sub>1</sub> Student    <sub>2</sub> Alumni    <sub>2</sub> UF Employee    <sub>4</sub> Gainesville resident    <sub>5</sub> Other (please describe) \_\_\_\_\_

**8. Are you a resident of Alachua County?**    <sub>1</sub> Yes    <sub>2</sub> No, → If no what is your zip code? \_\_\_\_\_

**9. Please specify your ethnicity**    <sub>1</sub> Hispanic or Latino    <sub>2</sub> Not Hispanic or Latino

**10. Please specify your race.**

<sub>1</sub> American Indian or Alaskan Native    <sub>2</sub> Asian    <sub>2</sub> Black or African American    <sub>4</sub> Native Hawaiian or Pacific Islander    <sub>5</sub> White

**11. What is your 2011 total household income before taxes?**

<sub>1</sub> Less than \$40,000    <sub>3</sub> \$40,001-\$70,000    <sub>4</sub> \$70,001-\$100,000    <sub>5</sub> above \$100,001

**12. What is your highest level of education?**

<sub>1</sub> Less than high school    <sub>2</sub> High School/GED    <sub>3</sub> Some college    <sub>4</sub> 2-Year College Degree (associates)  
 <sub>5</sub> 4-Year College Degree (Bachelors)    <sub>6</sub> Masters Degree    <sub>7</sub> Doctoral Degree

Thank you for taking the time to complete this survey!

## LIST OF REFERENCES

- Andereck, K.L., Nyaupane, G. (2011). Development of a tourism and quality-of-life instrument. *Quality-of-Life Community Indicators for Parks, Recreation and Tourism Management*, 43, 95-113.
- Andereck, K.L., Valentine, K.M., Vogt, C.A., & Knopf, R.C. (2007). A cross-cultural analysis of tourism and quality of life perceptions. *Journal of Sustainable Tourism*, 15, 483-502.
- Anderson, D. E & Stone, G. P. (1981). Sport: A search for community. In S. L. Greendorfer & A. Yiannakis (Eds.), *Sociology of sport: Diverse perspectives* (pp. 164-172). West Point, NY: Leisure Press.
- Ball, A.D. & Tasaki, L.H. (1992). The role and measurement of attachment in consumer behavior. *Journal of Consumer Psychology*, 12 (2), 155-172.
- Bei, L.T. & Chiao, Y.C. (2001). An integrated model for the effects of perceived product, perceived service quality, and perceived price fairness on consumer satisfaction and loyalty. *Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior*, 14, 125-140.
- Bernache-Assollant, I., Lacassagne, M., & Braddock, J.H. (2007). Basking in reflected glory and blasting. *Journal of Language and Social Psychology*, 26, 381-388.
- Brajsa-Zganec, A., Merkas, M., & Sverko, I. (2011). Quality of life and leisure activities: How do leisure activities contribute to subjective wellbeing? *Social Indicator Research*, 102, 81-91.
- Branscombe, N. R., & Wann, D. L. (1991). The positive social and self-concept consequences of sports team identification. *Journal of Sport & Social Issues*, 15, 115-127.
- Caltabiano, M. L. (1988). The effect of predisposing variables and leisure on the relationship between stressful life events and illness symptomatology. Unpublished doctoral dissertation, James Cook University, Townsville: Australia.
- Clopton, A.W. (2007). Predicting a sense of community amongst students from the presence of intercollegiate athletics: What roles do gender and BCS-affiliation play in the relationship? *The Sport Management and Related Topics (SMART) Journal*, 4, 95-110.
- Clopton, A.W. & Finch, B.L. (2010). Are college students “bowling alone?” Examining the contribution of team identification to the social capital of college students. *Journal of Sport Behavior*, 33, 377-402.
- Coleman, D. & Iso-Ahola, S.E. (1993). Leisure and health: The role of social support and self-determination. *Journal of Leisure Research*, 25(2), 111-128
- Correll, J. & Park, B. (2005). A model of the ingroup as social resource. *Personality and Social*

