

THE ROLE OF VIDEO ON  
SPORTS FAN ATTITUDES

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by  
BARBARA MANINGAT  
Dr. Cynthia Frisby, Thesis Supervisor

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APPROVAL PAGE

The undersigned, appointed by the dean of Graduate School, have examined the thesis entitled

THE ROLE OF VIDEO ON SPORTS FAN ATTITUDES

presented by Barbara Maningat,

a candidate for the degree of master of arts

and hereby certify that, in their opinion, it is worthy of acceptance.

Professor, Dr. Cynthia Frisby	
Professor, Dr. Paul Bolls	
Professor, James Sterling	
Professor, Dr. Steven Hackley	

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# THE ROLE OF VIDEO ON SPORTS FAN ATTITUDES

By Barbara Maningat

Dr. Cynthia Frisby, Thesis Supervisor

## ABSTRACT

Given its importance in the brand management of sports teams, this study primarily investigates the influence of sports video on fandom and team loyalty. Building upon a history of research on fan motivation, the Self-Determination Theory, the hierarchy of effects model and team loyalty, the present research intends to provide a better distinction of sports video effects (Tsiostou, 2013; Trail and James, 2001; Deci and Ryan (1985); Chao, 2010). By executing multiple paired samples *t* tests and a one-way ANOVA in a pre-post experiment, this theoretical framework tests the influence of video on fans and their self-reports on team loyalty, team involvement, team attachment, team self-expression and team trust. Overall, this research provides a discussion on sports video with several implications on how sports marketing managers can develop more loyal sports fans for their brand.

## **Introduction**

The sports industry is a thriving, multi-billion dollar opportunity for marketers to take advantage of consumer-brand relationships. In North America, the sports industry revenue is expected to grow at a compounded annual rate of 4.8 percent to \$67.7 billion by 2017 (PricewaterhouseCoopers LLP, 2013). About 25 percent of this total growth is attributed to media rights, such as new platforms of media consumption, and 26 percent to licensed merchandise sales. The way the world consumes sports is evolving as fans crave for more information on their teams and players. The average American consumes almost 60 hours of media content across multiple platforms, 65 percent of which is allocated to video intake (Nielsen, 2013). Though television viewership amongst adults has declined 2 percent during the second quarter of 2014, digital viewing on computers and mobile devices “is fueling 4 percent overall growth in media consumption” (Steel, 2014, para. 6). According to recent reports from the Pew Internet & American Life Project (Purcell, 2013), the percentage of adults who watch or download online videos has seen a 9 percent increase since 2009 (69 to 78 percent) with projections maintaining a steady climb. Rates of online video watching are highest among those under age 50, broken down to 95 percent of age 18-29 and 87 percent of those age 30-49 watch or download Internet videos. With such growth in video, it only makes sense that sports franchises around the world have introduced video promotions, as part of their relationship marketing efforts, to develop greater attachment with their audiences (Kim & Trail, 2011; McClung, Eveland, Sweeney, & James, 2012).

Marketing managers of sports teams today are focusing on brand loyalty strategies because of the perceived benefits they create in the financial market. Currently there is a lack of attention devoted to human-brand relationship theories in the context of loyalty and their applicability to marketing tactics (Fournier, 1998). Establishing loyal consumers creates entry barriers for competitors in the sports market, leading to improved sales and brand image (Tsiotsou, 2013). The fundamental goal of any sports franchise is to create a brand loyal consumer base that is fueled by fandom (McClung et al., 2012). Sports programs are thriving on the fanaticism attached to their teams and athletes by providing regular features, highlights and behind-the-scenes exclusives cultivating emotional engagement. Such nonprice promotions enhance the fan experience by creating added value to the sports brand (McClung et al., 2012). This study explores the psychological investment in fans – fandom – that boosts the likelihood of commercial action for the sports organization in the form of ticket sales and merchandise (Stewart, Smith & Nicholson, 2003). Motivation and loyalty to teams make money.

### **Thesis Statement**

As sports organizations gain a better understanding of effective sports video, they can more efficiently reach their fans and develop the emotional allegiances that are more conducive to consumer action. This study provides a framework identifying – *How do videos influence fan motivation, sports consumption and team loyalty amongst sports fans?* Investigating how sports franchises can utilize varying video content – game highlights, player features, behind-the-scenes clips, etc. – can improve marketing managers’ strategies to build fandom for profit.

This study focuses on the specific role video plays in enhancing the fandom for consumer action with the sports franchise. There is currently a lack of research conducted on sports video and its role with brand loyalty amongst sports fans, thus this study seeks to bridge the concepts of psychological fan motivation and team loyalty with video. The purpose of this research is twofold. First, previous approaches to the measurement of sports fan motivation and sports consumption are presented, and then they are combined with the individualized descriptors of team loyalty (Deci and Ryan, 1985; Chao, 2010; Trail and James, 2001; Tsiotsou, 2013). Both approaches are then applied to video.

## Theoretical Framework

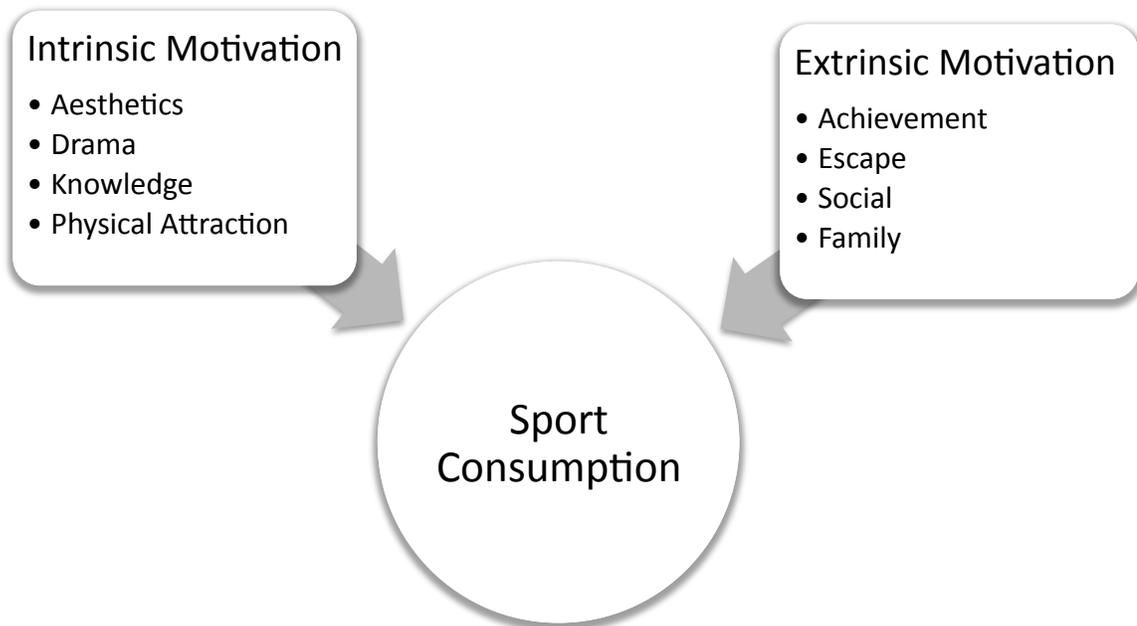
### Review of Fan Motivation, Loyalty in Sport

**Self-Determination Theory.** For a video to persuade a viewer on an emotional level, the individual must first be measured to determine the fan's unique connection – or fandom – to the sports team. Fandom is defined as “a group of consumers who support the popularity of a team” (Chao, 2010, p. 5). Deci and Ryan's (1985) Self-Determination Theory contributes to the motivational activation discussion by bridging the gap between emotional stimuli, human decision-making and ultimately human action amongst fans. Motivation was initially viewed as a unitary concept before Deci and Ryan (1985) introduced the Self-Determination Theory. This theory proposed that multiple levels of motivation must be considered when conceptualizing human the decision process (Chao, 2010). Subscales of intrinsic and extrinsic motivation determine how a person is inspired to take action through self-regulation (Ryan and Deci, 2000). Intrinsic motivation describes the execution of an activity for seemingly no other reward than that of performing the actual activity; extrinsic motivation refers to the performance of an activity because it is perceived to have a benefit outside of the task (Deci & Ryan, 1985).

