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An Empirical Analysis of Factors that Affect Student Non-Attendance at Mississippi State Volleyball

Kurt Charles Mayer

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AN EMPIRICAL ANALYSIS OF FACTORS THAT AFFECT STUDENT NON-
ATTENDANCE AT MISSISSIPPI STATE VOLLEYBALL

By

Kurt Charles Mayer Jr.

A Thesis
Submitted to the Faculty of
Mississippi State University
in Partial Fulfillment of the Requirements
for the Degree of Master of Science
in Sport Administration
in the Department of Kinesiology

Mississippi State, Mississippi

May 2012

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By

Kurt Charles Mayer Jr.

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ATTENDANCE AT MISSISSIPPI STATE VOLLEYBALL

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VOLLEYBALL

Pages in Study: 69

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The purpose of this study was to examine which factors were influences in students choosing to not attend women's volleyball games at Mississippi State University during the 2011 season. A survey was utilized to measure the impact of 41 factors on non-attendance of 620 students in the constructs of non-venue structural constraints (Leisure Activities, Other Sport Entertainment, Financial Cost, Social Commitments, Game On Radio/TV, Work/School/Church Commitments), internal constraints (Lack of Knowledge, Lack of Someone to Attend With, Lack of Success, No Interest from Others) and external constraints (Arena Location and Parking). The results of a chi-square analysis indicated there were significant differences on 22 factors in the decision to not attend games between attendees (those who attended at least one game during the season) and non-attendees (those who did not attend any games). Marketing implications of these results were then discussed to help convert non-attendees to game attendees. .

DEDICATION

I would like to dedicate this research to my parents, Kurt and Michele Mayer, my sisters, Kristie and Alicia Mayer, and my grandmother, Nancy DePalma.

ACKNOWLEDGEMENTS

With sincere appreciation I would like to express my gratitude to my committee chair, Dr. Alan L. Morse, for his expert analysis, guidance, and tireless effort in helping me complete this work. Without Dr. Morse's continued assistance, this thesis would not have been made possible. I would also like to thank the other members of my committee, Dr. Adam W. Love and Dr. Andreas N. Kavazis, for the effort, input, and direction they provided me during this study. Lastly, I want to thank all those involved who helped me complete this thesis, as well as everyone who played a vital part in my education, for their support.

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CHAPTER I

INTRODUCTION

The business of sport is a diverse and profitable industry. In the United States the field is estimated to be around \$422 billion, with spectator sports worth \$31.4 billion of this segment (Plunkett, 2011). Professional sport teams, collegiate athletic departments, and other sport organizations put forth an abundance of resources to possess this revenue. The goal of these organizations is to retain their current customers and continue selling to them, with the ultimate goal to consistently increase their involvement and commitment, which moves them up the *escalator*. Figure 1.1 displays a visual representation of the *escalator*.

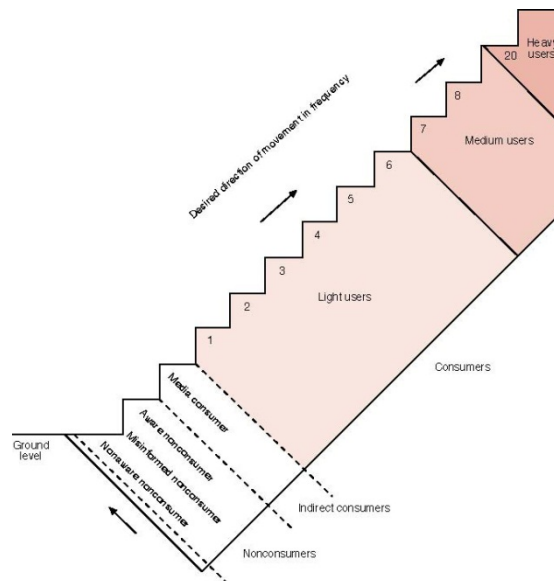


Figure 1.1 The Escalator Concept

The *escalator* is a concept of sport consumption developed by Bernie Mullin to explain the variations and movement over time of sport involvement for players and fans. The top of the escalator represents heavy and medium users' consumption of sport, and the bottom of the escalator is light user consumers, indirect consumers, or non-consumers (Mullin, Hardy, & Sutton, 2007).

The common belief in sports is maintaining the current customers of an organization is often easier, less expensive, and requires less time, energy, and resources than gaining new customers (Mullin et al., 2007). Nevertheless, these organizations are missing out on a potentially extensive market of fans currently not going to the games, the non-attendees or non-consumers.

The belief of maintaining current customers is not being debated; however, there is a need to understand the segment of those not attending games. A business has to understand the customer to be able to advance them up the *escalator*, but the customer must first be on the *escalator* before they can ascend up it, which is particularly important for those less established sports teams which do not already have a large fan base of customers. In sports, for both the teams with large and small fan bases, it is good financially to retain current customers, but some of those customers eventually move down or off the *escalator* for various reasons, such as death or relocation to another area. These lost fans then need to be replaced. Non-attendees can fill this void and are a huge market of potential customers for business growth. Also, even though some spectators are interested in attending a sport event, there could be factors that prevent them from attending (Trail, Robinson, & Kim, 2008). If the organization knew why certain people were not attending games, necessary changes and modifications could then be made to

increase awareness and gain the interest of these non-attendees, and subsequently increase customer consumption of sport products and services.