- Psychology Review*, 15, 341-359.
- Cummins, R.A. (1991). The comprehensive quality of life scale manual (2<sup>nd</sup> ed.). Melbourne: Deakin University, Psychology Research Center.
- Cummins, R. A. (1998), The second approximation to an international standard of life satisfaction. *Social Indicators Research*, 43, 307–334.
- Cummins R. A., Eckersley R., Pallant J., Van Vugt J. & Misajon R. (2003) Developing a national index of subjective wellbeing: the Australian unity wellbeing index. *Social Indicators Research*, 64, 159–90.
- Cummins, R.A., McCabe, M.P., Romeo, Y., & Gullone, E. (1994) The comprehensive quality of life scale: Instrument development and psychometric evaluation on college staff and students. *Educational and Psychological Measurement*, 54, 372-382.
- Dutton, J.M., Dukerich, J.M., & Harquail, C.V. (1994). Organizational images and member identification. *Administrative Science Quarterly*, 39, 239-263.
- Edginton, C., Jordan, D., De Graaf, D., & Edginton, S. (1995). *Leisure and life satisfaction: Foundational perspectives*. Madison, Dubuque: Brown and Benchmark Publishers.
- Facilities*. (2012). Retrieved June 10, 2012, from <http://www.gatorzone.com/facilities/>.
- Felce, D. (1997). Defining and applying the concept of quality of life. *Journal of Intellectual Disability Research*, 41, 126-135.
- Felce, D. & Perry, J. (1995). Quality of life: Its definition and measurement. *Research in development disabilities*, 16, 51-74.
- Fink, I. S., Trail, G. T., & Anderson, D. F. (2002). An examination of team identification: Which motives are most salient to its existence? *International Sports Journal*, 6, 195-207.
- Flanagan, J.C. (1978). A research approach to improving our quality of life. *American Psychologist*, 33(2), 138-147.
- Funk, D. C., Mahony, D. F., Nakazawa, M., & Hirakawa, S. (2001). Development of the sport interest inventory (SII): Implications for measuring unique consumer motives at team sporting events. *International Journal of Sports Marketing & Sponsorship*, 3, 291 -316.
- Gibson, H., Willming, G., & Holdnak, A. (2002). “We’re Gators . . . not just Gator fans”: Serious leisure and University of Florida football. *Journal of Leisure Research*, 34, 397-426.
- Gwinner, K. & Swanson, S.R. (2003). A model of fan identification: Antecedents and sponsorship outcomes. *Journal of Services Marketing*, 17, 275-294.
- Heere, B., & James, J.D. (2007). Sports teams and their communities: Examining the influence

- of external group identities on team identity. *Journal of Sport Management*, 2, 319-337.
- Hogg, M. A., Terry, D. J., & White, K. M. (1995). A tale of two theories: A critical comparison of identity theory with social identity theory. *Social Psychology Quarterly*, 58, 255–269.
- Hunt, K.A., Bristol, T., & Bashaw, R.E. (1999). A conceptual approach to classifying sports fans. *Journal of Services Marketing*, 13 (6), 439-452.
- Iso-Ahola, S. E., and Hatfield, B. (1986). *Psychology of sports: A social psychological approach*. Dubuque, IA: Brown.
- James, J.D. & Ross, S.D. (2004). Comparing sport consumer motivations across multiple sports. *Sport Marketing Quarterly*, 13, 17-25.
- Koo, G.Y. & Hardin, R. (2008). Difference in interrelationship between spectator's motives and behavioral intentions based on emotional attachment. *Sport Marketing Quarterly*, 17(1), 30-43.
- Koppett, L. (1981). *Sports illusion, sports reality: A reporter's view of sports, journalism, and society*. Boston: Houghton Mifflin.
- Kruglanski, A.W, Higgins, E.T., Van Lange, P.A.M (2011). *Handbook of theories of social psychology: Volume two*. SAGE Publications, CA, 568 pages.
- Kwon, H.H., Trail, G.T., & Anderson, D.S. (2005). Are multiple points of attachment necessary to predict cognitive, affective, conative, or behavioral loyalty. *Sport Management Review*, 8, 255-270.
- Lasch, C. (1979). *The culture of narcissism*. New York: Warner.
- Lever, J. (1983). *Soccer madness*. Chicago, IL: University of Chicago Press.
- Lloyd, K.M. & Auld, C.J. (2002). The role of leisure in determining quality of life: Issues of content and measurement. *Social Indicators Research*, 57, 43-71.
- Madrigal, R. (1995). Cognitive and affective determinants of fan satisfaction with sporting event attendance. *Journal of Leisure Research*, 27, 205-227.
- Matusuoka, H. & Fujimoto, J. (2002). *Foci of fan's psychological commitment*. Paper presented at the meeting of the North American Society of Sport Management, Ganmore, AB: Canada.
- McCormick, B. & McGuire, F. (1996). Leisure in community life of older rural residents. *Leisure Sciences*, 18, 77-93.
- Melnick, M. J. (1993). Searching for sociability in the stands: A theory of sports spectating.

