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There is No I in Team: A Look at Gender Equality in Collegiate Athletic Attendance

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**There Is No I In Team: A Look at Gender Equality in Collegiate Athletic
Attendance**

A Thesis

Presented to

The Academic Faculty

By

Emmie Trull

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts in American Studies

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Preface

As a former student-athlete, every part of my collegiate career was perfect. As a softball player, I dealt with stereotypes my entire life from not being taken seriously on the field or not considered a real athlete because I was female. As I was growing up, women were becoming more well-known and accepted in athletics which made things easier, but still difficult. One aspect that was always lacking at games I competed in was the atmosphere. Our parents always supported us by attending, but very few students or other fans attended. It was extremely evident that people would rather attend a more physically appealing sports such as football games and baseball games instead of softball games. After completing an internship in the marketing department for a female athletic team at a division one university and struggling with the same issue of attendance, I chose to research the motives of why fans attended women's collegiate athletic events. All women's athletics were under attended especially when compared to men's athletic events despite different promotions, giveaways, invitations to community groups. Through this research, there is more understanding of why fans attend these events and what aspects of the game are important to them. With little research done on women's athletics in general, some results that were found were surprising. Nevertheless, all of the results that were collected were beneficial for this research project as well as a strong foundation for other researchers to build upon.

Introduction

This research was focused on attendance at women's collegiate athletic events researching why fans attend women's events as well as what aspects of the event they would return for. With a masculinity stereotype placed on athletics, women's collegiate athletics are, on average, not attended as well as men's collegiate athletics. Whether it be the same sport separated by gender such as basketball, or different athletic events, women's collegiate athletics consistently have low attendance records. Not only are the attendance numbers much lower as compared to male athletic events but female athletes also deal with inequality in all aspects of athletics. These inequalities range from scholarship money, media attention, monetary allotment for travel, apparel and a vast number of small disparities not often noticed. After reviewing previous literature, it was found that little research has been completed on women's athletics in general; in turn, the goal of this research was to research motivational factors that influenced a fan's attendance at women's collegiate athletic events. The research questions for this project are: Who will attend women's collegiate athletic events? What role does marketing, game entertainment and the sporting event itself have on attendance? What aspects of the event are important to the fans in order to return? This research is significant because females have been fighting for gender equality in society for a long period of time. Women have not been given the same opportunity as men in the athletic world to compete and exemplify their passion and talent for their particular sport. These female athletes are similar to male athletes in that they enjoy competing and participating in athletics but provide a different perspective to athletic entertainment. Fan's attendance is a large part of this as well. Athletes enjoy having a crowd to cheer them on because the game atmosphere is an added aspect that motivates and fuels their passion to compete. Female athletes also do not receive as much attention as male athletes.

Whether it be from the media or society, female athletes are underappreciated and deserve to be recognized just as men are. With gender roles changing in society, it is possible and important to not only recognize the female athletes but also to support them through fan attendance and recognition.

This research completed on attendance at female collegiate events provided direct feedback through a questionnaire from fans factoring their decision to attend women's collegiate athletics. These responses were significant to determine why fans do or do not attend and to determine what factors, if any, would cause their return to a women's collegiate athletic event. The responses aided in testing different variables of attendance as well as demographics of the respondents and their views on athletics in general. This research differs from previous research because it combines questionnaires from two different universities fans who were in attendance and measures different motivational aspects of attendance from fans.

History

“Sport is historically a male culture practice. It is (and it seems always has been) predominantly played and watched by men,” states author Victoria Gosling of *Girls Allowed? The Marginalization of Female Sports Fans*¹. Athletics has always been a sphere dominated by men; this dominate supremacy dates all the way back to the Greek Olympics.² Women were not allowed to compete or even attend the Olympic events, which resulted in athletics being a sphere of masculinity from then on. As a result, men feel they have a “‘natural superiority’ over women” which has created a sense of hypermasculinity³. Breaking through this barrier of hypermasculinity and domination has been difficult for female athletes because of gender

¹ Gosling, Victoria. *Girls Allowed? The Marginalization of Female Sports Fans*. Edited by Johnathan Gray, Cornel Sandvoss, and C. Lee Harrington. New York: New York University Press, 2007.

² Gosling, *Girls Allowed?*, 250.

³ Gosling, *Girls Allowed?*, 250.

inequalities in society but the women's liberation movement and Title IX aided in this process and made powerful strides towards equality.

Women were not given the same opportunities and had different citizenship rights as compared to men, and these inequalities helped spark a movement in the 1960's.⁴ Women could vote but did not have equal opportunities in the workplace or society, nor did have control over their own bodies. The women's movement altered this view in raising awareness for women while also fighting for equality. Gender equality has been an on-going issue women have struggled with for years, and not just in society, but in athletics as well. There have been many social movements that contributed to women's equality and the women's movement is no exception.⁵ The women's movement led to the formation of the National Organization of Women (NOW) and it became the largest feminist organization with mass-membership in the nation. Women's rights activists had become dissatisfied with the government for not enforcing equal opportunities in different aspects after the Civil Rights Act of 1964 and the Equal Employment Opportunity Commission had taken place. NOW's main focus was women's equality in many different aspects of society, "The purpose of NOW is to take action to bring women into full participation in the mainstream of American society now, exercising all the privileges and responsibilities thereof in truly equal partnership with men."⁶ NOW made progress towards many of these goals for women's rights including: equality of opportunity, freedom of choice, ending discrimination of women in the workplace, recognition of inequality of the sexes and opportunities of occupation for women in the workplace. NOW believed women could achieve much more with these accomplishments being made as well as be an asset to

⁴ Freeman, Jo. "The Women's Liberation Movement: It's Origins, Structures and Ideas," *Recent Sociology No. 4: Family, Marriage, and the struggle of the Sexes* (1972): 201-216. Accessed October 24, 2014.

⁵Freeman, "Liberation," 201.

⁶ Freeman, "Liberation," 201.

society by having the same opportunities as men, whether these opportunities were social, economic or political issues. Women did not have much of a voice before NOW's establishment, "There is no civil rights movement to speak for women."⁷ As a result of NOW and several other historical accomplishments, there were also a few changes made towards ending the discrimination against women, but there were many aspects of equality NOW did not accomplish.

There were three different waves of feminist movements that sparked a feminine opinion. Many young grassroots organizers contributed to all three waves; the first wave of feminism was centered around women's suffrage and political equality of upper-class and middle class women. The second wave of feminism was dedicated to addressing the inequalities in culture and society which led to the formation of NOW. The third wave of feminism is still ongoing addressing inequalities that remain in society today such as stereotypes, abortion, and gender roles.⁸ Without the grassroots organizers, the women's movement would not have begun or made an impact in society.

Even though NOW was a powerful voice in the women's movement, this organization was unsuccessful in accomplishing equality in every aspect which prevented women from being completely independent. Aspects NOW did not accomplish equality in were: termination from their job if they became pregnant, reporting sexual harassment in the workplace, have a credit card issued in their name, birth control, legally divorce their husband, have access to their husband's property or income, refuse to have sex with their husband, or legally terminate their pregnancy.⁹ While most of these issues were legalized after 1960, there are still a few issues

⁷ McLean, Nancy. *The American Women's Movement* (New York: Bedford St. Martin's, 2009), 71-76.

⁸ Rampton, Martha. "The Three Waves of Feminism," *Pacific Magazine*. (October 23, 2014) Accessed May 5, 2015. <http://www.pacificu.edu/about-us/news-events/three-waves-feminism>

⁹ Johnson, Margaret Wheeler. "9 Things Women Couldn't Do in 1913 – And 3 Things They Can't In 2013," *The*

today that women still do not have control over; these include: access to legal abortion, paid maternity leave (only 16% of U.S. companies provide this) and gender equality in represented politics or leaders of top U.S. companies.¹⁰ Salaries and opportunities in the workplace are still unequal for women as well. Today, NOW is still fighting for several equal rights for women; these include: reproductive rights and justice, ending violence against women, economic justice, LGBT rights, racial justice and constitutional equality amendments.¹¹ In summary, NOW was successful in some aspects, but as seen in many different facets, there was inequality in the past and inequality still today.

In the 1950's and 1960's, there were over 96 million female Americans within the United States. Women were looking for equality of the sexes and basic freedoms; they did not want to be stereotyped into the conventional image of a woman responsible for household duties. This orthodox image of household duties also included tending to and bearing children: "Many people questioned the idea of women attaining higher education because they believed the 'women's sphere' was in the home, therefore women did not need formal training," Mary Jo Kane states, author of *Examining Title IX at 40*.¹² One woman recalls marriage was the only formality and expectedness of women in the 1950's, "Education, work, whatever you did before marriage, was only a prelude to your real life, which was marriage."¹³ Educational programs were discouraged for women in the 1950's because it was not necessary for their life-long

Huffington Post. (August 26, 2013) Accessed May 5, 2015. http://www.huffingtonpost.com/2013/08/26/womens-equality-day_n_3818653.html

Turner, Natasha. "10 Things That American Women Could Not Do Before the 1970's," *Ms. Blog Magazine*. (May 28, 2013) Accessed May 5, 2015. <http://msmagazine.com/blog/2013/05/28/10-things-that-american-women-could-not-do-before-the-1970s/>

¹⁰ Johnson, 9 Things.

¹¹ National Organizational for Women, "Our Issues," Accessed May 5, 2015. <http://now.org/about/our-issues/>

¹² Kane, Mary Jo. "Title IX at 40: Examining Mysteries, Myths and Misinformation Surrounding the Historic Federal Law." *President's Council on Physical Fitness & Sports Research Digest* 13, no. 2 (2012) 2-9. Accessed October 25, 2014.

¹³ Harvey, Brett. *The Fifties: A Women's Oral History*. Lincoln: ASJA Press, 2002.

responsibility, “At the heart of the problem was an old idea: that education in women is antithetical to their roles as wives and mothers,” Harvey states.¹⁴ She continues, “But lurking under the attacks on equal education for women was a real fear: that education awakens desire and ambitions that make women dissatisfied with the narrow domestic sphere.”¹⁵ That fear did become reality shortly after. In hopes of equilibrium to arise, the women asked for six fair terms and conditions that were recognized for women’s rights: equal opportunity of employment, social insurance and tax laws, federal and state labor laws, equal legal treatment, new and expanded services for women and mothers such as education, and nondiscrimination on basis of sex and equal opportunity in the workforce.¹⁶ While these terms were still under deliberation, women did not stop fighting.

Even though there were changes made, the balance between men and women’s equality was, and still is, unequal. Scholar Michael Kimmel comments on the gender inequality in a lecture from 2001, “Today, this movement for women's equality remains stymied, stalled. Women continue to experience discrimination in the public sphere. They bump their heads on glass ceilings in the workplace, experience harassment and less-than fully welcoming environments in every institution the public sphere...”¹⁷ Even though the awareness raised by NOW and the women’s movement made efforts in the right direction, there is still inequality today in salaries, political inequality and maternity leave. As seen in the American Association of University Women’s report of gender pay gap, men are consistently paid more than women; the report states, “Median earnings for men in Georgia were \$43, 084 compared to women’s

¹⁴ Harvey, *The Fifties*, 69.