Increasing attendance and sport consumption by converting non-attendees to attendees can have varying impacts. These fans could help influence the games by creating a better arena atmosphere through crowd noise, cheers, and other fan interactions which can possibly alter the outcome of the game by means of helping to increase team performance and impacting the officiating of the referees (Anderson & Peirce, 2009; Greer, 1983; Pollard, 2008). Also, converting student non-attendees to attendees can aid in the creation of a loyal university fan base. A school can garner student support of athletics during the collegiate years as the building block of alumni attachment to the university to create future involvement with athletics in the forms of donations, booster club membership, game attendance, and other connections to sport consumption (Ferreira & Armstrong, 2004). In addition to increased attendance and improved ticket sales revenue, further benefits of the conversion of non-attendees to game attendees is the generation of more indirect or auxiliary revenues such as parking, concessions, and merchandise sales (McDonald & Rascher, 2000). Therefore, it is important for all sport organizations to understand why people are not attending games to further improve attendance and transform this segment of non-attendees to fans who attend games, which improves organizational profits.

Purpose of Study

The purpose of this study was to understand non-attendance in terms of what demotivates, constrains, prevents, or makes current college students uninterested in attending a Mississippi State Volleyball game. The study examined the factors of sport

non-attendance, in particular non-attendance at Mississippi State Women's Volleyball games, through the elements of structural, internal, and external constraints to attending a game, alternatives to attending a game, and student demographics.

Significance of Study

An organization should have a strong interest in why people are not attending a sporting event as the organization is not capitalizing on the potential of the market. In order to turn non-attendees to attendees, the first step is to understand why people currently do not attend games. Once factors of non-attendance are understood, management can make the changes necessary to appeal to this segment and transform non-attendees to fans that go to the arena and enjoy a game. This is especially true for the segment of college students. The support of university athletic teams by students during their collegiate years is utilized as the foundation to build future support through alumni backing of the university via donations, booster club membership, attendance, and continued support of the athletic department through various means of sport consumption (Ferreira & Armstrong, 2004). A wealth of research has been conducted to understand customer satisfaction of why people are attending games so there is a better chance of retaining their patronage (Ferreira & Armstrong, 2004; McDonald & Rascher, 2000; Morse, Shapiro, McEvoy, & Rascher, 2008; Noll, 1974; Shackelford & Greenwell, 2005; Wakefield & Sloan, 1995), but there is little research on why people are not attending. The research that has been conducted on non-attendance, or what could be classified as non-attendance, constraints, and barriers to attendance, has focused mostly on future attendance and are conducted through surveying a sample of subjects who are already at a game (Trail et al., 2008; Kim & Trail, 2010; Tomlinson, Buttle, & Moores, 1995). To

have a clear understanding of why some fans are not going to games, a study should sample a population of people who are not attending games to comprehend why they are unable or choose not to attend games.

Previous research (Dick & Turner, 2007; Zhang, Pease, & Smith, 1998) has mentioned that future studies should look at the area of non-attendance. Funk, Mahony, and Ridinger (2002) researched spectator support of women's professional soccer and recognized a limitation of the study was the sample included only those who attended the event, a typical occurrence in sport spectator studies. Funk et al. (2002) indicated, "Eventually, comparisons of attendees and non-attendees will be important in this line of research" (p. 42). Wakefield and Sloan (1995) conducted a study on team loyalty and stadium factors on attendance but noted a limitation of their research: the perceptions of potential spectators who did not attend were unable to have a chance to respond, and these responses of non-attendees may differ significantly from attendees.

Thus, the research is not a complete understanding of attendance. A study cannot explain all of the non-attendance factors by only surveying people who are already attending a game. Those not attending games should be surveyed to try to understand what keeps them from going to a game. To help fill the void in the research, this study surveyed a sample of non-attendees, those who did not attend a game, to better understand non-attendance.

CHAPTER II

LITERATURE REVIEW

General Attendance

While the research of non-attendance has been minimally investigated, there have been studies done of various factors and their influence on attendance in numerous areas. Some of the research has focused on certain variables and their effect on attendance such as promotions (Hansen & Gauthier, 1989; McDonald & Rascher, 2000; Lee & Bang, 2003; Snipes & Ingram, 2007; Zhang, Pease, Hui, & Michaud, 1995), the quality of the teams playing and their performance (Hansen & Gauthier, 1989; Noll, 1974; Snipes & Ingram, 2007; Zhang et al., 1995), the game being televised (McEvoy & Morse, 2007; Zhang et al., 1998), and the cost of attending a game (Hansen & Gauthier, 1989; McDonald & Rascher, 2000; Noll, 1974; Snipes & Ingram, 2007). There has also been attendance research on the various levels of sport including collegiate athletics (Bernthal & Graham, 2003; James & Ross, 2004; Robinson, Trail, Dick, & Gillentine, 2005; Shackelford & Greenwell, 2005; Swanson, Gwinner, Larson, & Janda, 2003; Trail, Robinson, Dick, & Gillentine, 2003; Wakefield & Sloan, 1995), and professional sports (DeSchrive, 2007; Lawson, Sheehan, & Stephenson, 2008; Morse et al., 2008; Noll, 1974; Rivers & DeSchrive, 2002; Zhang et al., 1995; Zhang et al., 1998). The area of sport stadiums and arenas has been investigated with a lot of research on the effect of facility age on attendance (Brown, Nagel, McEvoy, & Rascher, 2004; Coates & Humphreys, 2005; Howard & Crompton, 2003; Leadley & Zygmunt, 2005; Leadley &