Trail and James (2001) built upon the Self-Determination Theory by introducing the Motivation Scale for Sport Consumption (MSSC) that measures the psychological motivations that inspire sports fans to take action (Figure 1).

**Figure 1**

*Motivation Scale for Sport Consumption (MSSC) Variable*



The MSSC identified eight items of measurement under each intrinsic and extrinsic motivation subscales: intrinsic motivation includes aesthetics, drama, knowledge and physical attraction variables; extrinsic motivation highlights achievement, escape, social and family. Brown (2003) supports the intrinsic variable of knowledge as his study found the most important marketing communication objective was to provide information of the organization to the consumer. Chao (2010) also concluded that fan knowledge was overall the most crucial determinant of fan motivation:

The more knowledge fans know about the sport the more likely they will attend the game live... [I]n order to enhance ‘fan knowledge’, sports markets need to be creative in bringing live game experiences to people who are not motivated to step in the stadium. (pp. 39-40).

This is where video plays in, providing the most efficient medium that audibly and visually depicts the live game atmosphere and educates the audience in a timely manner. An individual's gravitation toward any combination of intrinsic or extrinsic variables is a notation of his or her level of fandom to a team. Thus, this study attempts to measure fan knowledge and its role in developing loyal relationships with sports brands through a pre-exposure test. Overall this study applies the intrinsic and extrinsic motivational factors of the MSSC, Self-Determination Theory in a broader concept measuring team loyalty.

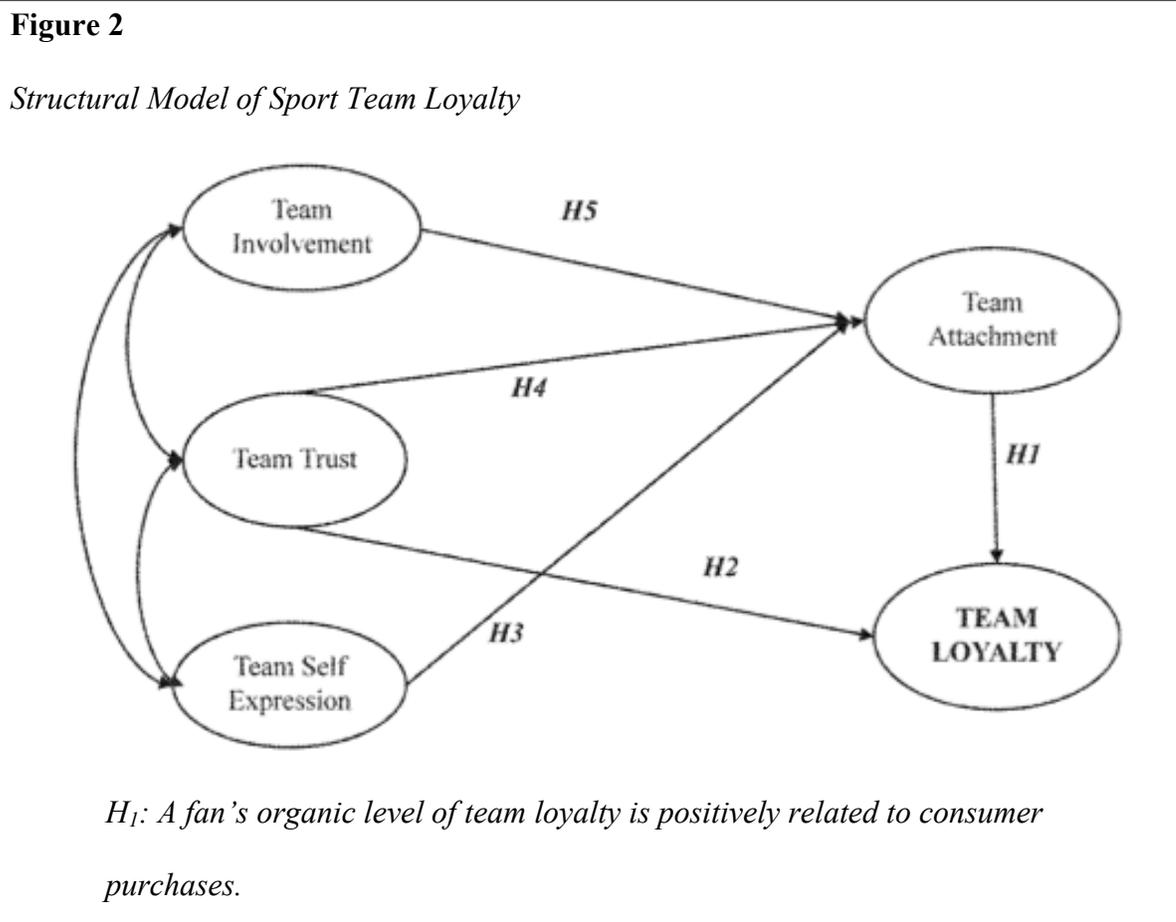
**Hierarchy of Effects Model.** Oliver (2010) advanced the study of the MSSC's intrinsic motivation concepts by proposing the cognition-affect-conation paradigm that suggests the sequential process of loyalty development and ultimately sport consumption. "Specifically, consumers are thought to first become loyal in a cognitive sense, then later in an affective sense, still later in a conative sense, and finally in a behavioral sense, described as action-inertia" (Oliver, 2010, p. 433). This process suggests the step-by-step progression of loyalty via three stages – cognitive, affective and conative. The cognitive stage is based on brand belief, previous consumer knowledge and recent product/brand experience on a shallow nature (Oliver, 2010). Affective loyalty is suggested to build upon the cognitive loyalty phase, stemming from cumulative satisfying usage occasions to which "liking" are developed. Oliver explains that the affective stage is still uprooted such that brand switching is still common at this loyalty level. The conative loyalty phase, also known as the behavioral intention stage. Conative loyalty implies a social bond to the brand and a commitment to repurchase due to multiple and repeated positive experiences. Oliver explains the motivated intentions are created during the first three

phases of loyalty development before reaching the final stage of action loyalty. Consumers reach a level of “readiness to act” that assumes they have a desire to overcome obstacles to make a purchase with the brand (p. 434). Such previous research has created constructs connecting team loyalty to long-lasting consumer-brand relationships conducive to reliable – and profitable – sports consumption.

Tsiotsou (2013) adopted a relational perspective in the analysis of sport team loyalty that connects cognitive and emotional bonding with the cognition-affect-conation paradigm. The MSSC and Self-Determination Theory’s intrinsic and extrinsic variables are further attributed to the sequential development of team loyalty via cognitive, affective and conative constructs (Tsiotsou, 2013). Cognitive acceptance refers to the consumer’s thoughts about the team; affection is measured in the feelings and emotions to the team; and conation covers to the behavioral intentions and ultimate actions (Oliver, 1997). Fournier (1998) supports such a progression of consumer-brand relationships, conceptualizing similar concepts of brand partner quality (cognitive), intimacy and self-connection (affective), as well as interdependence and commitment (conative). Tsiotsou thus found significant correlations between the individual measures of a consumer’s self-reports of cognitive, affective and conative attachment to determine one’s level of team loyalty.