- Journal of Sport Management*, 7, 44-60.
- Murrell, A.J., & Dietz, B. (1992). Fans support of sport teams: The effect of a common group identity. *Journal of Sport and Exercise Psychology*, 14, 28-39.
- NCAA Football Attendance (2010). *2010 National College Football Attendance*. Retrieved September 28, 2010, from <http://www.ncaa.org>.
- Nunnally, J. (1978). *Psychometric theory*. New York: McGraw-Hill.
- Pahner, C., & Thompson, K. (2007). The paradoxes of football spectatorship: On-field and online expressions of social capital among the "Grog Squad." *Sociology of Sport Journal*, 24, 187-205.
- Ragheb, M., & Tate, R. (1993). A behavioral model of leisure participation, based on leisure attitude, motivation and satisfaction. *Leisure Studies*, 12, 61-70.
- Reich, J. W., & Zautra, A. (1981). Life events and personal causation: Some relationships with satisfaction and distress. *Journal of Personality and Social Psychology*, 41, 1002-1012.
- Robinson, M.J., & Trail, G.T. (2005). Relationships among spectator gender, motives, points of attachment, and sport preference. *Journal of Sport Management*, 19, 58-80.
- Robinson, M.J., Trail G.T., Dick, R.J., & Gillentine, A.J. (2005). Fans vs. spectators: An analysis of those who attend intercollegiate football games. *Sport Marketing Quarterly*, 14, 43-53.
- Robinson, M., Trail, G., & Kwon, H. (2004). Motives and points of attachment of professional golf spectators. *Sport Management Review*, 7(2), 167-192.
- Schalock R. L. (1996) Reconsidering the conceptualization and measurement of quality of life. In: *Quality of Life, Volume I: Conceptualization and Measurement* (ed. R. L. Schalock), pp. 123–39. American Association on Mental Retardation, Washington, DC.
- Schroeder, L.D., Sjoquist, D.L., & Stephan, P.E. (1986). *Understanding regression analysis: An introductory guide*. Newbury Park, CA: Sage Publications.
- Sloan, L R. (1989), The motives of sports fans. In I.H. Goldstein (Ed.). *Sports games and play: Social and psychological viewpoints* {2nd ed. pp. 175-240). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Smith, G. J., Patterson, B., Williams, T., & Hogg, J. (1981). A profile of the deeply committed male sports fan. *Arena Review*, 5, 26-44.
- Snyder, E. E., & Spreitzer, E. (1978). *Social aspects of sport*. Englewood Cliffs, NJ: Prentice-Hall.
- Sutton, W.A., McDonald, M.A., Milne, G.R., & Cimperman, J. (1997). *Creating and fostering*

- fan identification in professional sports. *Sport Marketing Quarterly*, 6, 15-22.
- Tajfel, H., Billig, M.G., Bundy, R.P., & Flament, C. (1971). Social categorization and intergroup behaviour. *European Journal of Social Psychology*, 1, 149-177.
- Theodori, G.L. (2001). Examining the effects of community satisfaction and attachment on individual wellbeing. *Rural Sociology*, 66(4), 618-628.
- Trail, G.T., Fink, J.S., & Anderson, D.F. (2000). A theoretical model of sport spectator consumption behavior. *International Journal of Sport Management*, 1, 154-180.
- Trail, G.T., Fink, J.S., & Anderson, D.F. (2003). Sport spectator consumption behavior. *Sport Marketing Quarterly*, 12, 8-17.
- Trail, G.T. & James, J.D. (2001). The motivation scale for sport consumption: A comparison of psychometric properties with other sport motivation scales. *Journal of Sport Behavior*, 24(1), 108-127.
- Trail, G.T, Robinson, M.J., Gillentine, A., & Dick, R. (2003). Motives and points of attachment: Fans versus spectators. *Sport Marketing Quarterly*, 12, 217-227.
- Turner, J.C. (1975). Social comparison and social identity: Some prospects for intergroup behaviour. *European Journal of Social Psychology*, 5(1), 5-34.
- Turner, J.C. (1982) Towards a cognitive redefinition of the social group. In H. Tajfel (Ed.), *Social identity and inter-group relations* (pp. 15-40). Cambridge, England: Cambridge University Press.
- Wakefield, K.L. (1995). The pervasive effects of social influence on sporting event attendance. *Journal of Sport and Social Issues*, 19, 335-351.
- Wann, D.L. (1994). The "noble" sports fan: The relationships between team identification, self-esteem, and aggression. *Perceptual and Motor Skills*, 78, 864-866.
- Wann, D.L. (1995). Preliminary validation of the sport fan motivation scale. *The Journal of Sport & Social Issues*, 20, 377-396.
- Wann, D.L. (2004). The causal relationship between sport team identification and psychological well-being: Testing the team identification-psychological health model. Manuscript under review.
- Wann, D.L. (2006). Understanding the positive social psychological benefits of sport team identification: The team identification-social psychological health model. *Group Dynamics: Theory, Research, and Practice*, 10, 272-296.
- Wann, D. L., & Branscombe, N. R. (1993). Sports fans: Measuring degree of identification with the team. *International Journal of Sport Psychology*, 24, 1-17.