Zygmunt, 2006; McEvoy, Nagel, DeSchriver, & Brown, 2005; Noll, 1974; Roy, 2008; Zygmunt & Leadley, 2005), as well as the effect on attendance of certain stadium factors and controllable sport surroundings (Lambrecht, Kaefer, & Ramenofsky, 2009; Wakefield & Sloan, 1995). Attendance has additionally been studied in terms of gender by comparing the sex of spectators at the games of men's and women's teams and their respective motivations for attending (Ferreira & Armstrong, 2004; Fink, Trail, & Anderson, 2002; Ridinger & Funk, 2006), along with analyzing specific factors of spectator attendance and support of women's athletics (Funk et al., 2002; Funk, Ridinger, & Moorman, 2003; Shackelford & Greenwell, 2005).

Foreign Attendance

The research area of attendance is not exclusive to North American sports. Attendance has been studied at various sports and locations around the world. Ward (2009) researched the motivations behind attendance at Australian cricket games. In the United Kingdom, Clowes and Tapp (2003) investigated the attendance range and recurrence of spectators at an English Football Association Premier League club, and Dhurup (2010) studied the variables which motivate fan attendance at rugby matches in South Africa. One attendance study even examined the proper way to correctly measure certain free-to-view live sporting events in Europe (Davies, Coleman, & Ramchandani, 2010).

Non-Attendance

While there is plenty of research and data on what factors influence attendance, the research on non-attendance, or why potential paying spectators are not attending a game, has been minimally investigated in the sport management field.

Schurr, Ruble, and Ellen (1985) were one of the first studies to research the area of non-attendance. The study analyzed 944 college students who had attended a collegiate basketball game and 925 college students who had not attended the same game. An analysis of basic student characteristics (gender, race, class standing, declared academic major, academic standing, local residence, and distance the University was from the hometown of the student), obtained through recording student identification numbers and accessing the University student master file, was utilized to compare characteristics of attendees to non-attendees. A smaller portion of the sample, 200 freshmen who had not attended the game and 288 who had attended the game, were further examined based on their incoming freshmen Myers-Briggs Type Indicator categorization scores. Schurr, Wittig, Ruble, and Ellen (1988) built on the work of Schurr et al. (1985) by incorporating the data gathered on freshmen students from the previous study and analyzing if these students attended or did not attend a particular college basketball game their sophomore year when a star player was present.

The results of Schurr et al. (1985) indicated males living in dorms with an action major were the most likely to attend the game, while females living farther from the arena with a passive major were least likely to attend. Also, the proportion of black students attending the game was higher than whites, and the proportion of male students was larger than the proportion of females attending the game. Schurr et al. (1988) concluded from the results that the presence of a star performer did not draw larger numbers of student attendees from groups who do not typically attend sporting events, but it did draw larger numbers of student attendees from groups already inclined to attend to sporting events. Both Schurr et al. (1985) and Schurr et al. (1988) indicated black males, black

females, and white males were about equally likely to attend games, while white females were not as likely to attend.

Schurr et al. (1985) and Schurr et al. (1988) only analyzed basic demographics to determine differences and comparisons between those who attended a game to those who did not attend, and based on those characteristics who is more or less likely to attend a game. Neither attempted to analyze what prevented the students from attending the game by surveying these non-attendees for possible constraints or barriers to attending the game. However, both studies had representation of non-attenders, which not all research on non-attendance accomplishes.

Recently, Kim and Trail (2010) investigated and developed a model to measure internal and external constraints and motivators of attendance to explain sport consumer behavior. Results noted the internal constraint of lack of success by the team and the external constraint of leisure alternatives as moderate constraints to attendance. These barriers were a result from sampling spectators already attending a women's professional basketball game (Kim & Trail, 2010). It is possible these factors, or other factors, have even more influence on people not attending the game. To properly understand non-attendance the sample should include people who are not attending the game(s). Fans at the game may be able to explain a small portion of potential constraints to attendance, but a truer picture of potential attendance constraints would be from surveying people not in attendance at the game(s). Kim and Trail (2010) incorporated constraints and motives together while the current study is focusing solely on constraints and measures influencing non-attendance of spectators, similar to Trail et al. (2008).

Trail et al. (2008) examined the possible constraints to attending a university football game, and if attendees differed from non-attendees, through surveying

undergraduate students about what may be preventing them from attending. However, only 18% (n=202) of the sample responded they had not attended a football game while a student. Thus, in a study trying to measure non-attendance, 82% of the sample had attended at least one football game while a student at the university. So, their analysis focused more on gender comparison of potential constraints than on non-attendees and attendees, as they found there was no significant difference between attendees and non-attendees on the non-venue structural constraints (Trail et al., 2008).