¹⁵ Harvey, *The Fifties*, 69.

¹⁶ McLean, *Movement*, 67.

¹⁷ Kimmel, Michael. “Gender Equality: Not for Women Only.” Lecture prepared for International Women’s Day Seminar, European Parliament, Brussels, March 8, 2001.

median earning of \$35,626.”¹⁸ Another inequality in the workplace is the maternity leave issue. Only 16% of the companies in the U.S. allow paid maternity leave for females leaving the other females in different companies on maternity leave feeling invaluable.¹⁹ Likewise, women in politics is not a common phrase heard often; there is a sense that women are not strong enough to be political leaders or run fortune 500 companies which in turn, affects women in every aspect of equality in society. These inequalities that are still unresolved affect collegiate athletics because women are seen as the weaker and underappreciated sex. With unequal wages in the work place, a position of power, and impregnation, these aspects transfer over in the same aspect in collegiate athletics. Intercollegiate athletics are still unequal because of these issues; these inequalities consist of: allotment for athletic scholarships for female athletes, allotment for travel, equipment and other opportunities, media attention and other small disparities. However, the women’s movement did heavily influence the execution of Title IX being placed into law which benefited athletics: “With the women’s movement helping to broaden the definition of female roles and female physical educators more open to competition, women’s intercollegiate athletics began to form. And with the passage of Title IX in 1972, many more opportunities for females were realized.”²⁰ After Title IX was implemented, the opportunities for females began to develop within the classroom, the education system as well as competitive athletics. While these opportunities seemed huge for women, inequality still was very far from being resolved.

Title IX Impact

Title IX was signed in 1972 and has become a solid foundation for women’s liberation to build upon; Title IX requires gender equality in every federally educational program. Not only

¹⁸ American Association of University Women, “The Gender Pay Gap” Georgia,” AAUW Website. (September 2014) Accessed May 5, 2015. <http://www.aauw.org/files/2014/09/Georgia-Pay-Gap-2014.pdf>

¹⁹ Johnson, 9 Things

²⁰ Kane, “40,” 9.

has Title IX impacted women's equality in general, but it has also increased female athletes which in turn has positively impacted women's collegiate athletics. President Nixon stated, "Respect for the worth and dignity of every individual and conviction that every American should have a chance to achieve the best of which he – or she – is capable are basic to the meaning of both freedom and equality in this democracy..."²¹ President Nixon responded to the awareness of women's discrimination from the women's movement by signing a law of thirty-seven words into effect in June of 1972. This law, Title IX, "is a law passed in 1972 that requires gender equality for boys and girls in every educational program that received federal funding."²² This law radically changed opportunities for females in the classroom and in competitive athletics. Although, the phrase "athletics" is not stated within the law, high school and college sports receive the most attention because athletics has received the most attention along with an influx of female athletes.²³ Most believe Title IX was only implemented to support females in athletics because athletics has seen the largest attention and impact from this law but this belief is misleading. Title IX does in fact benefit female athletes because it requires equality in all educational funded programs, but it also benefits females in many different aspects under the realm of education.

Even though Title IX was signed into effect, aspects outside of education, home and work was not instantaneous concerning equality for women. Athletics was not an option for most women for many reasons. The expectation for many women (especially white, middle-class women) who were not participating in the workforce was a housewife bearing children, a very fragile woman. For a while, it was believed that participating in sports could hinder a women's

²¹ McLean, *Movement*, 67.

²² Title IX, "History of Title IX," Accessed November 1, 2013. <http://www.titleix.info/History/History-Overview.aspx>

health. Even though female's health had been studied, men's health had been studied in much more detail with more knowledgeable advances. Not many medical advances had been made in as women began to participate in athletics; medical professionals believed their bodies were not capable of handling the physical demands of athletics. The debates concerning reproductive rights and abortion were, and still are, under scrutiny. Women were not legally allowed to make decisions concerning their body; they were not allowed to terminate their pregnancy but they could be fired from their job if they were pregnant. This issue played into athletics as well; obviously, women could not participate in athletics impregnated which strengthened male athletic supporters opinions of women participating in athletics. The argument for women's bodies and health in competitive athletics were already threatened, but the inequality of freedom for female reproductive rights and abortion exposed the situation more. Consequently, this argument is how the male athletic supporters framed most of their arguments to discourage women from participating in athletics.

Female athlete Billie Jean King was a powerful influence during the formation of the women's movement and impacted Title IX's implementation. Growing up, King participated in a variety of different athletics. She was a star on the football field, as well as the baseball and softball field; her parents decided she should give up these physically demanding sports and pursue a more "lady-like" sport.²⁴ Billie Jean followed her parents wishes and decided to take up tennis and, in turn, became the most influential female athlete of her time. Since she competed before and during the addition of Title IX, she battled sex discrimination as well as inequality in both society and athletics throughout her entire career. However, her presence in athletics was

²³ Toporek, Bryan. "Title IX: With New Opportunities, Girls' Interest Rises," *Education Week*, June 13, 2012, 15-19.

²⁴ Schwartz, Larry. "Billie Jean Won for all Women." Accessed November 5, 2013.
<http://espn.go.com/sportscentury/features/00016060.html>

influential in female liberation, “History has recorded all King accomplished in furthering the cause of women’s struggle for equality in the 1970s. She was instrumental in making it acceptable for American women to exert themselves in pursuits other than childbirth. She was the lightning rod in starting a professional women’s tour. She started a women’s sports magazine and a women’s sports foundation.”²⁵ King fought for female equality and for those who wanted to compete in athletics; she stated, “In the ‘70s we had to make it acceptable for people to accept girls and women as athletes.”²⁶ This acceptability is still a battle fought today by female athletes because of the inequality of men and women in athletics.

Women’s athletics began to become more popular in the educational system during King’s athletic years. Educators have said Title IX was necessary for gender equality and helped spark a revolution for women.²⁷ Once the law was signed in June of 1972, regulations took effect immediately within colleges and universities. Title IX’s impact within women’s athletics is apparent in researcher’s statistics; before Title IX was signed in the school year of 1971-1972, 3.7 million boys participated in high school athletics with only 294,015 girls participating. 3.2 million females competed in high school athletics during the school year of 2010-2011 whereas 4.5 million boys competed as well.²⁸ On the collegiate level, the NCAA crowned Division I champions for the first time in ten different women’s sports teams in 1981.²⁹ Furthermore, the NCAA found that 55% of their undergraduate students were female student-athletes in 1992³⁰; women’s athletic participation continued to increase over 400% from 1972 having 29,977 female

²⁵ Schwartz, “Billie Jean,” 1.

²⁶ Schwartz, “Billie Jean,” 1.

²⁷ Pappano, Laura. “Women Win On and Off the Court,” *Women’s Review of Books* 28, no. 3 (May 2011) 7-9. Accessed November 5, 2013.

²⁸ Toporek, “Opportunities,” 15.

²⁹ Kwak, Sarah. “Title IX Timeline,” *Sports Illustrated* 116, no. 19 (May 7, 2012) 52-66.

³⁰ Kwak, “Timeline,” 54.

athletes, to 2001 having 150,916 female athletes.³¹ As a result, female collegiate athletes have increased by 138,000 since Title IX was signed into law.³²

From the time Title IX was established, female student-athletes have a greater sense of entitlement about participating in collegiate athletics. Since athletics is still an unequal playing field between men and women, women feel they have power and an advantage to participate in collegiate athletics because it was not an opportunity for women before. As an advocate of women's athletics, scholar Ladda has noted this sense of entitlement; she comments, "These women grow up with 'a sense of entitlement' after participating in sports."³³ Since Title IX, female student athletes embrace the opportunity to compete in collegiate athletics with a sense of power, confidence and achievement because they now have an equal opportunity to compete, which was not allowed before. The opportunity to be allowed to compete in collegiate athletics is a privilege for women that is not taken for granted, but appreciated because of the history that previously took place when women were not as privileged to compete. This sense of entitlement can also reap benefits for the female-athlete by being confident and strong females after athletics is over.

Aside from female student-athletes benefiting from Title IX themselves, society also reaps benefits from the promotion of female college athletes. With the possibility of receiving an athletic scholarship, female student-athletes also receive life skill benefits, "Participation on school teams promotes physical fitness, which is often linked with mental wellness. It builds confidence and self-esteem, teaches teamwork, resilience, and concepts of fairness, and provides leadership opportunities. For those who excel, it facilitates admission to, and acquisition of

³¹ Priest, Laurie. "The Whole IX Yards: The Impact IX: the Good, the Bad and the Ugly," *Women in Sport & Physical Activity Journal* 12, np. 2 (2003) 27-43. Accessed October 24, 2013.

³² Eden, Kristin, Upright, Paula, and Hey, William. "What Women Want: Marketing Tactics for Female Sports Fans and Female Sports Teams." *KAPHERD*, Journal Volume 50, Issue no. 2, 17-24.

financial aid for, college.”³⁴ Females who have the opportunity to participate in collegiate athletics have established friendships, built character, compete fairly, take responsibility for actions, developed personal tools such as enhancing abilities to work well with others regardless of their ethnic background, and develop into a leadership role. These female athletes are also introduced to other life skills, “These benefits include developing physical skills, learning teamwork, gaining leadership experience, achieving status in school, and making social connections that may be useful in future careers.”³⁵ Title IX was beneficial to society not only in providing opportunities for female student-athletes but also providing society with well-rounded women after completion of educational requirements or graduation.

Even though equality of the sexes has not found equilibrium, there have been major accomplishments up to this point in history. Women have made small strides of overcoming discrimination in the workplace and, in athletics as well as in being treated as human beings. At this point in history, females have been given some of the same opportunities and freedoms as men that range from educational to occupations to athletics. Even though there is still a gender power struggle that is ongoing, women have overcome many obstacles and have accomplished much for women’s equality.

Society has also benefitted in more educated females as percentages have increased in women attending professional schools as well as graduate schools.³⁶ Women outnumbered men in undergraduate enrollment for the first time in history in 1979, a few years after Title IX was established; three years later in 1982, women earned and graduated with more bachelor’s degrees

³³ Kane, “40,” 7.

³⁴ Simson, Ronalind S. “The Title IX Athletic Regulations and the Ideal of a Gender-free Society,” *University of Denver Sports & Entertainment Law Journal* (September 2011) 3-56. Accessed October 24, 2013.

³⁵ Simson, “Regulations,” 13.

³⁶ Simson, “Regulations,” 14.

than men.³⁷ Not only were women excelling in the classroom, but they were also excelling in life, “Research has shown that, compared to otherwise similarly situated girls who do not play sports, female student athletes tend to have lower rates of depression, engage less often in high-risk behaviors, have fewer teen pregnancies, have higher rates of high school graduation, and fall victim less frequently to male violence.”³⁸ With more educated, well-behaved, athletic women, not only does the student-athlete themselves benefit but society also benefits.