- Wann, D. L., Dunham, M. D., Byrd, M. L., & Keenan, B. L. (2004). The five-factor model of personality and the psychological health of highly identified sport fans. *International Sports Journal*, 8, 28-36.
- Wann, D. L., Melnick, M. J., Russell, G. W., & Pease, D. G. (2001). *Sport fans: The psychology and social impact of spectators*. New York: Routledge Press.
- Wann, D. L., & Pierce, S. (2005). The relationship between sport team identification and social wellbeing: Additional evidence supporting the Team Identification–Social Psychological Health Model. *North American Journal of Psychology*, 7, 117–124.
- Wann, D.L., & Polk, J. (2007). The positive relationship between sport team identification and belief in the trustworthiness of others. *North American Journal of Psychology*, 9, 251-256.
- Wann, D. L., Polk, J., & Franz, G. (2011). Examining the state social psychological health benefits of identifying with a distant sport team. *Journal of Sport Behavior*, 34, 188-205.
- Wann, D.L., & Robinson III, T.N. (2002). The relationship between sport team identification and integration into and perceptions of a university. *International Sports Journal*, 6, 36-44.
- Wann, D.L., Royalty, J., & Roberts, A. (2000). The self-presentation of sports fans: Investigating the importance of team identification and self-esteem. *Journal of Sport Behavior*, 23, 198-201.
- Wann, D. L, Royalty, J., & Rochelle, A. R. (2002). Using motivation and team identification to predict sport fans' emotional responses to team performance. *Journal of Sport Behavior*, 25, 207-215.
- Wann, D.L., Tucker, K.B., & Schrader, M.P. (1996). An exploratory examination of the factors influencing the origination, continuation, and cessation of identification with sports teams. *Perceptual and Motor Skills*, 82, 995-1001.
- Wann, D. L., Walker, R. G., Cygan, J., Kawase, I., & Ryan, J. (2005). Further replication of the relationship between team identification and psychological well-being: Examining non-classroom settings. *North American Journal of Psychology*, 7, 361-366.
- Weissinger, E., Caldwell, L., & Mobily, K.E. (1987). Use of recreation majors as research subjects: Differences between majors and non-majors on leisure related variables. Paper presented at the SPRE Leisure Research Symposium, New Orleans, LA.
- Wenner, L.A. (1989). *Media, sports, & society*. Newbury Park: CA.
- Wheeler, R. J., & Frank, M. A. (1988). Identification of stress buffers. *Behavioral Medicine*, 14, 78-89.

Wilkerson, M., & Dodder, R. A. (1987). Collective conscience and sport in modern society: An empirical test of a model. *Journal of Leisure Research, 19*, 35-40.

Williams, D.R., Schreyer, R., & Knopf, R.C. (1990). The effect of the experience use history on multidimensional structure of motivations to participate in leisure activities. *Journal of Leisure Research, 22*, 36-54.

## BIOGRAPHICAL SKETCH

Kristin Watkins completed her Bachelor of Science in sport management at Clemson University in 2009. She was then accepted to the University of Florida to continue her studies in sport management where she received her Master of Science in 2012. After graduating, she will work as an intern with the University of Florida Athletic Association in the Communications Department.