Although, Trail et al. (2008) did find significant differences by gender on non-venue structural constraints, with males feeling other sport-event opportunities prevented their attendance at football games more than females. Males were also less likely to attend future games if the team was unsuccessful (cutting-off-reflected-failure), but females were less likely to attend due to poor weather conditions. Overall, students were moderately deterred from attending games by weather and work/school commitments. The other constraints (other sport entertainment, recreational activities, social commitments, distance to stadium location, and lack of team success) all had minimal effects on potential attendance.

Two other studies have also touched on non-attendance. Tomlinson et al. (1995) investigated factors that influence fans attending games and discourage fans from returning for future games through surveying fans outside of the stadiums for basketball, baseball, and football competitions. Again, this study touched on non-attendance by surveying fans at the games. Tomlinson et al. (1995) even noted, “One limitation of the research is that we did not approach fans [that] have stopped attending games to find out why they had defected” (p. 29). This study only touched on non-attendance with it primarily focusing on stadium experience of customer service, atmosphere, interactions,

and services, in conjunction to fan motivation and discouragement to attend games. While the study mentioned defected fans, they are only a portion of fans who are not attending games. The others who are not attending have their own various reasons for not attending, and these reasons should be explored.

Douvis (2007) created an instrument to identify factors associated with non-attendance at professional basketball games in Greece: The Basketball Spectator Non-Attendance Scale. The author successfully tested the instrument for validity and reliability, however, the theoretical framework of the study is questionable and the instrument has not been utilized in any other notable studies. Still, Douvis (2007) makes some valid points on the practical importance of studying the area of non-attendance in that a league is ignoring some important segments of the population, the people who do not attend games or attend very infrequently. Douvis (2007) reasons through identifying factors that influence spectator decision making to attend or not attend games, and what can prevent attending a game, the teams can then try to reach this large segment of non-attendees and expand the current fan base by converting them to attendees.

Overall, studies have been done in many areas of sport attendance, even on foreign sports, but no major research has been done on the area of non-attendance by surveying the people who do not attend the games. Dick and Turner (2007) have shown National Basketball Association marketing directors and fans attending games are not on the same page of what marketing techniques are valued the most to attend a game. So, it is possible the marketers, the people who are supposed to know what fans deem important, are even more unaware of what those currently not attending value to attend a game. A profile on these non-attendees would be useful to the area of research as well as the marketers in the field. This discrepancy and the lack of data in the non-attendance

area presents a gap in the research, and the purpose of this study was to help bridge the gap and contribute to this area that has received little attention.

Theoretical Framework

A spectator may or may not be interested in attending a game, but even if they are interested there can still be factors constraining or preventing attendance. Trail et al. (2008) created a comprehensive list of possible structural constraints to attending a sport event and categorized these structural constraints as venue structural constraints (arena/stadium factors) and non-venue structural constraints (non-arena environmental/situational factors). The non-venue structural constraint items were generated from analyzing the relevant literature, interviews with students, and interviews with athletic department personnel. A section was also created to measure alternatives to attending a sport event. This study built upon the work of Trail, Anderson, and Fink (2002), which examined gender differences on the importance and satisfaction of venue factors, through examining both venue and non-venue constraints. Kim and Trail (2010) continued the research in the area of constraints to attendance by analyzing sport consumer behavior by developing a model to measure both internal and external motivators and constraints.

The internal constraints include psychological reasonings that deter behavior. The external constraints are similar to non-venue structural constraints, and are defined as social or environmental aspects that prevent or decrease the likelihood of attending a sport event (Kim & Trail, 2010). All of the internal constraints, and the location and parking external constraints which were modified from Trail et al. (2002), were utilized in the model and combined with the Trail et al. (2008) non-venue structural constraints.

The foundation of the constraints is they are environmentally and situationally based, which include substitutes and alternatives to leisure activity (Trail et al., 2008). There may be some elemental control over these constraints to be able to increase attendance through planning and management by marketers (Trail et al., 2008). This component of control is essential to marketers, and helps form the basis to this study.

CHAPTER III

METHODOLOGY

A research design was developed to provide answers to the following:

1. Are attendees and non-attendees influenced differently by non-venue structural constraints on their decision to not attend Mississippi State Women's Volleyball games?
2. Do attendees and non-attendees significantly differ on their decision to not attend Mississippi State Women's Volleyball games based on internal and external constraints?
3. Does demographic information of attendees and non-attendees differ significantly?

Subjects

The participants in the study were undergraduate and graduate students currently attending Mississippi State University (MSU). MSU is a National Collegiate Athletic Association Division I Athletic University that competes in the Southeastern Conference. The school offers athletic opportunities in the following sports: baseball, softball, men's and women's basketball, men's and women's cross-country, men's and women's track and field, men's and women's tennis, football, men's and women's golf, women's soccer, and women's volleyball ("Mississippi State University," 2011). There are about 20,000 students currently enrolled for the 2011 fall semester at MSU, which is located in the rural, large town setting of Starkville, MS ("About MSU," 2011; "Mississippi State

University,” 2011). During the 2011 volleyball season at MSU, records were set for the top three most highly attended games in program history. The single-match attendance record was topped with 4,535 spectators in attendance, breaking the previous single-match record of 813 spectators. The second and third most attended matches were also set in 2011, with 3,024 and 1,009 spectators in attendance, respectively. Eight of the top 10 all-time attendance records for the team have been set in the past three years, with the top six records being set in the last two years (Dier, 2011). However, these recent attendance records were achieved with the support of students, parents, and community members. With a student population of 20,424 (Matthews, 2011) additional support at volleyball games is feasible. Students were surveyed because they are a target demographic of fans who should be attending MSU Women’s Volleyball games.