There has been a strong increase in female athletes since Title IX was placed into effect and has made huge accomplishments in equality for women in educational systems and athletics. Even though these positive strides were made, there is still a masculinity perception placed on athletics and athletic events. Athletic equality is important because female athletes put forth the same effort as men in physically demanding atmospheres but with less glory or appreciation. Women are rarely recognized for athletic achievements or appreciated for their dedication and passion to their sport. In order to change the perception of women in athletics, there must be changes made in society first. In order for society to accept these changes, men must realize their help is needed as well. Kimmel comments, “I believe that these changes among men represent the next phase of the movement for women's equality - that changes among men are vital if women are to achieve full equality. Men must come to see that gender equality is in their interests - as men.”³⁹ If men do indeed help in efforts to accomplish this equality, both men and women’s lifestyles will benefit. In Kimmel’s opinion, both genders will benefit from equilibrium and if men and women work together, equality in all aspects can be achieved for everyone.

Attendance

Through researching women’s collegiate athletic events at smaller universities,

³⁷ Kwak, “Timeline,” 54.

³⁸ Simson, “Regulations,” 19.

attendance was expected to be low with little media attention to the respective universities athletic programs as well as society's negatively strong-minded view on women's athletics. Even though Title IX has been in effect for forty-three years, society is still not supportive of female athletes, much less female athletic events because of the unchanging expectation of gender roles.

In 1995, KSU transitioned from a junior college (Kennesaw State College) to a University making KSU a very young University. During this transition time, the athletic department was slowly evolving into becoming a recognizable athletic program in division two of the NCAA. Kennesaw State has never been known for their athletic teams unlike larger universities, such as the University of Georgia, whose football program that has been built since the early 1900's with a handful of championships and recognizable alumni. Neither University that participated in this study is recognized world-wide as a University, much less recognized for their athletic teams. For these reasons, as well as society's view on female athletics, attendance was expected to be relatively low.

When looking back in the 2014-2015 season for KSU women's basketball, attendance at several games was just over 300 fans. The archives only allow information as far back as the 2011-2012 season for women's basketball at KSU and it appears that average attendance for most games is around 300 fans. Comparing these numbers to the KSU men's basketball team attendance, their average was well over 300 for home games averaging as little as 900 to as many as 1620. Baseball and softball attendance at KSU is the same as well; in 2015, both teams were competing at home on the same weekend. On the same Sunday afternoon, baseball recorded 626 in total attendance⁴⁰ while softball only recorded 267.⁴¹

³⁹Kimmel, "Equality."

⁴⁰ Kennesaw State University Athletics Website, Accessed March 13, 2015.
www.ksuowls.com/boxscore.aspx?path=baseball&id=3720

The disadvantage to performing research at these smaller universities was the smaller fan base that attended women's events. If research was completed at a larger event where women's athletics were widely known and successful, such as the University of Tennessee women's basketball, the sample would have had a better response rate.

Literature Review

Introduction

As noted earlier, Title IX was a huge turning point for women in society and even more specifically for women in athletics. Female athletics have never been extremely popular, and since the implementation of Title IX, female athletics has grown exponentially.⁴² Attendance has been researched in numerous different types of literature and it has been found that there are different motives, attributes, and other minute factors that influence a fan to attend an event. However, even with extensive research, there is still little research concerning women's athletic event attendance. For decades, women believed they had no role in the athletic world for athletics was a male preserve based on the stereotypes of the division between men and women.⁴³ The area of female sports fans is also extremely underdeveloped leaving women with little understanding of what it means to be a sports fan as well as marketing for women's athletics.⁴⁴ As studies of both Eden and Dietz-Uhler discuss marketing for female athletics, they both comment on the lack of research completed for marketing tactics for women's athletics.

Athletics is historically a male culture; Harrington and Bielby's literature discusses how

⁴¹ Kennesaw State University Athletics Website, Accessed March 13, 2015.
www.ksuowls.com/boxscore.aspx?path=softball&id=3889

⁴² Eden et al., "What Women Want."

⁴³ Dietz-Uhler, Beth, et al., "Sex Differences in Sport Fan Behavior and Reasons for Being a Sports Fan," *Journal of Sport Behavior*, VI. 23, No. 3, 220-31.

⁴⁴ Eden et al., "What Women Want." & Dietz-Uhler, Beth, et al., "Sex Differences."

athletics has been and is mostly watched and participated in by men.⁴⁵ Dating back to the literature on the Greek Olympics, women were not allowed to attend or compete in the games themselves. Throughout history, Harrington and Bielby also found that masculine ideologies and tendencies have always been associated with sports in general.⁴⁶ Given this historically male domination, society has adhered to the fact that females have no place in athletics. Title IX was executed in 1972, which became beneficial for women to receive equalization; Eden's research on female athletics shows that female student-athletes have increased by 138,000 athletes since Title IX.⁴⁷ However, breaking through the barrier of a historically male culture has not been extremely successful. Sartore and Cunningham's research on hegemonic masculinity in collegiate basketball mentions how women, historically and present, did not view themselves as capable leaders, or leaders in general, in athletics because of their place in society.⁴⁸ The stereotype that athletics is inappropriate for women has been documented in many different studies, including Sartore and Cunningham's, because of the view society had placed upon them - females are too fragile with an image of femininity to uphold and should not be allowed to compete in athletics.

Athletics in History

Throughout history, there were several instances that aided in the liberation of women that would influence equality on and off the field. Grundy's research on women's basketball at North Carolina discusses how the World Wars were a positive influence for women in society as well as athletics. Grundy found in her research that the World Wars contributed to women's

⁴⁵ Harrington, C. and Bielby, D. "Soap Fans: Pursuing Pleasure and Making Meaning in Everyday Life," Philadelphia: Temple University Press, 1995.

⁴⁶ Harrington and Bielby, "Soap Fans."

⁴⁷ Eden et al., "What Women Want." & Dietz-Uhler, Beth, et al., "Sex Differences."

⁴⁸ Sartore, M.L. and Cunningham, G.B. "Explaining the Under-Representation of Women in Leadership Positions of Sport Organizations: A Symbolic Interactionist Perspective." *Quest*, 59(2), 244-65.

liberation by expanding opportunities for them to obtain positions (replacing men who were at war) not only in society, but in athletics as well.⁴⁹ Such changes helped lead to second-wave feminism and its demands for women's equality, the subject of Zeitz's research.⁵⁰ His research discusses school girls questioning why they could not participate in sports while in school, "Since the boys get soccer, hockey, baseball and tennis, we...thought that we should get a chance at tennis too, but the male teacher that was in charge said no, no lower school girls."⁵¹ Also included in Zeitz's research was a magazine from the year 1974 called "Baseball Diamonds Are a Girl's Best Friend." This magazine compiled lists of letters that went hand-in-hand with the grass-roots politics of women's equality. This magazine challenged the stereotypes and myths that females and girls were too fragile to compete in athletics as well as the stereotype that men were better competitors than females.⁵²

Masculine Stereotyping in Athletics

Compton's research and survey of 2010 in athletic departments showed that women and girls still did not receive adequate or an equal share of sport recognition or resources.⁵³ Other scholars such as Walker and Sartore-Balwin, have found that stereotyping of women still exists and plays a very important role in gender roles not only in society, but also athletics as well.⁵⁴ The reason for this stereotyping is because "Masculinity is synonymous with sport."⁵⁵ Women

⁴⁹ Grundy, Paula. "From Amazons to Glamazons: The Rise and Fall of North Carolina Women's Basketball, 1920-1960," *The Journal of American History*, Vol. 87, No. 1 (2000): 112-146, Accessed October 31, 2014.

⁵⁰ Zeitz, J. "Rejecting the Center: Radical Grassroots Politics in the 1970's – Second-wave feminism as a Case Study," *Journal of Contemporary History*, 2008.

⁵¹ Zeitz, "Rejecting the Center."

⁵² Zeitz, "Rejecting the Center."

⁵³ Compton, Nina and Compton, Douglas. "How Title IX and Proportionality Population Concepts Have Equalized Collegiate Women's Sports Programs with Men's Sports and Allows Spillover Gains for Women in the Workplace." Forum of Public Policy, 2010.

⁵⁴ Walker, Nefretiti and Sartore-Baldwin, Melanie. "Hegemonic Masculinity and the Institutionalized Bias Toward Women in Men's Collegiate Basketball: What do Men think?" *Journal of Sport Management* 27, no. 4 (2013): 303-44, Accessed September 10, 2014.

⁵⁵ Acosta and Carpenter. "Women in Intercollegiate Sport. A Longitudinal, National Study, Thirty Seven Year Update. 1977-2014." Unpublished manuscript.

are not allowed to access sports because it affirms men's power and control through male domination.⁵⁶ Men and women are both aware of this issue; even in the NCAA there seems to be hegemonic masculinity, but men understand they have a clear advantage over women.⁵⁷

After the Equal Credit Opportunity Act and Title IX, even today, women are still underrepresented in athletics. Walker and Sartore-Baldwin found that the under-representation of women resulted in a double standard where men rule the majority in men's and women's sports whereas women are minorities, if represented at all.⁵⁸ Hively and El-Alayli performed a study on the stereotyping threat associated with men's and women's performance in athletics. There were a total of sixty-three student-athletes and intramural participants (30 females) that participated in this study. Hively and El-Alayli performed their study with one student at a time on a basketball court; half of the men and half of the women were aware of the stereotype threat and half were not. After a skills "test" on the basketball court, a questionnaire was given to the participants. The researchers found when female athletes knew of the stereotypes of female athletes, they performed less than athletes who did not know about the stereotypes.⁵⁹ Female attitudes are easily influenced by how others perceive them; in this study, knowing society believed male athletes were better fit for athletics than females, women's performance suffered.⁶⁰ The widely known statement "You throw like a girl" is one negative connotation that classifies women as un-athletic and impacts female athletic ability, which affected their research findings as well.⁶¹ The same study of Hively and El-Alayli also found that masculinity's connection to athletics is

⁵⁶ Wright, Cara, Eaglemen, Andrea, and Pedersen, Paul. "Examining Leadership in Intercollegiate Athletics: A Content Analysis of NCAA Division I Athletic Directors." *Choregia* 7, no. 2 (2011): 35-52, Accessed September 10, 2014.

⁵⁷ Acosta and Carpenter. "Women in Intercollegiate Sport."

⁵⁸ Walker, Nefretiti and Sartore-Baldwin, Melanie. "Hegemonic Masculinity."

⁵⁹ Hively, Kimberly and El-Alayli, Amani. "'You Throw Like a Girl': The Effect of Stereotype Threat on Women's Athletic Performance and Gender Stereotypes." *Psychology of Sport & Exercise* 15, (2014): 48-55, Accessed September 10, 2014.

⁶⁰ Hively, Kimberly and El-Alayli, Amani. "'You Throw Like a Girl.'"

