Gender Difference in the Relationship between Acquisition Types of Sport Rules Knowledge and Future Consumption

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Introduction
In order to explain how people become sport fans, a knowledge of sports (e.g., sport, team, league, and players) is considered important as a primary element during the initial stage. (Funk & James, 2001). Among various sport knowledge factors, sport rules knowledge is considered as a primary and has critical influences on future behaviors and participation of sports (Knecht & Zenger, 1985) because it is formed by environments that people have been exposed from the past. However, it has been merely considered only as one of the knowledge factors of sport and it has less attention as a factor to explain the process of fan development based on gender. Also, there is a prevailing perception that male and female sports fans are different (Dietz-Uhler, et al., 2000). Much of the research on gender effects in sport has focused on differences based on the gender. Therefore, the purpose of the present study is to compare the relationship between acquisition of sport rule knowledge and future consumption behavior based on gender.

Theoretical Background
Previous studies support that knowledge affects leisure behaviors (Doyle et al., 1980; Knecht & Zenger, 1985) and initiation of behaviors perception (Zhang et al., 1996). Also, previous studies have tried to find the relationship between involvement and knowledge (Bloch, 1986; Flynn & Goldsmith, 1993), and between spectator knowledge and game attendance (Zhang et al, 1996). Further, Kwak (2009) asserted that sport knowledge is a predictor for attitudes toward sport and intention of behavior related to sport.

As a theoretical framework, the present study employed the Stimulus-Organism-Response (S-O-R) Model of Mehrabian and Russell (1974) because it confirmed that personal predispositions had critical influence to explain the relationship among environmental influence, emotional responses, and behavioral reactions. The present study revised the original model because the purpose of the current study was to measure the direct relationship between Stimulus and Relationship based on gender. In other words, the present study conceptualizes the direct relationship between the types of sport rule understanding and behavioral intentions. Mehrabian and Russell’s model didn’t consider the linkage but various previous literatures tried to find that environment influences individual’s behavior (Donovan& Rossiter, 1982; Hui, and Bateston, 1991; Jang & Namkung, 2009). Also, various scholars such as Doyle et al. (1980), Knecht & Zenger (1985), Kwak (2006), Perry & Morris (2005) and Zhang et al. (1995) suggested that consumers’ information and knowledge are important in regard to future consumption.

Methods
The current study employed 260 respondents who are active participants of sports in Qualtrics on-line panels. A total of 36 items about the acquisition process of sport rule knowledge (e.g., by playing sports/ attending at stadium/ watching, playing video games; 12 items), sport consumption behavior (e.g., purchase of sporting goods, attending games, playing video games, and media consumption; 12 items), attitude toward sport enjoyment (fun, exciting, delightful, thrilling, enjoyable; 5 items) using a 5-point Likert scale, and seven demographics were measured. Reliability tests, validity tests, and descriptive tests were conducted. To find a gender difference between the types of learning sport rules and future consumption behavior, multiple linear regression (MLR) analyses were conducted. Four types of learning sport rules set as independent variables and future intentions were set as dependent variables.

Results
In regards to a gender difference between types of learning sport rules and future sporting goods purchasing intentions, male participants responded that learning by playing ($\beta = .214, p < .05$), watching television ($\beta = .195, p < .05$), and playing video games ($\beta = .406, p < .01$) influenced their future sporting goods purchasing intentions $[F(4,150) = 20.165, p < .01]$. However, playing video games ($\beta = .250, p < .05$) contributed to the future sporting goods purchasing intention for the female group $[F(4,100) = 4.872, p < .01]$.

Regarding the types of learning sport rules and future spectating behavior at a stadium and/or arena, the result showed that learning sport rules by playing ($\beta = .227, p < .05$) and attending at stadium or arena ($\beta = .295, p < .01$) significantly contributed to the future spectating behavior intention for the male group. $[F(4,150) = 9.608, p < .01]$. Whereas, for female respondents, only learning rules by attending at a stadium or arena ($\beta = .289, p < .05$) was considered as a significant predictor to the future spectating intention $[F(4,100) = 4.813, p < .01]$.

In regards to the relationship between learning sport rules and future media consumption intention, the result indicated that learning through watching television ($\beta = .227, p < .01$) influenced future media consumption intention in the male group $[F(4,150) = 7.182, p < .01]$. However, none of variables contributed to the future media consumption intention among the female group $[F(4,100) = 6.063, p < .01]$.

In regards to the relationship between learning sport rules and future sports video game consumption, learning by watching television ($\beta = .244, p < .05$) and playing sports video game ($\beta = .821, p < .01$) significantly contributed to the future intention of sports video game consumption $[F(4,150) = 36.293, p < .01]$. Whereas, for female respondents, only learning by playing sports video game ($\beta = .765, p < .01$) influence on it $[F(4,100) = 16.632, p < .01]$.

Conclusion
The result showed that there were differences between males and females and it is consistent with a number of previous sports-related studies (Armstrong, 1999; Dietz-Uhler et al., 2000; James & Ridinger, 2002; Kim et al., 2013; Sharma, et al., 2012; Snipes et al., 2006). Among various demographic factors, gender has been considered as one of the important factors (Sharma, et al., 2012; Snipes et al., 2006). By understanding the feature of gender, it makes it possible to build appropriate marketing strategies with better service quality for success. Especially, gender is considered with the importance of motivation factor (James & Ridinger, 2002) and influences on spectating behavior (Dietz-Uhler et al., 2000), differences of service quality (Lee et al., 2010), and participation (Greenwell et al., 2002). Accordingly, it is also important to examine the relationship between acquisition types of sport rules and future intention of consumption.

Implication
Based on the findings of the present study, some important theoretical and practical implications could be considered. First, the importance of learning sport rules should be considered for the better understanding of the development of sports fans in the sport management academic field. Second, the results show that there are many positive and significant relationships between types of learning sport rules and future consumption based on the gender. Therefore, depending on the gender and types of learning sports rules, practitioners or managers are able to specify the marketing strategies on which they need to focus.