Instrumentation

The survey instrument was developed from previous research by Trail et al. (2008) and Kim and Trail (2010) focusing on non-venue factors (structural constraints) in the first portion of the survey, and internal and external constraints in the second portion. Following the first section were two questions which asked how many MSU Volleyball games the student had attended this season, and how many the student had attended total while a student at MSU. The survey ended with basic demographic information. See Appendix A for the complete versions of the informed consent form and the survey instrument used for this research.

Non-Venue Factors (Structural Constraints)

The survey began with how non-venue factors (structural constraints) and alternatives to attending can affect a participant’s decision to not attend an MSU

Women's Volleyball game. A seven-point Likert scale was utilized to measure 23 non-venue variables impact on deciding to not attend a volleyball game ranging from 1, NO IMPACT on my decision, to 7, STRONG IMPACT on my decision. Factors are in the areas of Leisure Activities, Other Sport Entertainment, Financial Cost, Social Commitments, Game On Radio/TV, and Work/School/Church commitments. This portion of the survey was previously validated from Trail et al. (2008).

The Parking, Weather, Lack of Team Success, and Stadium Location subscales were eliminated from the survey and others were altered for measurability reasons or to help the reader better understand the concept. The Parking, Lack of Team Success, and Stadium Location subscales were deleted because similar subscales were utilized in the second portion of the survey. The Weather subscale was not included based on the team playing at an indoor facility where outdoor weather would have minimal effect on the viewing experience.

The anchors were also altered from "No Impact" to "NO IMPACT on my decision", and "A Large Negative Impact" was altered to "STRONG IMPACT on my decision" for the first portion of the survey.

Leisure Activities

In Leisure Activities, the factor "Exercising" was changed to "Exercising/Working Out" so the "Working Out" factor was eliminated. The Leisure factor of "Watching Nonsport on TV" was altered to "Watching Non-Sports on TV", "Attend Movies" was altered to "Going to the Movies", "Going to Restaurant" was altered to "Going to a Restaurant", "Go to Bar" was altered to "Going to a Bar/Party", "Recreational Sport" was altered to "Participating in Recreational Sports", and

“Traveling” was altered to “Going Home for the Weekend” as the final factor in this subscale. The factors of “Camping” and “Attending a Concert” were deemed unlikely alternatives, based on their infrequent occurrence, and eliminated from the survey.

Other Sport Entertainment

In the Other Sport Entertainment factors “Watching Other College Football Games” was changed to “Watching Other Collegiate Sports”, “Watching Other Sports on TV” was changed to “Watching Other Professional Sports on TV” (Volleyball games are mostly on Friday and Sunday, days which feature other college and professional games being consistently available to be viewed), “Attending Other College Games” was changed to “Attend Other College Games”, and “Attending High School Sporting Events” was changed to “Attend a High School Sporting Event” as well. The “Attend a Professional Sporting Event” factor was not altered.

Financial Cost

In Financial Cost, the factors “Financial Cost of Going to the Game” and “Cost of Season Tickets” were eliminated as a result of all volleyball games having free admission. However, “Cost of Attending” and “Price of Single Game Tickets” were retained to see if students are aware there is free admission to the volleyball games.

Social Commitments

None of the Social Commitment factors were altered.

Game On Radio/TV

None of the Game On Radio/TV factors were altered.

Work/School/Church Commitments

In Work/School/Church Commitments, “Work Commitments” was not altered but “School Commitments” was changed to “School/Studying Commitments” and “Church Commitments” was changed to “Religious Commitments” in the final construct of the first portion of the survey.

Internal and External Constraints

The second portion of the survey contained 18 variables pertaining to four internal constraints and two external constraints, measured on a seven-point Likert scale from 1, STRONGLY DISAGREE, to 7, STRONGLY AGREE, of the responder not attending Mississippi State Women’s volleyball games because of the factor. Internal Constraints that were in the survey included: Lack of Knowledge, Lack of Someone to Attend With, Lack of Success, and No Interest from Others. External Constraints that were in the survey included: Location and Parking. These constraints were previously validated from Kim and Trail (2010).

The Commitment, Cost, Leisure Alternatives, Participant Sport Alternatives, and Sport Entertainment subscales were eliminated because similar subscales were utilized in the first portion of the survey. The only alterations to the wording of any factor was changing “Basketball” to “Volleyball”, and to denote the necessary team, “Mississippi State”, when required. The wording of the anchors was not noted, so they were created and noted above.