Tsiotsou developed a structural model (Figure 2) of sports team loyalty that illustrated the relational perspective between a consumer’s team involvement, team trust, team self-expression, team attachment and ultimately team loyalty (Tsiotsou, 2013). “The key element in the present study converts cognitive processes (involvement, trust and self-expression) into strong and loyal consumer-team relationships is team attachment

(affective facet)” (Tsiotsou, 2013, p. 460). Tsiostou suggested that the development of his cognitive and affective facets would lead to behavioral consumer action. This model also tested the sequential hierarchy of effects model expressing the phases of cognition-affect-conation.



Tsiotsou’s findings inveterated the hierarchy of effects process in consumer-team relationships. Cognitive assessments of a team were found to develop first, followed by affective attachment and finally conative/behavioral responses (Tsiotsou, 2013), confirming the Funk and James (2006) procedural sequence of relationship building between fan and team. Significant relationships were confirmed between each of the five constructs.

**Team Loyalty.** Team loyalty is not just an outcome of successful marketing tactics to a target audience (Funk and James, 2006), rather Tsotsou (2013) defends it as a “necessary quality of longitudinal relationship” (p. 459). When team loyalty is created, the current study investigates the likelihood of that fan making a consumer purchase for the team after exposure to video instruments. Identifying an individual’s team loyalty in combination with his or her level of fan motivation is instrumental in the study of building fandom for profit.

**Team Involvement.** Involvement has been divided into two categories: product involvement and brand-decision involvement by Zaichkowsky (1985). Such foundational brand marketing theories defined product involvement as a consumer’s interest in the product category, whereas brand-decision referred to actually choosing the brand over another. Involvement in specific context to sport has limited previous research, though Funk, Ridinger and Moorman (2004) developed the team sport involvement model (TSI) that conceptualized involvement as a psychological motivation in sports team. Further, this motivation has been found to be the moderator between team trust and team attachment (Tsotsou, 2013).

**Team Trust.** To create the greatest level of fan motivation, trust must be established between the team and the viewer. The transition from motivation to loyalty is the turning point of fandom creation. Allegiance is the outcome of a process by which individuals develop stronger emotional reactions and symbolic value over time (Funk & James, 2006). Attachment of some fans to their teams is a focal part of their self-identity (Hunt et al., 1999).

**Team Self-Expression.** Team self-expression and involvement are new variables introduced by Tsotsou (2013) that take measurements of team loyalty to another level. Sport brands that gratify and enrich one's self, consumers will then create strong emotional bonds through consumer-brand relations (Park et al., 2006). A self-expressive brand is "the consumer's perception of the degree to which the specific brand enhances one's social self and/or reflects one's inner self" (Carroll and Ahuvia, 2006, p. 82). Self-expressive and involved fans link themselves through a symbolic connection to the team (Wann et al., 2000), expressing their perceived allegiance as part of their identity.

**Team Attachment.** Emotional attachment, however, cannot be grown overnight. Marketers must segment their target audiences according to their media users and their levels of emotional attachment to attain the desired reactions (Koo & Hardin, 2008). Stewart, Smith and Nichols (2003) advocate the implementation of some form of segmentation model enabling sport markets to create more specified strategies to attract consumers to their products. The irrational component is meant to provide consumers with the passionate identification and attachment to a team, which is a connection that can be continuously made by video promotions. Videos may be considered a slow growing emotional attachment that can help nurture attraction into allegiance by feeding viewers emotional and educational content.

Tsotsou's research found that when a sports team attains internalized meaning within a consumer by expressing the consumer's inner and social self (Funk and James, 2006), the individualized importance of the brand thus influences the consumer's psychological connection – or attachment – with the team, leading to strong fan-team loyalty.

## **Review of Research on Sports Video**

The ultimate goal of any mediated video message is to make the viewer positively comprehend and store the information. Video or TV viewers are constantly connecting new messages to previous ideas and concepts by means of retrieval. Krugman (1971) identified these connections as “Ah ha” moments by which viewers are startled into the recognition of people or ideas, denoted by spikes in brain wave activity (p. 8). In video, however, viewers are forced to process several flashes of information and visuals in real-time without pausing or rewinding. Without sufficient time to encode, allocate and store the various messages and “ah ha” moments within the neural cortices, viewers may be considered passive participants (Krugman, 1971; Belk & Kozinets, 2005). Video users typically do not sufficiently handle sensory data. Compared to print media, readers are able to stop and think about the information they are consuming, as well as form an opinion on the subject matter. Comparative brain wave activity showed print user spikes to be consistently five times higher than those of video users (Krugman, 1971). Thus, the lack of control and passive participation leads viewers to act or react with typically lukewarm understanding (Krugman, 1971).

So how can videos successfully reach its audiences and enable them to properly process the mediated messages? Previous research puts emphasis on thorough audience understanding and motivated activation.

**Persuasive Video, Storytelling.** Video, as like any other form of media, is a storytelling agent and emotion is at the core of successful persuasive storytelling (Green, Strange & Brock, 2003). Any video attempts at creating a narrative rooted in emotion that ultimately arouses a predisposed reaction from the media user. This storytelling process

is so highly subjective that video makers and editors are most often closer to being artists (Lothe, 2000).

[V]ideo ethnographers all know that they are telling stories, creating (hopefully compelling) visual collages, and attempting to dramatically shape audience reactions. There is no such thing as a neutral image that is simply there as a fact, especially after the substantial creative winnowing that must take place in editing. (Belk & Kozinets, 2005, p. 134).

Stories have the potential to provoke genuine emotional response (Green, 2004).

Bardzell, Bardzell and Pace (2008) agree that understanding user emotions is increasingly important in the monetization of viral videos. In analysis of viral Internet videos, their study measured user engagement via the Geneva Emotion Wheel that gathers self-reported levels of a wide range of emotions sparked by a particular event – in this case video views (Scherer, 2005). Research concluded that viewer responses to Internet videos are emotionally complex and the videos with the most positive engagement scores were the most-viewed successful videos. “Emotional engagement is at the core of Internet video watching, so understanding the relationships between a given video effort and how people will react emotionally is key” (Bardzell, Bardzell & Pace, 2008, p. 7). Accomplishing emotional engagement in a narrative video, however, may be demanding a lot from a viewer.

Anderson et al.'s (2006) brain-imaging research on media processing exposed subjects to straight-cut visual action sequences. Though sequences had minimal visual structures requiring the orienting response, this study found the brain's processing of such visual information requires the coordination of 17 separate cortical areas involving

all four lobes of the right cerebral hemisphere, as well as some areas of the left hemisphere (Anderson et al., 2006). Stimulation of these distinct brain regions functions as “facial and object recognition, control of attention, cognitive interpretation of the layout of space, interpretation of intention, interpretation of biological movement, memory, sequential comprehension and holistic perception,” (Anderson et al., 2006, p. 5) can conclude that visual processing, thus video processing, is a demanding activity.

Target audience or media user data should be considered in the analysis of mental video processing. Before exposure to a particular mediated message, an assessment of the user’s standing expertise on the broad subject area allows the media creator to identify the levels of media structure and content most suitable to the user. The more familiarity ascertained from the user, the more freedom the media creator has in increasing the quantity or complexity of the message structure and content. Pre-exposure user assessments also provide a comparable measure to post-exposure testing to gauge the success or failure in reaching the overall video objective.