⁶¹ Hively, Kimberly and El-Alayli, Amani. "'You Throw Like a Girl.'"

clearly documented while noting some sports are considered more masculine than others.⁶²

Females Increasing in Athletics

Society is becoming more accepting of female athletics as we have seen a huge increase in NCAA female athletes as well as female administrators within athletic departments across the nation. Athletic participation as well as leadership in athletics has increased and has reached an all-time high in intercollegiate athletics. Today, 200,000 plus (42.8%) of student-athletes are female.⁶³ Acosta and Carpenter performed a study over thirty-seven years of mailing and e-mailing senior women administrators at every NCAA institution bi-yearly, gathering information on women's athletics. This information included how many teams their particular institution had, how many female student-athletes were enrolled, how many women were in an administrative or coaching role, and if the athletic director at their institution was male or female. They found that in most institutions, female athletics as well as participation was increasing a great deal. In 2014, there were 13,963 professional females employed in intercollegiate athletics with 9,581 female athletic teams in the NCAA, an increase of 302 teams from 2012.⁶⁴ There has also been a steady increase of female coaches in the NCAA from 180 in 2012 to 4,154 (43.4%) in 2014.⁶⁵ Men and women have both observed that Title IX has provided additional opportunities for women not only in athletics, but also in athletic administration.⁶⁶ However, although female athletes and female leadership have reached an all-time high, there are still some athletic programs (11.3%) that Vivian's research found that do not have any females on the administrative team in their

⁶² Hively, Kimberly and El-Alayli, Amani. "You Throw Like a Girl."

⁶³ Acosta and Carpenter. "Women in Intercollegiate Sport." Walker, Nefrertiti and Sartore-Baldwin, Melanie. "Hegemonic Masculinity."

⁶⁴ Acosta and Carpenter. "Women in Intercollegiate Sport."

⁶⁵ Acosta and Carpenter. "Women in Intercollegiate Sport."

⁶⁶ Bower, Glenna and Hums, Mart. "The Impact of Title IX on Career Opportunities in Intercollegiate Athletic Administration." *Journal of Intercollegiate Sport*, (2013) Accessed September 10, 2014.

athletic department.⁶⁷

After Title IX, female participation in many different avenues was on the rise, but especially athletics. In 1986, just 14 years after Title IX was implemented, the *New York Times* surveyed its readers to see how many Americans considered themselves to be sports fans; the newspaper found 71% of Americans considered themselves to be fans of some sport.⁶⁸ The same survey by the *New York Times* was completed again in the year 2000 where 75% of Americans responded that they were fans of sports.⁶⁹ Even though some females believe they are sports fans, the identity of being a sports fan is not as important to them as it is for, men.⁷⁰

Attendance at Athletic Events

A few different studies, Ferreria's specifically, have shown there are a few sports that fans prefer to attend over others. The most popular sports that have high levels of attendance are football, men's and women's basketball and baseball. Ferreira also found that sports that are the same but different by gender have a higher rate of attendance for both games; the same rules, the same sport, and same location (men's and women's basketball) are all beneficial factors for the same type of fans in attendance.⁷¹ Pan and Baker learned through their survey research that females prefer to attend football, men's basketball, women's gymnastics and baseball whereas men preferred to attend football, men's and women's basketball and baseball.⁷² Female sport fans attend because they enjoy the atmosphere of the social event whereas the men attend because they are knowledgeable of the statistics of each team, know the win/loss record, and

⁶⁷ Acosta and Carpenter. "Women in Intercollegiate Sport."

⁶⁸ Dietz-Uhler, Beth, et al., "Sex Differences."

⁶⁹ Dietz-Uhler, Beth, et al., "Sex Differences."

⁷⁰ Dietz-Uhler, Beth, et al., "Sex Differences."

⁷¹ Ferreira, Mauricio. "The Effects of Contextual Factors and Attributes Importance on College Students' Sport Even Preference and Attendance." Dissertation, 2001.

⁷² Pan, David and Baker, John. "Mapping of Intercollegiate Sports Relative to Selected Attributes as Determined by a Product Differentiation Strategy." 1999.

want to reminisce or re-live their personal athletic dreams.⁷³ Eden's research has supported that attendance increases when a certain team has a high winning percentage or a winning tradition; even the effect of a star power athlete can influence fans to attend (Hall & O'Mahony, 2006)(Eden, Upwright, & Hey, 2013). College students, both female and male, are more inclined to attend athletic events because of the physicality and contact of certain sports. Football, basketball and hockey are the sports students of both genders had attended and were likely to return to because of the physical contact (Ferreira, Mauricio & Armstrong, 2004). A survey completed through Kahle, Suncan, Dalakas and Aiken's research at men's and women's intercollegiate basketball games found married fans were in high attendance at men's athletic events for the experience of self-fulfillment. Widows and singles were the dominant groups that attended women's collegiate athletic events to experience a sense of belonging (Kahle, Suncan, Dalakas & Aiken, 2001).

Motives and Attributes

Fans have numerous and varied motivations for attending athletic events. Most fans, if not all, find self-worth by attending games; Kahle, Suncan, Dalakas and Aiken found that these events could provide them with a kind of pleasure, stress, tension and sensation, gratification or aggressive tendencies, entertainment, pleasurable occupation or vicarious achievement.⁷⁴ The same study also found that there are behaviors that are directly related to attendance such as internalization, camaraderie, and unique self-expressive experiences.⁷⁵ Kahle, Suncan, Dalakas and Aiken performed a study at men's and women's collegiate basketball games to determine who attends and the motivational factors and attitudes of the fans who attend. Through surveys

⁷³ Dietz-Uhler, Beth, et al., "Sex Differences."

⁷⁴ Kahle, L.R., Duncan, M., Dalakas, V., & Aiken, D. "The social values of fans for men's versus women's university basketball." *Sport Marketing Quarterly*, 10(3), (2001): 156-162. Accessed September 10, 2014.

⁷⁵ Kahle, L.R., Duncan, M., Dalakas, V., & Aiken, D., "Social Values."

passed out at both men's and women's games, they found fans identify with certain values at athletic events such as: self-respect, security, earning relationships with others, sense of accomplishments, self-fulfillment, being well respected, a sense of belonging and fun and enjoyment in life.⁷⁶ Female fans reported they attended to share a warm relationship with others as well as self-respect whereas men shared the same value of attending for sharing warm relationships. Nevertheless, all fans find self-worth in wins and losses; they feel better about themselves when their team wins and worse about themselves when their team loses.⁷⁷ In the same study, women showed more motivation to attend a sporting event because of the camaraderie and family aspect of athletic events as compared to men who prefer to attend because of internalization.⁷⁸ Males tend to invest more of their personal lives into athletics as compared to women. Men believe they are more of a sports fan than women because they have historically participated in sports.⁷⁹ Men are also a bit overcommitted to sports when it comes to personal aspects; Harrington and Bielby found through their study that men have been known to miss their wedding day to attend an important rivalry game or would name their first born a name associated with their favorite team.⁸⁰ Funk found extremely committed fans in his research, "A married couple in Columbus, Ohio planned the birth of their son so as to not coincide with the baseball playoffs in case their favorite team the Cleveland Indians made post season play."⁸¹ The amount of self-worth as well as identity that fans place in their team is an important factor to consider when determining why fans attend sporting events.

Not only do fans attend because of self-fulfilling motives, there are numerous attributes

⁷⁶ Kahle, L.R., Duncan, M., Dalakas, V., & Aiken, D., "Social Values."

⁷⁷ Kahle, L.R., Duncan, M., Dalakas, V., & Aiken, D., "Social Values."

⁷⁸ Kahle, L.R., Duncan, M., Dalakas, V., & Aiken, D., "Social Values."

⁷⁹ Dietz-Uhler, Beth, et al., "Sex Differences."

⁸⁰ Harrington and Bielby, "Soap Fans."

⁸¹ Funk, Daniel Carl. "Fan Loyalty: The Structure and Stability of an Individual's Loyalty Towards an Athletic Team," Dissertation, 1998.

that also contribute to fans attendance at athletic events. For marketers, some attributes are controllable, but others are not. Attributes that are controllable are the marketing of the game, promotions and giveaways, as well as pre-game and post-game activities. Attributes that marketers cannot control that could hinder attendance are economic and demographic variables as well as game attractiveness.⁸² In Ferreira, Mauricio and Armstrong's study, they determined specific attributes that contributed to college students' attendance decisions. They found that a college student processes five steps before making a decision to attend: needs arousal, information search, evaluation of choices, actual purchase, and post purchase evaluation.⁸³ Through questionnaires distributed to fifty-three college students after class, they found most students had attended a football game but did not have intentions of returning. While fewer students attended basketball and hockey, more students planned to return to those events. Other characteristics that contributed to this study were the attributes students found most important at athletic events; those consisted of the amount of physical contact, the amount of violence associated with the sport, the amount of speed and action, and the total duration of the event.⁸⁴ Ferreira also found that the attractiveness of an athletic event was a deciding factor of attendance. Fans described game attractiveness as relating to the home and visiting team records, the characteristics of the athletes, on-going promotions and special occasions associated with promotions.⁸⁵ Preference variables were also important to fans and were a heavy influence on their attendance. These are variables such as: weather, the facility, ease of location, quality of the stadium, day of the week, time of the game, weather conditions, reputation of the team, number of years they have been involved with the organization or city and the distance that must be

⁸² Ferreira, Mauricio. "The Effects of Contextual Factors."

⁸³ Ferreira, Mauricio. "The Effects of Contextual Factors"

⁸⁴ Ferreira, Mauricio. "The Effects of Contextual Factors."

⁸⁵ Ferreira, Mauricio. "The Effects of Contextual Factors."

traveled.⁸⁶ While most of fans' preference variables are uncontrollable for athletic departments, there are determining factors when fans are unsure of whether or not to attend an event. While Ferreira's study encompassed all students, Eden's study focused on how to better attract fans to women's collegiate athletic events. Ferreira's research found that violence, action, and physical contact are less likely to occur in women's athletics; therefore, Eden's research aids marketers in promoting women's athletics.

Marketing Female Athletics

There have been many studies done on why fans attend athletic events and what exactly motivates them to come. With little research done concerning women's athletics, one research study that was performed has offered suggestions on how to be successful when marketing female athletics. Eden, Upright and Hey published common marketing tactics that have been successful in marketing women's collegiate athletics. They found that it is extremely important to keep men's and women's marketing tactics separate; certain tactics that work for men's athletics will not necessarily be effective for women's athletics.⁸⁷ In order to attract more of a fan base to women's athletics, these researchers found that a family friendly atmosphere is also key when marketing female athletics; more marketers are focusing on family entertainment and post-game interactions with teams that serve a one-of-a-kind experience for fans.⁸⁸ Promotions such as Kid's Night, discounted concessions paired with promotions such as t-shirts are where women's marketers thrive.⁸⁹ Instead of marketing to the masculine community as men's athletics usually do, Eden encourages women's athletics to target families, even though previous research has found that mainly widows and singles attend women's events to feel a sense of belonging.

⁸⁶ Ferreira, Mauricio. "The Effects of Contextual Factors."

⁸⁷ Eden et al., "What Women Want."

⁸⁸ Eden et al., "What Women Want."

⁸⁹ Miller and Washington, "Game Promotions." *Sports Marketing*, (2013): 55-57.

The major tactics that this paper found to work the best for female marketers was word of mouth, peers, social media, celebrity endorsement, group targeting and local business and community involvement.⁹⁰ Ferriera found that one attribute that has been successful for marketers in women's athletics is post-game interactions with the athletes.⁹¹ When marketers focus on those tactics, awareness of women's athletics and attendance is likely to increase at events. However, Eden, Upright and Hey's research found that if you treat the respective athletic department similar to a business, that is an important factor as well. An athletic department provides consumers with entertainment; when entertainment of athletics is enticing to the customer, the university benefits. Eden also found the most important tactic to consider when marketing women's athletics to the public is to know your audience. When a marketer knows their audience, promotions will be successful and attendance at women's athletics will increase.