Demographic Information

Lastly, the survey ended with the demographic information of class standing (Freshman, Sophomore, Junior, Senior, or Graduate Student), Age, Gender (Male or

Female), and Race (Caucasian/White, Black or African-American, Asian or Asian American, Hawaiian or Other Pacific Islander, Hispanic or Latino, American Indian or Alaska Native, or Other). Also asked in the demographic information was hometown and state, member of a Fraternity or Sorority (Yes or No), and distance the student lives from campus during the school year (on campus, off campus within 1 mile of campus, within 5 miles, within 10 miles, or more than 10 miles from campus).

Data Collection

A convenience sample from the overall undergraduate and graduate student population at MSU was implemented to collect data, and 26 different classes of varying academic concentrations (sport administration, exercise physiology, sport pedagogy, health fitness studies, communication studies, architecture and art design studies, agriculture engineering, and biological engineering) were utilized. Professors were contacted through email (see Appendix B for a copy of the email used in correspondence) and personal communication, to ask if they were willing to have the students in their class be given the option to participate in the study. If the instructor agreed, a date and time for data collection was arranged. The paper and pen surveys were then distributed to the students who were willing to participate in the study either before or after the class session. The surveys were collected as soon as each student had completed the survey and participation was voluntary. Students were asked to only complete one survey so a student was not represented twice in the sample. All survey responses were anonymous, no incentive was offered for completing the survey, and survey participation was completely voluntary.

Institutional Review Board for the Protection of Human Subjects in Research (IRB) approval was granted on November 16, 2011. With IRB approval granted, data collection began on November 17, 2011 and was conducted through December 2, 2011. This timing was important with the last MSU volleyball home game being November 20, 2011, so the volleyball season would be fresh in the memory of responders for best results. The 2011 Mississippi State Women's Volleyball schedule with all of the opponents, dates, and game times, were included on the IRB informed consent form for the student to use as an aid in recalling if they had attended any games during the 2011 season.

Data Screening

Once data collection was completed, all surveys were assigned a number from 1 to 759. The surveys were then inputted into a spreadsheet in Microsoft Excel with all responses being coded numerically. After the data was inputted, the spreadsheet was triple checked for consistency to minimize errors and ensure accuracy. If a survey was missing data, it was deleted from the sample. This resulted in 139 surveys being deleted, leaving 620 usable surveys.

CHAPTER IV

RESULTS AND DATA ANALYSIS

Demographic Profile

Of 759 surveys that were distributed, 620 were deemed usable for a usability rate of 81.7%. The sample was 49.2% (n=305) male and 50.8% (n=315) female. In terms of class standing the sample consisted of 6.5% (n=40) freshmen, 19.7% (n=122) sophomores, 21.0% (n=130) juniors, 41.9% (n=260) seniors, and 11.0% (n=68) graduate students. The sample had of a race/ethnicity representation of 76.1% (n=472) Caucasian/White, 19.4% (n=120) Black/African-American, 1.9% (n=12) Asian/Asian-American, 0.2% (n=1) Hawaiian/Other Pacific Islander, 0.6% (n=4) Hispanic/Latino, and 1.8% (n=11) Other (if a respondent marked multiple race options, their specification was altered to Other). Most of the respondents lived within five miles of campus, with 35.6% (n=221) living within one mile of campus and 33.7% (n=209) within five miles of campus, followed by 16.6% (n=103) living on campus, 9.0% (n=56) living within 10 miles of campus, and 5.0% (n=31) living further than 10 miles from campus. Also, 75.6% (n=469) of respondents were not involved in Greek life, while 9.0% (n=56) were in a fraternity and 15.3% (n=95) were in a sorority. Lastly, 29.8% (n=185) of the sample had attended at least one MSU Volleyball game during the 2011 season, and 70.2% (n=435) did not attend a game during the season. Non-attendance was defined as the student having not attended any volleyball game during the 2011 Mississippi State Volleyball season.

Non-Attendees

A profile of the non-attendees was represented by 4.4% (n=19) freshmen, 21.4% (n=93) sophomores, 21.4% (n=93) juniors, 42.5% (n=185) seniors, and 10.3% (n=45) graduate students. The split on gender was about even (49.0%, n=213, male; to 51.0%, n=222, female) with responders being primarily Caucasian/White at 74.7% (n=325), followed by 20.0% (n=87) Black/African-American, 2.5% (n=11) Asian/Asian-American, 1.8% (n=8) Other, 0.7% (n=3) Hispanic/Latino, and 0.2% (n=1) Hawaiian/Other Pacific Islander. Most were not involved with Greek Life activities with 76.3% (n=332) not being in a fraternity or sorority, while 14.7% (n=64) were in a sorority and 9.0% (n=39) were in a fraternity. Lastly, non-attenders had a representation of 13.3% (n=58) of responders living on campus, 35.9% (n=156) living within one mile of campus, 34.3% (n=149) within five miles, 10.1% (n=44) within 10 miles, and 6.4% (n=28) living more than 10 miles from campus.