Video producers must find a sweet spot for information coverage within a single video that can capture the emotions of a wide range of the target users. This challenge may require some artistry as too little information or minimal structural features may leave the viewers bored, whereas too much content or stylistic cuts may be too complicated and lead to cognitive overload (Lang, 2009), by which the brain is unable to sufficiently process a media message. Videographers often put emphasis on telling well-rounded and unbiased narratives, like documentary filmmakers or broadcast reporters, so much that they commonly elicit cognitive overload. “Providing too many options to the user in the interests of making an unbiased and complete report is likely to confuse more

than enlighten and lose the dramatic story telling potential of the medium” (Belk & Kozinets, 2005, p. 137).

## Methodology

In efforts to apply previous research on fan motivation to the minimally researched concept of sports video, this study attempts to combine methodology theories measuring online videos, fan knowledge and team loyalty (Bardzell and Pace, 2008; Chao, 2010; Trail and James, 2001; Ryan and Deci, 2000). This study tests the team loyalty levels of a single sample of University of Missouri students by conducting a pre and post-exposure questionnaire. The stimulant of Mizzou Network sports video allows researchers to pinpoint the strength of influence video plays in the overall design –  $H_1$ : *The change in overall team loyalty to Mizzou Football will positively change between pre and post video exposure.*

### Participants

This research intends to test the proposed hypotheses by targeting current University of Missouri students, undergraduate and graduate levels. Investigating the self-reports of these participants ensures a certain level of organic team knowledge, awareness and fandom before their self-reported reflections of this study's dependent variables. The study will be distributed to the student body for voluntary participation. Data for such a target audience will be captured via a Qualtrics online survey distributed to campus email addresses and in participation of undergraduate and graduate courses.

### Design and Measures

This study tackles a four-stage methodology in a 2 x 2 design that measures participants' team loyalty levels toward two sports teams via a pre and post-test exposing the sample to sports team video stimuli (Table 1). Before exposure to a video, an

assessment of the user’s standing expertise on the broad subject area allows the media creator to identify the levels of media structure and content most suitable to the user (Anderson et al., 2006). The more familiarity ascertained from the user, the more freedom the media creator has in increasing the quantity or complexity of the message structure and content.

**Table 1**  
*Role of Video on Sports Fan Team Loyalty Design*

Pre & Post-Test Aggregate Scores		
Mizzou Football & San Jose State Football	Pre-Test Aggregate Score for Mizzou Football	Post-Test Aggregate Score for Mizzou Football
	Pre-Test Aggregate Score for San Jose State Football	Post-Test Aggregate Score for San Jose State Football

Pre-exposure user assessments also provide a comparable measure to post-exposure testing to gauge the success or failure in reaching the overall video objective. Such a procedure attempts a test of difference between organic team loyalty assessments and video-influenced team loyalty assessments, thus pinpointing the measurable effect of video in fandom.

**Measures.** Participants will be evaluated on the five team loyalty dependent variables and assessed for the two independent variables of pre and post-exposure aggregate scores, as well as the independent variables of University of Missouri (Mizzou) Tigers Football and San Jose State Spartans Football teams.

**Independent Variables.** This study controls for two independent variables: 1) the two sports teams in consideration, the Mizzou Tigers and San Jose State Spartans Football teams and 2) the pre and post-test aggregate team loyalty scores of participants. Four aggregate scores will be collected; Participants will be assessed on their organic

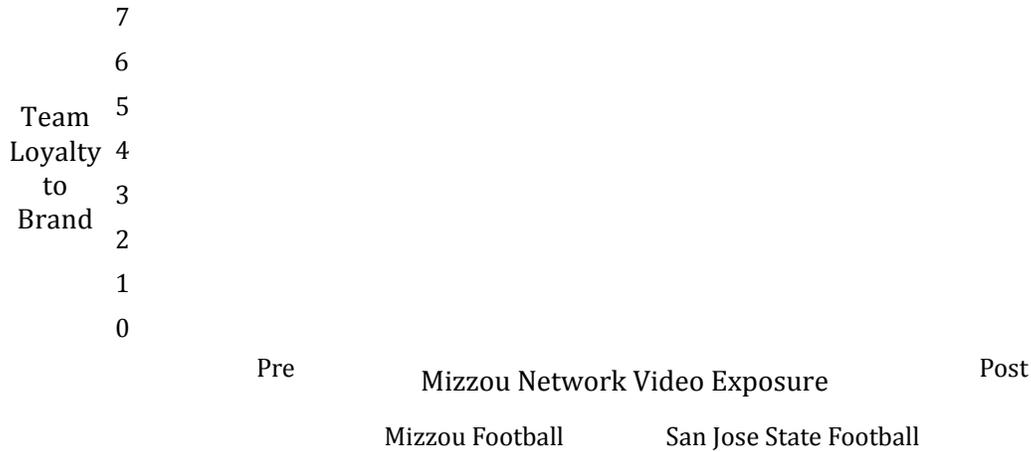
team loyalty level before exposure to the sports video stimuli for both Mizzou and San Jose State Football teams, and then again after exposure.

*IVI.* Measuring for the experimental team of Mizzou Football and the control variable of San Jose State Football is crucial in determining the valuation of sports video influence on team loyalty. The pre and post-test scores of team loyalty for each team attempt to provide association between sports videos and a participants' increase or decrease in team loyalty scores. The two teams are manipulated by the study to show the influence of the sports team videos featuring Mizzou Football on team loyalty to the Mizzou Football brand.

*Measuring the control variable.* Comparing the control variable of the San Jose State Football team against the experimental variable of the Mizzou Football team is intended to show that the stimulant videos on Mizzou Football influence team loyalty to the Mizzou brand alone, and not the sport of football as a whole. It is important to note that the sports videos exposed to the sample will only be promotional videos specific to the Mizzou brand. Providing the second control team of the San Jose State Spartans attempts to solidify the hypothesized positive association between the stimuli videos and the Mizzou brand, and thus the hypothesized negative or lack of association with the San Jose State brand (Figure 3).

**Figure 3**

*Change in Aggregate Team Loyalty For Mizzou, San Jose State*



*H<sub>1</sub>: The change in overall team loyalty to Mizzou Football will positively change between pre and post video exposure.*

*H<sub>2</sub>: The change score in overall team loyalty to San Jose State Football will experience no change between pre and post video exposure.*

These hypotheses illustrate the experiment's concept that the Mizzou Football stimulant videos are predicted to influence an increase in team loyalty of its brand. H<sub>2</sub>, however, is postulated as pre-post test scores on San Jose State may also increase as viewers could score positively due to their level of fandom to the sport of Football in general. The test of difference in pre and post-exposure aggregate team loyalty scores will expose the influence of video, and further the significance of such proposed changes.

*IV2.* Several steps are made to compute the overall aggregate pre-post team loyalty scores to Tsotsou's (2013) five constructs (team involvement, team trust, team self-expression, team attachment and team loyalty) for Mizzou and San Jose State Football teams. First, seven-point Likert style questions are presented to the sample in the

form of 40 statements pertaining to team loyalty to Mizzou Football. All 40 scores reported by each participant are then averaged to provide that individual's aggregate pre-exposure score to Mizzou. The averages found for all participants are then summed and averaged to find the pre-test aggregate score for Mizzou Football. The same process is applied to the Likert questions referencing the control variable team of San Jose State Football, as well as computing the post-test aggregate scores for both teams.

***Dependent Variables.*** This study measures for the participants' responses to the five team loyalty constructs adopted from Tsotsou (2013), both in context of Mizzou Football and the control variable of San Jose State Football. The five dependent variables are identified:

*DV1.* Team involvement

*DV2.* Team trust

*DV3.* Team self-expression

*DV4.* Team attachment

*DV5.* Team loyalty

The individual evaluation of these dependent variables allows researchers to pinpoint several implications including which team loyalty constructs show the greatest change between pre and post-tests and which construct has the highest or lowest responses.