Social Event versus Camaraderie

As noted earlier, men and women attend sporting events for different reasons. Men find sports thrilling and a part of their masculinity, whereas women enjoy the atmosphere of the social gathering.⁹² Although studies have already determined that self-worth is an influential factor of attendance, another aspect to consider is the attributes that a game provides for fans. Wann, Shrader and Wilson performed a study of 96 residents (43 male, 53 female) from Western Kentucky and Tennessee. Selected randomly from a local phone book, individuals were asked a series of questions over a phone call. They found that fans would attend a sporting event based on certain attributes. These eight attributes contribute to fans motivation to be a sports fan and attend games; when these attributes are experienced, fans are more likely to participate in more sporting events. These attributes consist of: eustress (a positive form of stress), self-esteem,

⁹⁰ Eden et al., "What Women Want."

⁹¹ Ferreira, Mauricio. "The Effects of Contextual Factors."

escape, entertainment, economic, aesthetic, group affiliation and family.⁹³ Male fans identified with higher levels of entertainment, self-esteem, escape, eustress and aesthetic motivations whereas females identified with higher levels of family motivation. When fans experience these attributes, they experience positive stress that gives them relief from their everyday lives. These attributes also contribute to a sense of belonging; identity of a team is maintained through these attributes, which is something larger than the fans themselves and places them in contact with other fans in the community and around the country.⁹⁴ The more self-worth and connected fans feel to a team, the more fans will invest time, money and effort.

My Research

While each of these studies has contributed to a greater understanding of why fans attend athletic events, it is important to consider additional research on women's athletics in general. With little research on how to market women's athletics to consumers, attendance is consistently low. Since female athletics in general has been a slow development for decades, it can be understood there is a lack of research. For my research, I explored attendance at women's collegiate athletic events; furthermore, my research considered different motivational factors for a fan's attendance at female collegiate athletic events. My research consisted of surveying attendees at women's collegiate athletic events to answer three research questions: Who will attend women's collegiate athletic events? What effect does marketing, game entertainment and the sporting event itself have on attendance? What aspects of the event are important to the fans in order to return? My research will differ from others because I will be looking at different factors of the event at each game as well as the attendance of female versus male fans at each

⁹² Dietz-Uhler, Beth, et al., "Sex Differences."

⁹³ Schrader, Michael, Wann, Daniel and Wilson, Anthony. "Sport Fan Motivation: Questionnaire, Validation, Comparisons by Sport, and Relationship to Athletic Motivation," 1999.

⁹⁴ Schrader, Michael, Wann, Daniel and Wilson, Anthony. "Sport Fan Motivation."

game.

Methodology

This section of the study provides a background of how the hypotheses were tested and analyzed as well as the basis for the study. The purpose of this study was to research what motivates fans to attend women's collegiate athletic events and to identify what aspects, if any, motivated them to return to a similar event.

Research Questions to be Answered:

Q1: Who will attend women's collegiate athletic events?

Q2: What role does marketing, game entertainment and the sporting event itself have on attendance?

Q3: What aspects of the event are important to the fans in order to return?

Hypotheses to be Tested:

H1: There are more men than women in attendance at women's collegiate athletic events.

H2: Promotional efforts of the institution have no influence on fans continued attendance at women's collegiate athletic events.

H3A: Females attend sporting events because they enjoy the atmosphere of the social event.

H3B: Males attend sporting events because of the competitive athletic atmosphere.

H4: There will be more fans willing to return to a women's collegiate event providing there is a family-friendly atmosphere.

Context of the Study

Very little research has been completed on women's athletics; furthermore, there has been less research completed on attendance at female athletic events. The hypotheses were

created based on concepts that have not been specifically researched before in female athletics attendance. Previous research has found that widows and singles attend women's collegiate athletic events more because of a sense of belonging; however, in more recent studies on women's sports marketing, it was found that marketing to families has been a successful tactic. This study explores the realm of women's collegiate athletic events, researching who attends these events and why they attend. Furthermore, this research will explore influential and deciding factors for who and why fans attend these specific events.

In order to test these hypotheses, surveys were handed out to fans attending women's collegiate athletic events over the beginning of the spring 2015 season. These events consist of women's basketball games at Reinhardt University and Kennesaw State University. Both of these Universities were very similar in the fact they are very small athletic program universities; neither university is known for their athletic programs. Upon entering the ticket gate or door, the fan had the opportunity to complete a survey. Each survey has a small IRB consent form stapled to the survey explaining what is being researched and why. Upon completion of the survey, fans can return their survey and place it in an envelope and receive a ticket to be put in a drawing for a gift card to a local restaurant. At halftime of the basketball games, two tickets will be drawn for gift cards. At Reinhardt University, the winning ticket numbers were announced over the loudspeaker. At Kennesaw State, we were not allowed to announce the winning ticket numbers over the loudspeaker because of institutional marketing activities taking place. Instead, when fans turned in their survey at KSU, they were asked to put their cell phone number on the back of a ticket if they wanted to be entered into the drawing. There needed to be at least 100 surveys completed in order to effectively measure why these fans have attended a women's collegiate athletic event. The hypotheses will be tested using standard statistical procedures. The data will

be collected and analyzed using SPSS, a statistical software package.

This project differs from others because I am specifically focusing on two different universities fan bases at events as well as solely focusing on women's collegiate events. Previous research has shown that men's collegiate athletic events in general has a larger fan attendance than any women's collegiate athletic event.

I chose to survey fans at Reinhardt University and Kennesaw State University women's collegiate athletic events because these two universities are very different in terms of fan bases. Reinhardt University is a very small school that is a part of the National Association of Intercollegiate Athletics (NAIA) which is a smaller division under the National Collegiate Athletic Association (NCAA), in which larger universities participate. Being a NAIA school, Reinhardt does not have the same opportunity as Kennesaw State in recruiting, budget or fan interaction as Kennesaw State. Therefore, their fans react to different situations in different ways, have different motivations for attending, and their total attendance at events differs as well. Reinhardt University has more of a community fan base where the entire town supports the athletic events on campus.

At Kennesaw State, their marketing team has the opportunity to reach a larger fan base because Kennesaw is located in a larger community as well as being a larger university. With Kennesaw State also being a NCAA Division one university, there are more available resources that would put KSU at an advantage to have a higher attendance records such as: athletic scholarship money, recruiting budgets, a marketing department, and a larger university with more major educational offerings. The negative aspect of Kennesaw State's locality is other opportunities fans choose over KSU athletic events. With KSU being so close to Atlanta, there are more professional sporting events to attend as well as other Universities including: Georgia

State, Georgia Tech and the University of Georgia. Kennesaw State is a relatively young University as well; in 1995, it transitioned from a four year college (Kennesaw State College) to a University. During this time, the athletic department was slowly evolving into becoming a recognizable athletic program in division two of the NCAA. It has been difficult for the marketing department at KSU to market any athletic event on campus because KSU is not known for its athletic teams; unlike larger universities, such as the University of Georgia, whose football program has been built since the early 1900's with a handful of championships and recognizable alumni. Both universities have advantages and disadvantages but these are the most evident. These advantages and disadvantages were not tested in this study but would be beneficial in future research.

I expected to find through this research that most fans in attendance had a connection to a player or coach that is participating in the event such as parents or family of an athlete. I anticipated that there would be more men in attendance than women at these athletic events as well. I also expected to find that more fans around the age of 30 would return if there is a more family-friendly atmosphere.

Sample

The participants in this survey participated at their own leisure and convenience, were of both genders, were 18 years of age or older, and had a diverse range of ethnicities. The individuals who participated were attending a women's collegiate athletic event at Kennesaw State University or Reinhardt University. There was not a targeted audience based on demographics, age or gender. Out of 110 responses collected, 75 at KSU and 35 at Reinhardt, 51.9% were male while 46.1% were female. Most respondents were between the ages of 19-25 (57.5%) and 46 or older (18.2%).

Instrument and Construct Measurement

The instrument used was a one page front and back questionnaire consisting of eighteen questions in total (Figure 1). The survey was divided into 4 sections. The first section includes four items measuring if respondents were a fan of sports and how often they attend a women's athletic event. The second section measures respondent's importance of variables that would influence their attendance at a sporting event. The third section was a Likert scale consisting of nine aspects that asked respondents to rank how likely their return was for certain opportunities and the enjoyment of athletic events in general. The final section included items calling for the demographics of the respondents.

Analytical Techniques

This research includes three different types of statistical analysis: direct observation, descriptive statistics, and t-tests.

Direct Observation

Direct observation can be used by researchers when observing subjects in a normal state or environment.

Descriptive Statistics

Descriptive statistics is a set of data that summarizes the findings of research that consist of means, standard deviation, range and frequency. It can be either an entire population or a sample of the data.

T-test

A t-test is when a researcher wishes to test the significance of differences between two groups determined by one variable. The level of significance used in this research was .05.

Analysis of Hypotheses

The first hypothesis was tested through direct observation. Hypotheses two through four were tested through descriptive statistics and t-tests. The independent variables in these tests were similar to the variables in hypothesis one; however, hypotheses two through four were answered using Likert scaled items. Therefore, all of the independent variables were numerical values based on importance of likeliness to return or level of importance to the fan. The dependent variables in hypotheses two through four were variables such as age, gender and ethnicity.

Results

The results of this research are answered in this section beginning with the three research questions and followed by the four hypotheses. Tables of the results are also included where needed.

Analysis of Hypotheses

Four hypotheses were developed in the methodology section. An overall summary of the findings are including in Figure 2 while details and findings of each hypotheses are outlined in this section.

Hypothesis one states: There are more men than women in attendance at women's collegiate athletic events. This hypothesis was a validation of previous research, which was measured in this project by direct observation. Direct observation found that there were more men in attendance than women at a women's athletic event. Between both universities, there was a total of 410 in attendance with 55% men and 45% women. At the respective events, Reinhardt had a total of 75 (42%) women and 104 (58%) men in attendance while Kennesaw State had a total of 110 (48%) women and 121 (52%) men in attendance as seen in Table 2. As a result,

research supports hypothesis one in that more men were in attendance at women's collegiate athletic events as opposed to women.

Table 2:

University	Men in Attendance	Women in Attendance
Kennesaw State University	121	110
Reinhardt University	104	75
Percentage Total	55%	45%

Hypothesis two states: Promotional efforts of the institution have no influence in fan's continued attendance at women's collegiate athletic events. In section two of the questionnaire, respondents were asked to indicate on a scale of one to ten how influential promotional efforts, along with other variables concerning game day atmosphere, were in their decision to attend an athletic event. In section three of the questionnaire, respondents were asked to indicate on a scale of highly likely to least likely how likely they were to return to an event similar to the one they were attending if it included a post-game autograph session and half-time entertainment. There were three t-tests performed for this hypothesis; the independent variables were the respondent's replies to the questionnaire if their attendance was influenced by a promotional special, if they would return for a post-game autograph session and if they would return for half-time entertainment while the dependent variables were age, gender and ethnicity. There was a significant difference between younger respondents and older respondents at the .008 level concerning age. The younger respondents had a mean score of 4.10 whereas older respondents had a mean score of 3.59 which indicated younger respondents were more likely to return to an

event when there was half-time entertainment, as seen in Figure 3.