Attendees

Those who did attend games were represented in the sample by 11.4% (n=21) freshmen, 15.7% (n=29) sophomores, 20.0% (n=37) juniors, 40.5% (n=75) seniors, and 12.4% (n=23) graduate students. The gender split was about even with it being 50.3% (n=93) females and 49.7% (n=92) males. Respondents were primarily Caucasian/White representing 79.5% (n=147) of attendees, followed by 17.8% (n=33) Black/African-American, 1.6% (n=3) Other, 0.5% (n=1) Asian/Asian-American, and 0.5% (n=1) Hispanic/Latino. Almost three-quarter of the attendees, 74.1% (n=137), were not involved with Greek life, but fraternities and sororities were represented by 9.2% (n=17) and 16.8% (n=31) respectively. Most attendees also lived on or near campus with 24.3% (n=45) of attendees living on campus, 35.1% (n=65) living within one mile of campus,

32.4% (n=60) living within five miles of campus, 6.5% (n=12) within 10 miles of campus, and 1.6% (n=3) living more than 10 miles from campus.

Data Analysis

The data were transferred to SPSS Version 19.0, organized in cross-tabulations based on responses of attendees and non-attendees, and then a chi-square (χ^2) was performed. The chi-square test statistic was utilized to analyze the data, as it can be used to determine whether the observed proportions in two or more categories differ significantly from a priori or theoretically expected proportions. The test statistic will then represent the extent to which the observed proportions differ from the hypothesized or expected proportions (Glass & Hopkins, 1996).

The chi-square analysis was performed after the data was organized by those who attended a game and those who had not attended a game, and analyzed for each of the 41 factors and the responses associated with the factor. Analysis was also performed on the demographic information. The analysis determined 22 factors were significantly different between attendees and non-attendees at the $p < 0.05$ level, and 19 factors were not significantly different. Also, two demographic traits were significantly different between attendees and non-attendees while three were not at the $p < 0.05$ level. Appendix C has a complete listing of all tables of the results.

Non-Venue Structural Constraints/Alternatives to Attending

In the Leisure Activities subscale, attendees and non-attendees significantly differed on five factors influencing their decision to not attend a game, including Exercising/Working Out ($p < 0.001$), Watching Non-Sports on TV ($p = 0.032$), Going to a Restaurant ($p = 0.018$), Participating in Recreational Sports ($p < 0.001$), and Going Home

for the Weekend ($p=0.023$). However, attendees and non-attendees did not differ on two factors impacting the decision to not attend a game, Going to the Movies ($p=0.912$) and Going to a Bar/Party ($p=0.293$).

The Other Sport Entertainment subscale resulted in every factor but one being significantly different for attendees and non-attendees in the decision of non-attendance. Attending a High School Sporting Event was not significant ($p=0.143$) while Watching Other Collegiate Sports ($p<0.001$), Watching Other Professional Sports on TV ($p=0.003$), Attend a Professional Sporting Event ($p=0.006$), and Attend Other College Games ($p<0.001$) were all significant.

Neither of the Financial Cost factors were significant with Cost of Attending ($p=0.269$) and Price of Single Game Tickets ($p=0.197$) not differing in the decision to not attend a game for attendees and non-attendees.

There was an even split of significance in the four Social Commitment factors. Family Commitments ($p=0.002$) and Commitment to Friends ($p<0.001$) were factors which were significant and differed between attendees and non-attendees, while Romantic/Dating Commitments ($p=0.199$) and Fraternity/Sorority Activities ($p=0.102$) did not significantly differ.

A split also occurred in the Game On Radio/TV construct, with the Game Being Televised being significant ($p=0.011$), while the Game on Radio was not significant ($p=0.178$).

In the Work/School/Church Commitments construct, there was only one significant factor. Work Commitments ($p=0.263$) and School/Studying Commitments ($p=0.587$) were not significantly different between attendees and non-attendees.

However, Religious Commitments ($p=0.017$) were significant on this factor impacting the decision of non-attendance at volleyball games for attendees and non-attendees.

Internal/External Constraints

In the Internal/External Constraints constructs, all of the factors in each construct were either significant or not significant, with three going each way. All of the Internal Constraints constructs were significantly different for attendees and non-attendees, except for one (Lack of Someone to Attend With), and none of the External Constraints were significant.

To begin the Internal Constraints, each of the Lack of Knowledge factors were significantly different between attendees and non-attendees (I Don't Understand the Technical Aspects of Volleyball factor, $p=0.001$; I Don't Understand Volleyball Strategy, $p=0.010$; and I Don't Understand the Rules of the Game of Volleyball, $p=0.008$). The next subscale, Lack of Someone to Attend With, was the only Internal Constraint to not be significantly different. Lack of Someone to Go to the Game With Me ($p=0.881$), Lack of Friends to Go to the Game With Me ($p=0.578$), and Lack of Spouse/Significant Other to Go to the Game With Me ($p=0.122$) all had no significance when comparing attendees and non-attendees in the decision to not attend a volleyball game at Mississippi State. The Lack of Success subscale was significant, with If the Mississippi State Volleyball Team Loses More Games Than They Win ($p=0.014$), Team Is In the Bottom Half of the Conference ($p<0.001$), and Team Doesn't Win Many Games ($p=0.002$) being significantly different in the decision to not attend a volleyball game for attendees and non-attendees. Lastly, the No Interest from Others subscale was significant. The factors My Family is Not Interested in Going to a Volleyball Game ($p=0.002$), Spouse Not

Interested ($p=0.032$), and Friends Not Interested ($p=0.004$) all significantly differed between attendees and non-attendees in the decision to not attend.