Though the aggregate scores are used for independent variables, the five pre and post-test scores of each of the five constructs are measured.

***Stimuli.*** Five stimulants in the form of videos are chosen from the YouTube channel of the University of Missouri's athletics department video hub Mizzou Network will be assigned weighted values for fan motivation in the same MSSC categories. This

study measures the fandom and team loyalty of Mizzou Football fans when exposed to Mizzou Football videos produced by Mizzou Network.

It is critical to note that the sample will only be exposed to sports videos produced by Mizzou Network, thus ensuring that all stimulants are focused on the promotion of the Mizzou Football program. No videos focused on the San Jose State Football program will be exposed to the sample. This model further tests the control variable and  $H_2$  by showing that the sample of University of Missouri students – or fans – are positively influenced by the Mizzou Football-centric video stimuli, thus boosting their team loyalty levels. This pinpoints the positive association on the team-specific influence of the sports videos on the primary brand. A probable increase in team loyalty scores for the questions pertaining to San Jose Football before and after the exposure to the Mizzou Network videos may weaken the proposed influence of videos on brand influence; Any team loyalty increase to the control variable alludes to the videos simply increasing the participants' overall affection toward the sport of Football, with no emphasis on the particular team.

*Stimulant categories.* Adopting the research methodology of Bardzell, Bardzell and Pace (2008), these five videos are representative of typical sports videos produced and published by sports organizations today: game previews, postgame interviews, game highlights, behind-the-scenes features and achievement features.

This study uses Mizzou Network's coverage of Mizzou Football during the week of September 27, 2014:

*Game previews* and *postgame interviews* encompass one-on-one soundbites of key coaches and players along with practice footage or game highlights that increase hype on the most recent event.

*Game highlights* are typical of several sports organizations to provide snippets of the biggest moments of the most recent event.

*Behind-the-scenes features* focus on the team, athletes and/or staff who engage in activities off the field that allow fans phantom access into the lives of these sports personalities. Such features enable fans to gather a different view of the brand than the typical on-field competition.

*Achievement features* spotlight recent accomplishments of athletes or staff, such as the announcement of Mizzou Football’s quarterback Matty Mauk as Offensive SEC Player of the Week on September 8, 2014.

**Questionnaire**

The survey questions will be exposed to the same sample four times – once before exposure to Mizzou sports video and again after exposure for both the experimental and control teams (Table 2). When completing these self-reports, participants are asked to respond to each question in context of each independent variable sports team, “This questionnaire is worded with the phrase, ‘my team.’ Please think about the team as the Mizzou Tigers.” Also, participants will be prompted to complete the questionnaire in reference to the second team control variable, “This questionnaire is worded with the phrase, ‘my team.’ Please think about the team as the San Jose State Spartans.”

<b>Table 2</b>		
<i>Likert Point Scales for Team Loyalty Questionnaire</i>		
<b>Item Description Summary</b>	<b>Response Format</b>	<b>Points Possible</b>
<b>Team Involvement</b> Pleasure – My team is: <ul style="list-style-type: none"> <li>• Not fun → Fun</li> <li>• Unappealing → Appealing</li> </ul>	Seven-point Likert	0 1 2 3 4 5 6 7 0 1 2 3 4 5 6 7

<ul style="list-style-type: none"> <li>• Boring → Interesting</li> <li>• Unexciting → Exciting</li> <li>• Dull → Fascinating</li> </ul> <p>Importance – My team is:</p> <ul style="list-style-type: none"> <li>• Unimportant → Important</li> <li>• Means nothing to me → Means a lot to me</li> <li>• Does not matter → Matters to me</li> <li>• Insignificant → Significant</li> <li>• Of no concern → Of concern to me</li> </ul>		0 1 2 3 4 5 6 7 0 1 2 3 4 5 6 7 0 1 2 3 4 5 6 7  0 1 2 3 4 5 6 7 0 1 2 3 4 5 6 7
<b>Team Trust</b> <ul style="list-style-type: none"> <li>• I totally trust my team.</li> <li>• I count on my team.</li> <li>• My team is reliable.</li> <li>• My team is trustworthy.</li> </ul>	Seven-point Likert	0 1 2 3 4 5 6 7 0 1 2 3 4 5 6 7 0 1 2 3 4 5 6 7 0 1 2 3 4 5 6 7
<b>Team Self-Expression</b> Inner Self – My team... <ul style="list-style-type: none"> <li>• Symbolizes the kind of person I really am inside.</li> <li>• Reflects my personality.</li> <li>• Is an extension of my inner self.</li> <li>• Mirrors the real me.</li> </ul> Social Self – My team... <ul style="list-style-type: none"> <li>• Contributes to my image.</li> <li>• Adds to a social “role” I play.</li> <li>• Has a positive impact on what others think of me.</li> <li>• Improves the way society views me.</li> <li>• Improves the way my friends view me.</li> </ul>	Seven-point Likert	0 1 2 3 4 5 6 7 0 1 2 3 4 5 6 7 0 1 2 3 4 5 6 7 0 1 2 3 4 5 6 7  0 1 2 3 4 5 6 7 0 1 2 3 4 5 6 7
<b>Team Attachment</b> <ul style="list-style-type: none"> <li>• I feel like I am a member of the team.</li> <li>• It is important for me to be a fan of my team.</li> <li>• The team is an important part of my life.</li> <li>• I feel the team is my team.</li> <li>• I consider that I am a loyal fan of my team.</li> <li>• It is important for me to support my team.</li> <li>• I want others to know that I am a fan of my team.</li> <li>• I want to believe that I am trying for the good of the team.</li> </ul>	Seven-point Likert	0 1 2 3 4 5 6 7 0 1 2 3 4 5 6 7
<b>Team Loyalty</b> Behavioral <ul style="list-style-type: none"> <li>• I follow my team in all teams.</li> <li>• I attend all of the events of my team.</li> <li>• I am devoted to my team.</li> <li>• I am a loyal fan of my team.</li> <li>• I support my team even when it loses.</li> <li>• I am trying to convince other people to become fans of my team.</li> <li>• I do not allow others to say bad things about my</li> </ul>	Seven-point Likert	0 1 2 3 4 5 6 7 0 1 2 3 4 5 6 7

team.		
Intentional		0 1 2 3 4 5 6 7
<ul style="list-style-type: none"> <li>• I intend to pay anything necessary (money, time, effort) to be close to my team.</li> <li>• I intend to be a fan of my team for life.</li> </ul>		0 1 2 3 4 5 6 7

**Procedure and Analysis**

This study will attempt to execute the proposed experiment in four stages, and then tackle a two-step analysis.

**Stage 1.** To provide an even playing field as a foundation for this study, participants are first exposed to two short contextual paragraphs on each independent variable team (Figure 4 and Figure 5). The information for the Mizzou Football program will all be timely and accurate for this study. The San Jose State Spartans Football program information, however, will be edited to be remarkably similar to that of the Mizzou Football program. This manipulation is intended to show that the stimulant videos on Mizzou Football influence team loyalty in the Mizzou brand alone, and not the sport of Football as a whole. Providing a control group that is seemingly unknown, yet has experienced similar accomplishments, allows participants to evaluate their team loyalty self-assessments without bias to statistics, win-loss records and overall success between the two teams.

**Figure 4** Contextual Paragraph on Mizzou Football

The Missouri (Mizzou) Tigers Football program represents the University of Missouri in college Football and competes in the FBS of the NCAA. As of 2012, Mizzou left its Big 12 Conference home of 15 years and entered the Southeastern Conference (SEC), currently aligned in its Eastern Division. Mizzou’s Football program dates back to 1890 and has appeared in 30 bowl games, earning 15 conference titles, four division titles, and two NCAA national championship

selections. The team is currently coached by Gary Pinkel and plays at Faurot Field in Columbia, Mo.