Figure 3: Age

	Age1	N	Mean	Std. Deviation	Std. Error Mean
Promotional special	1.00	53	4.75	2.717	.373
	2.00	20	3.80	2.375	.531
Return for post-game autograph	1.00	69	3.61	1.074	.129
	2.00	37	3.43	1.094	.180
Return for half-time entertainment	1.00	69	4.10	.825	.099
	2.00	37	3.59	1.066	.175

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
		Equal variances assumed		Equal variances not assumed						
Promotional special	Equal variances assumed	.493	.485	1.383	71	.171	.955	.690	-.421	2.331
	Equal variances not assumed			1.471	38.923	.149	.955	.649	-.358	2.268
Return for post-game autograph	Equal variances assumed	.016	.899	.800	104	.425	.176	.220	-.261	.613
	Equal variances not assumed			.796	72.568	.429	.176	.221	-.265	.618
Return for half-time entertainment	Equal variances assumed	5.639	.019	2.716	104	.008	.507	.187	.137	.877
	Equal variances not assumed			2.516	59.582	.015	.507	.201	.104	.910

There was a significant difference between blacks and whites at the .006 level concerning autographs. Blacks had a mean score of 4.89 whereas whites had a score of 4.25 which indicates blacks were more likely to return to an event when there was a promotional appeal, as shown in Figure 4. There was no significant difference between whites and blacks concerning the following variable: promotional special.

Figure 4: Ethnicity

Group Statistics					
	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean
Promotional special	White/Caucasian	48	4.25	2.572	.371
	African American	18	4.89	3.027	.713
Return for post-game autograph	White/Caucasian	69	3.38	1.072	.129
	African American	27	4.00	.920	.177
Return for half-time entertainment	White/Caucasian	69	3.75	.898	.108
	African American	27	4.30	.869	.167

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Promotional special	Equal variances assumed	.103	.750	-.856	64	.395	-.639	.746	-2.130	.852
	Equal variances not assumed			-.794	26.744	.434	-.639	.804	-2.290	1.012
Return for post-game autograph	Equal variances assumed	1.018	.316	-2.659	94	.009	-.623	.234	-1.089	-.158
	Equal variances not assumed			-2.844	55.056	.006	-.623	.219	-1.062	-.184
Return for half-time entertainment	Equal variances assumed	.330	.567	-2.686	94	.009	-.543	.202	-.944	-.142
	Equal variances not assumed			-2.726	48.993	.009	-.543	.199	-.943	-.143

There was no significant difference between males and females concerning the following variables: promotional special, likely to return for post-game autograph and likely to return for half-time entertainment, as shown in Figure 5.

Figure 5: Gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Promotional special	Male	37	4.43	2.662	.438
	Female	36	4.56	2.667	.444
Return for post-game autograph	Male	55	3.40	1.082	.146
	Female	51	3.71	1.064	.149
Return for half-time entertainment	Male	55	3.78	1.013	.137
	Female	51	4.08	.845	.118

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Promotional special	Equal variances assumed	.034	.854	-.197	71	.844	-.123	.624	-1.367	1.121
	Equal variances not assumed			-.197	70.938	.844	-.123	.624	-1.367	1.121
Return for post-game autograph	Equal variances assumed	.135	.714	-1.466	104	.146	-.306	.209	-.720	.108
	Equal variances not assumed			-1.467	103.633	.145	-.306	.208	-.719	.108
Return for half-time entertainment	Equal variances assumed	1.590	.210	-1.631	104	.106	-.297	.182	-.657	.064
	Equal variances not assumed			-1.642	102.884	.104	-.297	.181	-.655	.062

This hypothesis is supported by the research completed and reaffirms previous research of Eden on women's sports marketing to fans.

Hypothesis three A states: Females attend sporting events because they enjoy the atmosphere of the social event. Hypothesis three B states: Males attend sporting events because of the competitive athletic atmosphere. In section two of the questionnaire, respondents were

asked to indicate on a scale of one to ten if socializing with friends and family, along with other variables concerning game day atmosphere, was an influential decision to attend an athletic event. In section three of the questionnaire, respondents were asked to indicate on a scale of one to five if a team's winning record influenced their attendance at athletic events. There were two t-tests performed for this hypothesis; the independent variables were the respondent's replies to the questionnaire of socializing at athletic events and a team's winning record while the dependent variables was gender. There was no significant difference, as seen in Figure 6, between women and men concerning the following variables: family-friendly atmosphere, likely to return for a post-game autograph session, likely to return for half-time entertainment, and a team's record influenced attendance. This hypothesis is not supported by the research completed and does not reaffirm the previous research done on why men and women attend athletic events. Previous research states that women attend to socialize whereas men attend for the competitive nature of the event.

Figure 6: Women attend for Social Aspects; Men attend for Competitiveness

Group Statistics					
	Hyp	N	Mean	Std. Deviation	Std. Error Mean
Family-Friendly Atmosphere	1.00	38	5.97	2.520	.409
	2.00	37	6.41	2.339	.384
Return for post-game autograph	1.00	55	3.40	1.082	.146
	2.00	51	3.71	1.064	.149
Return for half-time entertainment	1.00	55	3.78	1.013	.137
	2.00	51	4.08	.845	.118
Teams record influence attendance	1.00	55	3.55	1.317	.178
	2.00	51	3.22	1.460	.204

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Family-Friendly Atmosphere	Equal variances assumed	.007	.932	-.768	73	.445	-.432	.562	-1.551	.688
	Equal variances not assumed			-.769	72.835	.444	-.432	.561	-1.550	.687
Return for post-game autograph	Equal variances assumed	.135	.714	-1.466	104	.146	-.306	.209	-.720	.108
	Equal variances not assumed			-1.467	103.633	.145	-.306	.208	-.719	.108
Return for half-time entertainment	Equal variances assumed	1.590	.210	-1.631	104	.106	-.297	.182	-.657	.064
	Equal variances not assumed			-1.642	102.884	.104	-.297	.181	-.655	.062
Teams record influence attendance	Equal variances assumed	1.686	.197	1.222	104	.224	.330	.270	-.205	.865
	Equal variances not assumed			1.218	100.776	.226	.330	.271	-.207	.867

Hypothesis four states: There will be more fans willing to return to a women's collegiate

event providing there is a family-friendly atmosphere. In section one of the questionnaire, respondents were asked to indicate how often they attended a women's athletic event. In section two of the questionnaire, respondents were asked to indicate on a scale of one to ten how important different variables were in their decision to attend an athletic event. These variables consisted of: connection to a student athlete competing, fan of a university or college competing, promotional special on ticket or giveaways, family friendly atmosphere, nothing better to do, fan of women's collegiate athletics, alumni of university or college competing, socialize with family and friends, sense of belonging, and not applicable. There was a significant difference between fans who attend women's collegiate athletic events and those who do not attend at the .029 level concerning a family-friendly atmosphere. Fans who do not attend had a mean score of 5.50 whereas fans who do attend had a mean score of 6.67 which indicated fans who do not attend were more likely to attend for a family-friendly atmosphere. There was also a significant difference between fans who attend women's collegiate athletic events and those who do not attend at the .010 level concerning a sense of belonging. Fans who do not attend had a mean score of 3.90 whereas fans who do attend had a mean score of 5.63 which indicated fans who do not attend were more likely to attend for a sense of belonging. There was no significant difference between fans who attend and fans who do not attend concerning the following variables: connection to a student-athlete competing, a fan of the college or university competing, a promotional special, nothing better to do, fan of a women's college athletics, alumni of the university or college competing, and socialize with family and friends. These findings are illustrated in Figure 7 and support previous research of Kahle, Suncan, Dalakas and Aiken where they found sense of belonging and a family-friendly atmosphere encouraged fans to return to women's collegiate athletic events (Kahle, Suncan, Dalakas & Aiken, 2001). These

findings also support hypothesis four.

Figure 7: Willing to Attend for Family-Friendly Atmosphere

Group Statistics					
	WTA	N	Mean	Std. Deviation	Std. Error Mean
Connection to SA Competing	1.00	43	6.79	3.726	.568
	2.00	31	8.00	2.933	.527
Fan of University/College	1.00	42	6.98	3.346	.516
	2.00	32	7.03	2.706	.478
Promotional special	1.00	41	4.63	2.653	.414
	2.00	29	3.83	2.253	.418
Family-Friendly Atmosphere	1.00	43	6.67	2.307	.352
	2.00	30	5.50	2.146	.392
Nothing Better to do	1.00	40	3.80	3.148	.498
	2.00	30	3.97	2.895	.528
Fan of Women's College Athletics	1.00	41	6.59	2.683	.419
	2.00	32	5.94	2.929	.518
Alumni of University/College	1.00	40	4.58	3.088	.488
	2.00	31	4.45	3.064	.550
Socialize with Friends and Family	1.00	40	6.38	2.761	.437
	2.00	33	6.30	3.026	.527
Sense of belonging	1.00	41	5.63	2.861	.447
	2.00	31	3.90	2.663	.478

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Connection to SA	Equal variances assumed	6.428	.013	-1.502	72	.138	-1.209	.805	-2.815	.396	
	Equal variances not assumed			-1.561	71.393	.123	-1.209	.775	-2.754	.335	
Competing	Equal variances assumed	3.083	.083	-0.076	72	.940	-.055	.724	-1.499	1.389	
	Equal variances not assumed			-.078	71.713	.938	-.055	.704	-1.458	1.348	
Fan of University/College	Equal variances assumed	.650	.423	1.332	68	.187	.807	.606	-.402	2.015	
	Equal variances not assumed			1.370	65.649	.175	.807	.589	-.369	1.982	
Promotional special	Equal variances assumed	.150	.699	2.202	71	.031	1.174	.533	.111	2.238	
	Equal variances not assumed			2.231	65.304	.029	1.174	.526	.123	2.226	
Family-Friendly Atmosphere	Equal variances assumed	.225	.636	-0.227	68	.821	-.167	.735	-1.633	1.300	
	Equal variances not assumed			-.230	65.147	.819	-.167	.726	-1.616	1.283	
Nothing Better to do	Equal variances assumed	.602	.441	.983	71	.329	.648	.659	-.666	1.961	
	Equal variances not assumed			.973	63.725	.334	.648	.666	-.683	1.979	
Fan of Women's College Athletics	Equal variances assumed	.024	.878	.168	69	.867	.123	.736	-1.346	1.592	
	Equal variances not assumed			.168	64.884	.867	.123	.736	-1.346	1.593	
Alumni of University/College	Equal variances assumed	1.485	.227	.106	71	.916	.072	.678	-1.280	1.424	
	Equal variances not assumed			.105	65.651	.917	.072	.684	-1.294	1.438	
Socialize with Friends and Family	Equal variances assumed										
	Equal variances not assumed										

Sense of belonging	Equal variances	.200	.656	2.618	70	.011	1.731	.661	.412	3.050
	assumed									
	Equal variances not	2.644	66.968	.010	1.731	.655	.424	3.037		
	assumed									

Other Research Findings

Other results that contribute to understanding attendance at women's collegiate athletic events were also found that were not anticipated. Out of the 110 responses, 76.4% of the attendees at the athletic event were either current athletes or former athletes. Another aspect of this research to consider is 60.9% of fans considered themselves to be avid sports fans, but 71.8% enjoy attending athletic events in general whereas only 53.6% enjoy attending women's collegiate athletic events. Surprisingly, a team's winning record did not have much, if any, influence on fan's attendance at athletic events. Only 25.5% of fans ranked a winning record as an influential factor for attending whereas 16.4% ranked a winning record as unimportant. Another aspect of this research that might define who attends women's collegiate athletic events can be found in the connection fans have to a student-athlete. Given the number of responses, most, if not all fans, had a connection to a student-athlete competing when attending women's collegiate athletic events whether they be parents, friends, or significant others. Even though these statistics were not expected in initial research, they contribute to the final research a great deal.