**Figure 5** Contextual Paragraph on San Jose State Football

The San Jose State Spartans represent San Jose State University (SJSU) in the NCAA's Division I FBS of college Football. SJSU left the Western Athletic Conference, the Spartans' conference home of 17 years, in 2013 to begin competing in the Mountain West Conference. SJSU first fielded a Football team in 1893 and has won 16 conference championships dating back to 1932. The Spartans play all home games in Spartan Stadium in San Jose, Calif., under the direction of Ron Caragher.

**Stage 2.** The study then exposes the sample to the team loyalty questionnaire evaluating Mizzou Football, and then San Jose State Football to collect the pre-test aggregate scores and the five team loyalty construct scales.

**Stage 3.** The same sample views the five Mizzou Football sports videos.

**Stage 4.** Participants complete the questionnaire on team loyalty for both Mizzou Football and San Jose State Football to complete the post-test examination for aggregate scores and the five team loyalty construct scales.

**Analysis**

A two-step analysis is proposed to determine the change in team loyalty. First, the aggregate scores for pre-post scores are identified for the overall 2 x 2 design (Table 3), measuring for  $H_1$  and  $H_2$ .

**Table 3**

*Role of Video on Sports Fan Team Loyalty Design*

		Pre & Post-Test Aggregate Scores	
Mizzou Football & San Jose State Football		Pre-Test Aggregate Score for Mizzou Football	Post-Test Aggregate Score for Mizzou Football
		Pre-Test Aggregate Score for San Jose State Football	Post-Test Aggregate Score for San Jose State Football

*H<sub>1</sub>: The change in overall team loyalty to Mizzou Football will positively change between pre and post video exposure.*

*H<sub>2</sub>: The change score in overall team loyalty to San Jose State Football will experience no change between pre and post video exposure.*

Second, the same 2 x 2 design will be applied to the pre and post-exposure scores for each of the five dependent variable constructs.

*H<sub>3</sub>: The change in team involvement to Mizzou Football will positively change between pre and post video exposure.*

*H<sub>4</sub>: The change in team trust to Mizzou Football will positively change between pre and post video exposure.*

*H<sub>5</sub>: The change in team self-expression to Mizzou Football will positively change between pre and post video exposure.*

*H<sub>6</sub>: The change in team attachment to Mizzou Football will positively change between pre and post video exposure.*

*H<sub>7</sub>: The change in team loyalty to Mizzou Football will positively change between pre and post video exposure.*

## Tests

First, internal consistency is evaluated for each measurement using the Cronbach

*a.* Six  $t$  tests will be run to measure  $H_1$  and  $H_3-H_7$  to compare pre and post test aggregate scores. An ANOVA test will be run to measure the significant F value for  $H_2$ .

## Results

An examination of the effect of sports video on fandom for a total of 70 total participants revealed a positive correlation between pre and post test team loyalty levels. With  $N = 70$ , the sample comprised of 41 females and 29 males at an average age of 21.99 with a majority sophomore level of college education at the University of Missouri (20 reported sophomores, 29 percent of total participants). The desired sample size of 36 was approximately doubled between the months of December 2014 and February 2015. An analysis of two  $t$  tests for  $H_1$  and  $H_7$  supported the positive pre-post test association, however no significant relationship was found for the other proposed hypotheses. Results will first be presented by listing the output reports, and then brief implications on each of the test results. Greater elaboration on the implications of these findings will be stated in the discussion section.

### **Cronbach's Alpha for Internal Consistency**

Internal consistency of all 20 Likert-style questions measuring the five team loyalty constructs was first evaluated by using Cronbach's  $\alpha$ . The reliability coefficient for this analysis was 0.929, showing a high level of internal consistency amongst the five team loyalty constructs, consistent to the model methodology of Tsiotsou (2013). All questions were left in this study as Cronbach's  $\alpha$  Item-Total Statistics, considering Cronbach's Alpha if Item Deleted and Corrected Item-Total Correlation, did not reveal significant suggestion to delete any items.

Next, the aggregate scores of all pre and post-exposure questions were assessed and applied to the overall pre-post test 2 x 2 design (Table 4). This data set was used in computing the hypothesized *t* tests and one-way ANOVA analysis.

**Table 4**  
*Role of Video on Sports Fan Team Loyalty Aggregate Scores*

	Pre & Post Test Aggregate Scores	
Mizzou Football & San Jose State Football	4.25	4.47
	1.29	1.30

*Notes.* Aggregate scores were computed as the sums of the averages of individual construct scores.  $N = 70$ .

**Testing the Pre-Post Test Model**

After the preliminary analyses, the pre-post model was examined using a paired samples *t* test and a one-way ANOVA. This study analyzes the tests of difference for the overall pre-post test model ( $H_1$  and  $H_2$ ), as well as the pre-post test aggregate scores of each construct: Team Involvement ( $H_3$ ), Team Trust ( $H_4$ ), Team Self-Expression ( $H_5$ ), Team Attachment ( $H_6$ ) and Team Loyalty ( $H_7$ ).

**Primary tests of difference.** The primary tests of difference focused on the overall aggregate team loyalty pre-post scores addressed by  $H_1$  and  $H_2$ . The purpose of testing the model was to show that an increase in pre-post scores statistically exists for the Mizzou Football variable via a *t* test ( $H_1$ ), as well as express that any observed effect of sports video is significant to team loyalty with the one-way ANOVA ( $H_2$ ).

**Testing  $H_1$ .** A paired samples *t* test was calculated to compare the overall aggregate pre-test score to the overall aggregate post test score for Mizzou Football ( $H_1$ :

*The change in overall team loyalty to Mizzou Football will positively change between pre and post video exposure).* The mean on the pre-test was 4.25 ( $sd = 1.39$ ), and the mean on the post test was 4.47 ( $sd = 1.61$ ). A significant increase from pre-test to post test was found ( $t(69) = -2.257, p < 0.001$ ).

This revealed that the positive effect on aggregate team loyalty scores to Mizzou Football could be attributed to the exposure to the Mizzou Football videos. This assessment provided a significant, positive difference in the sample's aggregate team loyalty scores before and after exposure to sports video.

**Testing  $H_2$ .** Next, a one-way ANOVA was calculated to compare the participants' change scores to the Mizzou Football and San Jose State Football teams ( $H_2$ : *The change score in overall team loyalty to San Jose State Football will experience no change between pre and post video exposure*). There is no significant effect of team on the pre-post change scores for the two team conditions, Mizzou and San Jose State Football ( $F(1, 139) = 2.584, p > 0.05$ ). This lack of significance implies that the effect of sports video is not significant to team loyalty of a specific sports team; team made no difference on the levels of team loyalty or fandom, thus any increase in post exposure scores could not be attributed to a specific team brand. Although this is an underpowered analysis with an  $N = 70$ , this test is approaching statistical significance with a  $p = 0.11$ . Such a low  $p$  value shows promise as a greater sample size could produce the needed significant effect.

Although a greater sample is needed to reap significant results in the one-way ANOVA assessment, the  $H_1$   $t$  test result solely confirms the study's primary test of difference to exhibit the influence of video on sports fan loyalty.

**Testing the constructs.** Though the overall study was confirmed in analyzing  $H_1$ , the  $t$  tests measuring the pre-post test scores of the five constructs ( $H_3$ - $H_7$ ) were generally not significant. The only test of difference found to be significant was that of the team loyalty ( $H_7$ ) construct ( $t(69) = -2.882, p < 0.05$ ). Thus, this  $t$  test confirmed the observation that sports video positively influences fan team loyalty. The data testing the other hypotheses, however, failed to support this notion.

**Testing  $H_3$ .** A paired samples  $t$  test was calculated to compare the participants' pre-test team involvement score to the post test team involvement score for Mizzou Football. The mean on the pre-test was 5.21 ( $sd = 1.31$ ), and the mean on the post test was 5.34 ( $sd = 1.45$ ). No significant difference from pre-test to post test was found ( $t(69) = -1.218, p > 0.05$ ).

**Testing  $H_4$ .** Similarly, a paired samples  $t$  test was calculated to compare the participants' pre-test team trust score to the post test team trust score for Mizzou Football. The mean on the pre-test was 4.36 ( $sd = 1.42$ ), and the mean on the post test was 4.53 ( $sd = 1.79$ ). No significant difference from pre-test to post test was found ( $t(69) = -1.045, p > 0.05$ ).

**Testing  $H_5$ .** The same test analyzed the participants' pre and post-test team self-expression score for Mizzou Football. The mean on the pre-test was 3.42 ( $sd = 1.58$ ), and the mean on the post test was 3.65 ( $sd = 1.99$ ). No significant difference from pre-test to post test was found ( $t(69) = -1.501, p > 0.05$ ).

**Testing  $H_6$ .** No significant difference was also found from pre-test to post test in the  $t$  test comparison of team attachment scores ( $t(69) = -1.838, p > 0.05$ ), however the  $p$

value here is also approaching significance at  $p = 0.07$ . The mean on the pre-test was 4.28 ( $sd = 1.84$ ), and the mean on the post test was 4.52 ( $sd = 1.91$ ).

**Testing  $H_7$ .** Finally, a paired samples  $t$  test was calculated to compare the participants' pre-test team loyalty score to the post test team loyalty score for Mizzou Football. The mean on the pre-test was 35.61 ( $sd = 16.46$ ), and the mean on the post test was 38.50 ( $sd = 17.17$ ). A significant difference from pre-test to post test was found ( $t(70) = -2.923, p < 0.05$ ), thus supporting the overall model.

Testing the constructs broke down the overall model to focus on the pre-post test score relationships for each of the team loyalty constructs with the intention on exposing which constructs revealed the greatest test of difference. Such understanding would provide a foundation for future researchers to hone in on certain constructs when producing sports marketing plans and videos. The lack of significance for four of the five team loyalty constructs suggests the need for further study.

## Discussion

This study's findings open doors for the evolution of defining more specific and practical benefits to using video in sports branding efforts. Though not all hypotheses resulted in significant results, statistical evidence was found on the existence of video influence in the realm of fan development that grounds the push for further research.

### Major Findings and Importance

The purpose of the present primary research is to answer how video influences the fan-team rapport in the brand management and brand loyalty marketing conversation (Kim & Trail, 2011; McClung et al., 2012). The study successfully discovered a positive relationship between video and team loyalty, however there are major areas that lend themselves to greater development. The significant relationship found in testing  $H_1$  is essential in the foundation of sports video research. The positive association of aggregate team loyalty scores of University of Missouri students to the Mizzou Football brand statistically connects video to fan creation management, and thus backs this study's claim that sports video boosts fandom. The relationship exists; Video deserves a place in continued research developing fan attitudes. This study contributes a step in discovering useful data for marketing managers, as previous research has shown a lack of current study on sports video and its role with brand loyalty amongst sports fans (McClung et al., 2012).

The overall advancement this study brings to the progression of relationship management is three-fold: 1) It confirms the existence of sports video influence on fandom; 2) It contributes video to the motivational activation conversation; 3) It lays a

foundation for isolating the attributes to which sports audiences most respond. As this is the first study to introduce video to the brand management and fan loyalty dialogue, this discussion adds to the previous development of study on similar research areas.

### **Theoretical Contributions**

The confirmed significant increase between pre and post-test team loyalty upon exposure to sports video supports the overall model and the study's theoretical framework. The overall results of this study provide a solid foundation by answering how sports videos influence fan motivation, sports consumption and team loyalty amongst sports fans. The present research expands the theoretical perspective and empirical knowledge on sports team loyalty and its relationship with Tsiotsou's (2013) key concepts of team involvement, team trust, team self-expression, team attachment and team loyalty via video. It supports the self-determination theory of Deci and Ryan (1985) showing that the video stimulus can be a method that bridges the gap between emotional stimuli and human decision-making. This study reveals a strong level of intrinsic motivation with the statistical significant found with the team loyalty construct (Tsiotsou, 2013). Such an emphasis on video's intrinsic spark supports the stance on fan knowledge as the most crucial determinant of consumer motivation (Brown, 2003; Chao, 2010).

**Contribution to Motivation Activation Conversation.** Considering previous research that confirmed the sequential development of the cognition-affection-conation paradigm in relationship building (Oliver, 2010; Tsiostou, 2013; Funk & James, 2006), the current study advances such previous research with sports video's contributions to the intrinsic motivation subscale of knowledge (Deci & Ryan, 1985; Trail & James, 2001). Fan knowledge of the sample was shown to experience a significant increase in aggregate

pre and post-exposure scores for Mizzou Football (an increase from 4.25 to 4.47). Fan knowledge has been pegged as the most crucial determinant of motivational activation (Brown, 2003; Chao, 2010), which develops first in the procedural sequence of relationship building with a cognitive effect. Tsiosou's (2013) study confirmed the conversion from cognitive processes into strong team attachment in affection. As fans consume information about a brand or team, cognitive acceptance and consumer thoughts are created (Tsiosou, 2013). The current study tested Trail and James' (2001) intrinsic motivation of knowledge by measuring the individual's responses to the video stimulants. Therefore it can be assessed that sports video contributes to the cognitive acceptance in the previously researched motivation activation theories (Oliver, 1997; Fournier, 1998). This discovery allows marketing managers, as well as video content managers, to statistically see the value of sports video in the overall business model of the organization. As sports video boosts fan knowledge, it allows the consumer audience to learn more about the brand and thus provide them with a closer fan-team connection leading to the affection and conation stages in relationship development (Oliver, 2010).

Establishing the cognition contributions of this study validates the importance of video in sports marketing plans. To further dissect this finding, it is important to identify which of the team loyalty constructs provides significant increases between pre and post-test, as well as pinpointing which level of the relationship development process such videos most contribute.

The latter analyses focusing on each of the five team loyalty constructs of this study revealed a solitary significant relationship between pre and post-video exposure assessments. Looking at each of the constructs is essential in providing another step in

the motivation activation conversation by attempting to identify to what constructs fans are most receptive. Though the team loyalty construct was the only to experience a significant positive relationship, it does not mean that team loyalty, team involvement, team attachment and team self-expression are no longer essential in the model.

As the team loyalty construct provided the only significant increase for Mizzou Football scores, team loyalty may be the most important construct in consideration as the final step in the hierarchy of effects model and MSSC scale (Tsiotsou, 2013; Oliver, 2010). This study weighs team loyalty more than the other four constructs by emphasizing its situational place in the sequence leading to ultimate behavioral consumer action, contributing to the ultimate goals of longitudinal brand loyalty and consumer action (Deci and Ryan, 1985; Oliver, 2010).

### **Limitations**

The lack in significant relationships for five of the seven tested hypotheses calls to question several aspects of the present model, however the findings are not discouraging for the implications of the study as a whole. It must be emphasized that the statistical evidence of video's positive influence on increased aggregate team loyalty ( $H_1$ ), as well as the individual construct of team loyalty ( $H_7$ ) offer sufficient basis for further research.