Discussion

There were a few interesting findings in this research project that were surprising as well as some findings that were anticipated. It was expected that there would be more men than women at athletic events and that promotional efforts would not have a huge impact on attendance; however, it was interesting that different ethnicities would return to a women's

collegiate athletic events for promotional efforts. With little research completed on women's athletic attendance, previous researchers found that females attended a women's athletic event because of the social atmosphere whereas in my sample, that research was not supported. However, previous researchers found a more family-friendly atmosphere was influential in the attendance and return of fans at women's athletic attendance, which was also supported in my research.

Summation

Although this study's research results were mostly unanticipated, the research will benefit marketers, athletic departments and other researchers for the future when discussing attendance at women's collegiate athletic events. It will also assist the research on women's athletic marketing since there has been minimal research on this issue in general. This study has enhanced the field of athletic attendance at women's collegiate athletic events by: identifying who attend events, why they attend these events, what aspects of marketing will influence their return, as well as what aspects of the game fans enjoy the most. Knowing exactly what influences attendance at athletic events will help others better market to their targeted audience in the future.

Restrictions and Limitations

Included in the survey was a question that asked the fans to rank the importance of their attendance on a scale of one to ten. Most fans either did not rank the options in the correct way, placed a check mark, or avoided the question altogether. As a result, there were twenty to thirty surveys that could not be included in this section.

This research was considered a convenience sample because of the opportunity there was to research at both Kennesaw State University and Reinhardt University. These Universities

athletic programs are extremely small compared to other Division I schools in the nation.

Because of the convenience, research was limited to these two universities which in turn was a restriction to this research.

Because of the time frame in which this research was to be completed, there was not enough time to survey different women's athletic sporting events such as softball, lacrosse, soccer or tennis. Other sporting events attract a different fan base that, more than likely, would have diverse motives for attending. Researching why fans attend other athletic events aside from basketball would have been beneficial but given the time frame of this research, it was not possible. Conducting research at other events would provide a different perspective from other female athletics that are not as well attended or as popular as women's basketball. Also, because of the time constraints for completing this research, the number of home events I was able to attend at each university was limited.

Future research

Obviously, there needs to be further research completed to have a better understanding of why fans attend women's collegiate athletic events. It is important to consider attendance at women's events because male athletic events still draw a larger audience as seen in previous research and women's athletics are important in gender equality and history. For future research, researchers should ask if athletes support each other at their respective events. Even though it was evident there were other student-athletes in attendance, it was noticeable that other sports were represented well. Another aspect worth further research is if a fan does not have a connection to a student-athlete, what is his or her main motive for attending? It was also expected that most in attendance had a connection to a female competing so further research on that one aspect would be beneficial. Lastly, in order to get diverse options on promotional

activities, future research should also include surveying random students, faculty, staff and individuals on campus asking if promotional efforts would influence them to attend a women's athletic event. With only surveying fans in attendance, promotional efforts probably had little effect since they were already attending the event. The sample that was researched in this project was researched at universities with small athletic programs. Future researchers should include larger Division I Universities, possibly such as the University of Tennessee where women's basketball is extremely popular, for a better sample of fans in attendance. Further research on these influential issues would be beneficial and supportive for future researchers on attendance at women's collegiate athletic events.

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- What is your gender? A. Male B. Female
- What is your relationship status? A. Single B. Married C. Divorced D. Widowed
- What is your ethnicity? A. White/Caucasian B. African American C. Hispanic
D. Other
- What is your age? A. 18 and under B. 19-25 C. 26-35
D. 36-45

Figure 2: Frequencies**College Student**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	67	60.9	61.5	61.5
	No	42	38.2	38.5	100.0
	Total	109	99.1	100.0	
Missing	System	1	.9		
Total		110	100.0		

Athlete

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	84	76.4	76.4	76.4
	No	26	23.6	23.6	100.0
Total		110	100.0	100.0	

College Sports Fan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, Avid	67	60.9	60.9	60.9
	I like sports	33	30.0	30.0	90.9
	Neither Like or Dislike	3	2.7	2.7	93.6
	Sports are okay	4	3.6	3.6	97.3
	Not sports fan	3	2.7	2.7	100.0
	Total	110	100.0	100.0	

Often Attended

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Weekly	41	37.3	41.0	41.0
	Bi-Weekly	16	14.5	16.0	57.0
	Monthly	28	25.5	28.0	85.0
	Hardly Ever	15	13.6	15.0	100.0
	Total	100	90.9	100.0	
Missing	System	10	9.1		
Total		110	100.0		

Connection to SA Competing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	9.1	12.2	12.2
	2	5	4.5	6.1	18.3
	4	4	3.6	4.9	23.2

	5	3	2.7	3.7	26.8
	6	3	2.7	3.7	30.5
	7	4	3.6	4.9	35.4
	8	7	6.4	8.5	43.9
	9	8	7.3	9.8	53.7
	10	38	34.5	46.3	100.0
	Total	82	74.5	100.0	
Missing	System	28	25.5		
Total		110	100.0		

Fan of University/College

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	7	6.4	8.8	8.8
	2	5	4.5	6.3	15.0
	3	2	1.8	2.5	17.5
	4	1	.9	1.3	18.8
	5	6	5.5	7.5	26.3
Valid	6	8	7.3	10.0	36.3
	7	7	6.4	8.8	45.0
	8	11	10.0	13.8	58.8
	9	9	8.2	11.3	70.0
	10	24	21.8	30.0	100.0
	Total	80	72.7	100.0	
Missing	System	30	27.3		
Total		110	100.0		

Promotional special

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	14	12.7	18.4	18.4
	2	7	6.4	9.2	27.6
	3	11	10.0	14.5	42.1
	4	8	7.3	10.5	52.6
Valid	5	12	10.9	15.8	68.4
	6	5	4.5	6.6	75.0
	7	8	7.3	10.5	85.5
	8	5	4.5	6.6	92.1
	9	3	2.7	3.9	96.1
	10	3	2.7	3.9	100.0

	Total	76	69.1	100.0
Missing	System	34	30.9	
Total		110	100.0	

Family-Friendly Atmosphere

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	5	4.5	6.3	6.3
	2	2	1.8	2.5	8.9
	3	3	2.7	3.8	12.7
	4	2	1.8	2.5	15.2
	5	19	17.3	24.1	39.2
Valid	6	12	10.9	15.2	54.4
	7	11	10.0	13.9	68.4
	8	14	12.7	17.7	86.1
	9	1	.9	1.3	87.3
	10	10	9.1	12.7	100.0
	Total	79	71.8	100.0	
Missing	System	31	28.2		
Total		110	100.0		

Nothing Better to do

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	23	20.9	30.3	30.3
	2	10	9.1	13.2	43.4
	3	8	7.3	10.5	53.9
	4	5	4.5	6.6	60.5
	5	7	6.4	9.2	69.7
Valid	6	3	2.7	3.9	73.7
	7	3	2.7	3.9	77.6
	8	4	3.6	5.3	82.9
	9	7	6.4	9.2	92.1
	10	6	5.5	7.9	100.0
	Total	76	69.1	100.0	
Missing	System	34	30.9		
Total		110	100.0		

Fan of Women's College Athletics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	3.6	5.1	5.1

	2	4	3.6	5.1	10.1
	3	7	6.4	8.9	19.0
	4	5	4.5	6.3	25.3
	5	14	12.7	17.7	43.0
	6	7	6.4	8.9	51.9
	7	7	6.4	8.9	60.8
	8	8	7.3	10.1	70.9
	9	5	4.5	6.3	77.2
	10	18	16.4	22.8	100.0
	Total	79	71.8	100.0	
Missing	System	31	28.2		
Total		110	100.0		

Alumni of University/College

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	20	18.2	26.0	26.0
	2	6	5.5	7.8	33.8
	3	6	5.5	7.8	41.6
	4	13	11.8	16.9	58.4
	5	4	3.6	5.2	63.6
Valid	6	5	4.5	6.5	70.1
	7	5	4.5	6.5	76.6
	8	4	3.6	5.2	81.8
	9	5	4.5	6.5	88.3
	10	9	8.2	11.7	100.0
	Total	77	70.0	100.0	
Missing	System	33	30.0		
Total		110	100.0		

Socialize with Friends and Family

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	6	5.5	7.6	7.6
	2	4	3.6	5.1	12.7
	3	5	4.5	6.3	19.0
Valid	4	5	4.5	6.3	25.3
	5	8	7.3	10.1	35.4
	6	4	3.6	5.1	40.5
	7	10	9.1	12.7	53.2

	8	14	12.7	17.7	70.9
	9	7	6.4	8.9	79.7
	10	16	14.5	20.3	100.0
	Total	79	71.8	100.0	
Missing	System	31	28.2		
Total		110	100.0		

Sense of belonging

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	11	10.0	14.1	14.1
	2	9	8.2	11.5	25.6
	3	7	6.4	9.0	34.6
	4	9	8.2	11.5	46.2
	5	9	8.2	11.5	57.7
Valid	6	9	8.2	11.5	69.2
	7	4	3.6	5.1	74.4
	8	7	6.4	9.0	83.3
	9	4	3.6	5.1	88.5
	10	9	8.2	11.5	100.0
	Total	78	70.9	100.0	
Missing	System	32	29.1		
Total		110	100.0		

Not Applicable

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	34	30.9	57.6	57.6
	2	5	4.5	8.5	66.1
	3	3	2.7	5.1	71.2
	4	1	.9	1.7	72.9
Valid	7	1	.9	1.7	74.6
	8	2	1.8	3.4	78.0
	9	2	1.8	3.4	81.4
	10	11	10.0	18.6	100.0
	Total	59	53.6	100.0	
Missing	System	51	46.4		
Total		110	100.0		

Return to event like this one

	Frequency	Percent	Valid Percent	Cumulative Percent
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	Less Likely	3	2.7	2.7	2.7
	Neutral	6	5.5	5.5	8.2
Valid	Likely	38	34.5	34.5	42.7
	Highly Likely	63	57.3	57.3	100.0
	Total	110	100.0	100.0	

Return to campus for athletic event

		Frequency	Percent	Valid Percent	Cumulative Percent
	Less Likely	1	.9	.9	.9
	Neutral	5	4.5	4.5	5.5
Valid	Likely	36	32.7	32.7	38.2
	Highly Likely	68	61.8	61.8	100.0
	Total	110	100.0	100.0	

Return for rivalry game

		Frequency	Percent	Valid Percent	Cumulative Percent
	Never	1	.9	.9	.9
	Less Likely	3	2.7	2.8	3.7
	Neutral	12	10.9	11.1	14.8
Valid	Likely	26	23.6	24.1	38.9
	Highly Likely	66	60.0	61.1	100.0
	Total	108	98.2	100.0	
Missing	System	2	1.8		
	Total	110	100.0		

Return for discounted tickets

		Frequency	Percent	Valid Percent	Cumulative Percent
	Never	2	1.8	1.8	1.8
	Less Likely	1	.9	.9	2.7
	Neutral	26	23.6	23.6	26.4
Valid	Likely	29	26.4	26.4	52.7
	Highly Likely	52	47.3	47.3	100.0
	Total	110	100.0	100.0	

Return for post-game autograph

		Frequency	Percent	Valid Percent	Cumulative Percent
	Never	5	4.5	4.5	4.5
	Less Likely	11	10.0	10.0	14.5
Valid	Neutral	42	38.2	38.2	52.7
	Likely	24	21.8	21.8	74.5

Highly Likely	28	25.5	25.5	100.0
Total	110	100.0	100.0	

Return for half-time entertainment

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	2	1.8	1.8	1.8
Less Likely	4	3.6	3.6	5.5
Neutral	34	30.9	30.9	36.4
Likely	33	30.0	30.0	66.4
Highly Likely	37	33.6	33.6	100.0
Total	110	100.0	100.0	

Enjoy attending athletic events

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	.9	.9	.9
2	2	1.8	1.8	2.7
3	5	4.5	4.5	7.3
4	23	20.9	20.9	28.2
5	79	71.8	71.8	100.0
Total	110	100.0	100.0	

Enjoy attending women's collegiate athletic events

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	.9	.9	.9
2	2	1.8	1.8	2.7
3	26	23.6	23.6	26.4
4	22	20.0	20.0	46.4
5	59	53.6	53.6	100.0
Total	110	100.0	100.0	

Teams record influence attendance

	Frequency	Percent	Valid Percent	Cumulative Percent
1	18	16.4	16.4	16.4
2	12	10.9	10.9	27.3
3	19	17.3	17.3	44.5
4	33	30.0	30.0	74.5
5	28	25.5	25.5	100.0
Total	110	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	55	50.0	51.9	51.9
	Female	51	46.4	48.1	100.0
	Total	106	96.4	100.0	
Missing	System	4	3.6		
Total		110	100.0		

Relationship Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	73	66.4	70.2	70.2
	Married	27	24.5	26.0	96.2
	Divorced	4	3.6	3.8	100.0
	Total	104	94.5	100.0	
Missing	System	6	5.5		
Total		110	100.0		

Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White/Caucasian	69	62.7	65.1	65.1
	African American	27	24.5	25.5	90.6
	Hispanic	5	4.5	4.7	95.3
	Other	5	4.5	4.7	100.0
	Total	106	96.4	100.0	
Missing	System	4	3.6		
Total		110	100.0		

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	8	7.3	7.5	7.5
	19-25	61	55.5	57.5	65.1
	26-35	8	7.3	7.5	72.6
	36-45	9	8.2	8.5	81.1
	46-55	10	9.1	9.4	90.6
	55 or older	10	9.1	9.4	100.0
	Total	106	96.4	100.0	
Missing	System	4	3.6		
Total		110	100.0		

Figure 3: Age

Group Statistics					
	Age1	N	Mean	Std. Deviation	Std. Error Mean
Promotional special	1.00	53	4.75	2.717	.373
	2.00	20	3.80	2.375	.531
Return for post-game autograph	1.00	69	3.61	1.074	.129
	2.00	37	3.43	1.094	.180
Return for half-time entertainment	1.00	69	4.10	.825	.099
	2.00	37	3.59	1.066	.175

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Promotional special	Equal variances assumed	.493	.485	1.383	71	.171	.955	.690	-.421	2.331
	Equal variances not assumed			1.471	38.923	.149	.955	.649	-.358	2.268
Return for post-game autograph	Equal variances assumed	.016	.899	.800	104	.425	.176	.220	-.261	.613
	Equal variances not assumed			.796	72.568	.429	.176	.221	-.265	.618
Return for half-time entertainment	Equal variances assumed	5.639	.019	2.716	104	.008	.507	.187	.137	.877
	Equal variances not assumed			2.516	59.582	.015	.507	.201	.104	.910

Figure 4: Ethnicity

Group Statistics					
	Ethnicity	N	Mean	Std. Deviation	Std. Error Mean
Promotional special	White/Caucasian	48	4.25	2.572	.371
	African American	18	4.89	3.027	.713
Return for post-game autograph	White/Caucasian	69	3.38	1.072	.129
	African American	27	4.00	.920	.177
Return for half-time entertainment	White/Caucasian	69	3.75	.898	.108
	African American	27	4.30	.869	.167

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Promotional special	Equal variances assumed	.103	.750	-.856	64	.395	-.639	.746	-2.130	.852
	Equal variances not assumed			-.794	26.744	.434	-.639	.804	-2.290	1.012
Return for post-game autograph	Equal variances assumed	1.018	.316	-2.659	94	.009	-.623	.234	-1.089	-.158
	Equal variances not assumed			-2.844	55.056	.006	-.623	.219	-1.062	-.184
Return for half-time entertainment	Equal variances assumed	.330	.567	-2.686	94	.009	-.543	.202	-.944	-.142
	Equal variances not assumed			-2.726	48.993	.009	-.543	.199	-.943	-.143

Figure 5: Gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Promotional special	Male	37	4.43	2.662	.438
	Female	36	4.56	2.667	.444
Return for post-game autograph	Male	55	3.40	1.082	.146
	Female	51	3.71	1.064	.149
Return for half-time entertainment	Male	55	3.78	1.013	.137
	Female	51	4.08	.845	.118

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Promotional special	Equal variances assumed	.034	.854	-.197	71	.844	-.123	.624	-1.367	1.121
	Equal variances not assumed			-.197	70.938	.844	-.123	.624	-1.367	1.121
Return for post-game autograph	Equal variances assumed	.135	.714	-1.466	104	.146	-.306	.209	-.720	.108
	Equal variances not assumed			-1.467	103.633	.145	-.306	.208	-.719	.108
Return for half-time entertainment	Equal variances assumed	1.590	.210	-1.631	104	.106	-.297	.182	-.657	.064
	Equal variances not assumed			-1.642	102.884	.104	-.297	.181	-.655	.062

Figure 6: Women attend for Social Aspects; Men attend for Competiveness

Group Statistics					
	Hyp	N	Mean	Std. Deviation	Std. Error Mean
Family-Friendly Atmosphere	1.00	38	5.97	2.520	.409
	2.00	37	6.41	2.339	.384
Return for post-game autograph	1.00	55	3.40	1.082	.146
	2.00	51	3.71	1.064	.149
Return for half-time entertainment	1.00	55	3.78	1.013	.137
	2.00	51	4.08	.845	.118
Teams record influence attendance	1.00	55	3.55	1.317	.178
	2.00	51	3.22	1.460	.204

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Family-Friendly Atmosphere	Equal variances assumed	.007	.932	-.768	73	.445	-.432	.562	-1.551	.688
	Equal variances not assumed			-.769	72.835	.444	-.432	.561	-1.550	.687
Return for post-game autograph	Equal variances assumed	.135	.714	-1.466	104	.146	-.306	.209	-.720	.108
	Equal variances not assumed			-1.467	103.633	.145	-.306	.208	-.719	.108
Return for half-time entertainment	Equal variances assumed	1.590	.210	-1.631	104	.106	-.297	.182	-.657	.064
	Equal variances not assumed			-1.642	102.884	.104	-.297	.181	-.655	.062
Teams record influence attendance	Equal variances assumed	1.686	.197	1.222	104	.224	.330	.270	-.205	.865
	Equal variances not assumed			1.218	100.776	.226	.330	.271	-.207	.867

Figure 7: Willing to Attend for Family-Friendly Atmosphere

Group Statistics					
	WTA	N	Mean	Std. Deviation	Std. Error Mean
Connection to SA Competing	1.00	43	6.79	3.726	.568
	2.00	31	8.00	2.933	.527
Fan of University/College	1.00	42	6.98	3.346	.516
	2.00	32	7.03	2.706	.478
Promotional special	1.00	41	4.63	2.653	.414
	2.00	29	3.83	2.253	.418
Family-Friendly Atmosphere	1.00	43	6.67	2.307	.352
	2.00	30	5.50	2.146	.392
Nothing Better to do	1.00	40	3.80	3.148	.498
	2.00	30	3.97	2.895	.528
Fan of Women's College Athletics	1.00	41	6.59	2.683	.419
	2.00	32	5.94	2.929	.518
Alumni of University/College	1.00	40	4.58	3.088	.488
	2.00	31	4.45	3.064	.550
Socialize with Friends and Family	1.00	40	6.38	2.761	.437
	2.00	33	6.30	3.026	.527
Sense of belonging	1.00	41	5.63	2.861	.447
	2.00	31	3.90	2.663	.478

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Connection to SA Competing	Equal variances assumed	6.428	.013	-1.502	72	.138	-1.209	.805	-2.815	.396
	Equal variances not assumed			-1.561	71.393	.123	-1.209	.775	-2.754	.335
Fan of University/College	Equal variances assumed	3.083	.083	-.076	72	.940	-.055	.724	-1.499	1.389
	Equal variances not assumed			-.078	71.713	.938	-.055	.704	-1.458	1.348
Promotional special	Equal variances assumed	.650	.423	1.332	68	.187	.807	.606	-.402	2.015

	Equal variances not assumed			1.370	65.649	.175	.807	.589	-.369	1.982
Family-Friendly Atmosphere	Equal variances assumed	.150	.699	2.202	71	.031	1.174	.533	.111	2.238
	Equal variances not assumed			2.231	65.304	.029	1.174	.526	.123	2.226
Nothing Better to do	Equal variances assumed	.225	.636	-.227	68	.821	-.167	.735	-1.633	1.300
	Equal variances not assumed			-.230	65.147	.819	-.167	.726	-1.616	1.283
Fan of Women's College Athletics	Equal variances assumed	.602	.441	.983	71	.329	.648	.659	-.666	1.961
	Equal variances not assumed			.973	63.725	.334	.648	.666	-.683	1.979
Alumni of University/College	Equal variances assumed	.024	.878	.168	69	.867	.123	.736	-1.346	1.592
	Equal variances not assumed			.168	64.884	.867	.123	.736	-1.346	1.593
Socialize with Friends and Family	Equal variances assumed	1.485	.227	.106	71	.916	.072	.678	-1.280	1.424
	Equal variances not assumed			.105	65.651	.917	.072	.684	-1.294	1.438
Sense of belonging	Equal variances assumed	.200	.656	2.618	70	.011	1.731	.661	.412	3.050
	Equal variances not assumed			2.644	66.968	.010	1.731	.655	.424	3.037

Table 2:

University	Men in Attendance	Women in Attendance
Kennesaw State University	121	110
Reinhardt University	104	75
Percentage Total	55%	45%