The lack of significant results for the constructs team involvement, team trust, team self-expression and team attachment calls to question the fit of the Likert-style questions adopted from Tsiotsou (2013) and the specific videos used in the experiment. In measuring team involvement, the TSI model of Ridinger and Moorman (2004) conceptualized the construct as a psychological motivation that can be divided into

product involvement and brand-decision categories (Zaichkowsky, 1985). The Likert questions on team involvement focused on pleasure and importance and may thus have measured the product involvement definition (the consumer's interest in the product category) more so than the brand-decision definition (the consumer's likelihood to choose the brand over another) (Zaichkowsky, 1985). It may be of future interest to separate the team involvement skew of questioning into the two subcategories for more accurate pre-post results that help pinpoint how videos can better target consumer interest and consumer brand preference. As the population sample was taken from current University of Missouri students who are already Mizzou Football fans, team trust may have already had a high level of organic, pre-test scores that were unlikely to significantly change during post-test. Team self-expression is a highly intrinsic perception of how the team gratifies one's social self (Park et al., 2006) that could have also already been so high in the pre-exposure scores due to the chosen Mizzou fan sample. Future research may find a significant increase in team self-expression scores if the experimental audience was that of non-fans or neutral fans.

**Sample.** As previously stated, treatment to the sample of University of Missouri students may have limited the effects of significant results in organic bias and in the context of the demographic video consumption. Change scores in the pre-post model may have experienced minimal slopes due to the already high organic pre-exposure scores of the University of Missouri students. There is a great chance that, as students attending the college of the primary sports team of Mizzou Football, the area for improvement in aggregate team loyalty scores to post-exposure was too slim.

Also, the exposure to five sports videos may not have offered enough of an impact on fan attitudes in the context of the college student's demographic media usage. A recent report by the Pew Internet & American Life Project (Purcell, 2013) denotes that Americans age 18-29 are responsible for the highest rates of online video viewing, significantly covering the college age group at hand. Similarly, the average American consumes nearly 40 hours of video consumption per week (Nielsen (2013), so the exposure of five sports videos with a total runtime of about 12 minutes may have produced the minimal effect.

**Time.** The process of this study was conducted over a limited period of time and could, therefore, have influenced the lack of significant increase in team construct scores. Team trust is highly associated with the Funk and James (2006) definition of allegiance that is rooted in strong emotional and symbolic reactions over time. Similarly, team attachment measures desired levels of emotion that are attained progressively (Koo & Hardin, 2008), emphasizing the hierarchy of effects process. For videos to meaningfully influence team involvement, team trust, team self-expression and team attachment, an extended experimental timeframe may be necessary to measure the true progression of consumer reaction as cognitive assessments transform into affection and conation responses.

**Video stimuli.** Collapsing five types of video into one umbrella category dubbed sports video, though appropriate for this study, also constrains the more complex effects of video on various visual consumers. There may be a deficiency in significant results because the model meshed several unique types of videos (game previews, postgame interviews, game highlights, behind-the-scenes features and achievement features). Such

distinctive videos may have critically different influences on team loyalty as certain individuals within the sample are likely to consume and react to the various topics in varying ways. The neural and cognitive responses to the visual, content and construct of each video is unique to the individual viewer, affecting that person's cognitive overload, interest and arousal (Lang, 2009). The grouping of videos was sufficient in exhibiting the basic connection of video to fan attitude and team loyalty, however more practical conclusions can be made in the analysis of videos in separate topical categories. The categories covered in this study can also be further explored to cover a more vast spectrum of sports video categories that can allow for even more specific allusions to video effects.

### **Implications for Future Research**

This study provided the needed groundwork introducing video to the motivation activation, fan knowledge and brand loyalty conversation. Marketing managers and sports video producers now have statistical backing to the importance of providing video coverage to its fan base. Sports video positively influences the overall brand loyalty to a team. Such an effect improves the likelihood of an audience to progress its individual intrinsic and extrinsic relationship with the team toward the definitive goal of commercial action (McClung et al., 2012). Future research must use this study's findings as a launching pad in discovering how to specifically utilize each of the five team loyalty constructs.

**Managerial implications.** Further analysis can measure the progression of the MSSC model by testing when each of the constructs has its greatest affect throughout the hierarchy of effects (Trail & James, 2006). Discovering which construct has a greater

impact during a certain stage of the relationship building progression bestows marketing managers the golden ticket to the best utilization of targeted sports videos. Additional research isolating each of the constructs will also attempt to ascertain the “sweet spot” of information coverage that prevents cognitive overload (Belk & Kozinets, 2005), yet delivers the best balance of knowledge and emotional reaction for a specific audience.

Understanding the value of video in the sports dynamic will ultimately help marketing managers better segment their franchises in the industry. Brand loyalty, especially with sports teams, is how such organizations thrive and survive over time (Fournier, 1998). Fan allegiance or team loyalty is the primary goal of any sports team as fandom drives the brand forward and fills the stands (Funk and James, 2006). As the popularity of video and online media continues to exponentially increase, sports teams must analyze how and why such a medium is essential in the development of fan motivation and team loyalty. Currently, there is limited research on the influence of sports video on fandom, thus this study pioneers the analysis of such developmental team-consumer relationships.

***Measuring for type of video and effect.*** In consideration of the defined significance and limitations of this study, it has ultimately laid a solid foundation that now allows future researchers to answer, “What type of video creates the greatest effect on team loyalty?” This postulation for the next study in the evolution of sports video research can provide concrete and actionable conclusions for the video departments of any sports brand.

Using the conducted methodology, the next study can build upon the video-team loyalty relationship by optimizing the measures and applying a new design. Tsioutou’s

(2013) team loyalty constructs can be narrowed down to utilizing the construct(s) with which video had an effect. The present study found a significant relationship with the construct of team loyalty ( $p < 0.05$ ) and a  $p$  value reaching significance with team attachment ( $p = 0.07$ ). Constructs may also change pending the adjustments made as suggested by the aforementioned limitations to a new study. Next, a new assessment of sports videos in the present industry should create a greater span of unique sports video categories to consider as stimulants in this proposed future study.

A within groups design would expose the new sports video categories to a single sample assessing participants pre and post-exposure scores of the newly optimized measures. By random selection, the single sample would be divided into multiple viewing groups according the number of video stimuli addressed in the new study. They would then execute the pre-post test and the aggregate change scores would be noted. The procedure could occur over the span of the entire competitive season of the chosen sport of study to better adjust for the confounding factors of time of year, success of the team and level of interest between during and off-season measurements.

Such a study based upon the model of the present research could pinpoint exactly 1) which types of videos make the greatest impact on 2) which team loyalty constructs 3) for what specific demographic of the viewing audience and 4) during which time of the season. Other areas of measure to consider may be length of video, esthetic, arousal and celebrity of athletes or subjects featured in the videos. Marketing managers and video content producers, can better optimize their time, creativity and resources by discovering what types of videos have the greatest effect of team loyalty for any target audience.

## **Conclusion**

Video has a significant impact on fan loyalty and deserves a place in the relationship development conversation for sports marketing. Given its importance in the brand management of sports teams, this study's primary investigations affirm the positive influence of video on the increase of overall team loyalty after video exposure. This connection provides the flagship research of sports video that marketing managers must consider when creating future tactics in fan motivation and brand attachment. Sports video now has statistical power in the conversation of relationship development. Further investigation on the specific influences of each team loyalty construct can unlock increased control for marketing teams to consider in actual video creation. Sports teams can develop more loyal fans with greater attention on the video medium, thus increasing the likelihood of improved consumer action that boosts sports brand profits.

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