All of the External Constraints had no significant difference on the decision to not attend between attendees and non-attendees. In the Location subscale, the factors Distance I Need to Travel to Get to the Arena ($p=0.466$), Arena location ($p=0.430$), and Accessibility of Arena (0.879) were all insignificant. The Parking subscale and all of the associated factors were also not significantly different for attendees and non-attendees (Accessibility of Parking for the Arena, $p=0.782$; Ease of Parking at the Arena, $p=0.295$; Closeness of Parking to the Arena, $p=0.301$).

Demographics

The demographic factors revealed both significant and non-significant factors. The Class Standing factor of freshman, sophomore, junior, senior, or graduate student ($p=0.013$) and Where Live factor of on-campus, off campus-within one mile, five miles, ten miles, or more than ten mile from campus ($p=0.002$), play a role on impacting non-attendance at Mississippi State volleyball games as attendees and non-attendees differed significantly. Although, the demographics of Gender ($p=0.862$), Race ($p=0.571$), and Fraternity/Sorority/No Greek Life affiliation ($p=0.799$) had no role impacting non-attendance at Mississippi State volleyball games during the 2011 season.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Discussion of Research Findings

The purpose of this study was to determine which factors influence college students to not attend Mississippi State Volleyball games. In particular, the study analyzed the elements of which non-venue structural constraints, internal constraints, and external constraints impact attendees and non-attendees in their decision to not attend a game; as well as if attendees and non-attendees differed based on demographic information.

The results indicate attendees and non-attendees differed significantly on the non-venue structural constraints in Leisure Activities of Exercising/Working Out, Watching Non-Sports on TV, Going to a Restaurant, Participating in Recreational Sports, and Going Home for the Weekend. However, attendees and non-attendees did not differ on two factors impacting the decision to not attend a game, Going to the Movies and Going to a Bar/Party. Overall, it seems leisure options influence the decision for students to not attend games, similar to the findings from Kim and Trail (2010) which found Leisure Alternatives explained 3% of variance in attendance in their study on constraints and motivators to attendance, but inconsistent with Trail et al. (2008) which found no differences between attendees and non-attendees on non-venue constraints.

Interestingly, while most of the non-attendees marked the factors had no impact on their decisions to not attend, if the responses of those who marked five, six, and seven

are considered and combined (the options of possible responses of the factor having an impact on the decision to not attend were from one to seven, with one being no impact on the decision, the middle response being a four, and strong impact being a seven), the factor of Going Home for the Weekend accounts for almost 30% of the responses. The results are sensible in that when students are not around during the time when games are played on Friday nights and Sunday afternoons, they will not be able to attend. Also, if the same action of adding the five, six, and seven responses is done for the factors Going to a Restaurant, Exercising/Working Out, and Watching Non-Sports on TV, they result in 17.0%, 15.5%, and 15.0% respectively. These factors influence students remaining around campus for the weekends, so the matter then becomes finding a way for students to decide to attend a volleyball game over these alternatives. All of these factors have an element of entertainment or pleasure, so marketers would be wise to emphasize the excitement and enjoyment a volleyball game can offer them.

In the Other Sport Entertainment construct, attendees and non-attendees significantly differed on their choice to not attend a game on Watching Other Collegiate Sports, Watching Other Professional Sports on TV, Attend a Professional Sporting Event, and Attend Other College Games factors, but not on the Attending a High School Sporting Event. The results specify Other Sport Entertainment influences the decision to not attend volleyball games. This result is somewhat similar with previous research, where Trail et al. (2008) concluded the opportunity for Other Sport Entertainment constrained attendance at games more for males than females, but not between attendees and non-attendees.

The data in the Other Sport Entertainment had responses primarily being the factors had no impact on the decision, but on a closer examination, the factors also had a

strong impact. In particular, the Watching Other Collegiate Sports and Watching Other Professional Sports on TV factors indicated they were in competition to attending a volleyball game. Over a quarter of non-attendees (34.7% and 27.9% for Watching College Sports and Watching Pro Sports, respectively, when combining the five, six, and seven responses) were impacted by these factors in their non-attendance at volleyball matches. Marketers must consider these factors when planning for volleyball games. A team would be wise to try to schedule games when pro sports are not being televised (National Football League games are primarily on Sundays, and the Major League Baseball season does not conclude until near the end of October). They must also realize when other college games are being held on campus or in the area, as well as being televised. In particular to the timing and scheduling of volleyball games in conjunction to other sporting options, for the best attendance results it may be best to emphasize the Friday night games over the Sunday games in attempting to convert non-attendees to attendees.

Neither of the Financial Cost factors, Cost of Attending and Price of Single Game Tickets, were significant. These factors did not differ for attendees and non-attendees in their decision to not attend a game. This is fitting, considering there is no ticket charge to attend Mississippi State volleyball games. In each factor almost three-quarters of responses, combining attendees and non-attendees, marked the factors had no impact on the attendance decision. Marketers should want all potential customers to know the cost, or lack of cost, to attend their games. The element of free student admission should be utilized by marketers even more until all students are aware the games are free to them, and not have over a quarter of the market unaware of the cost to attend a volleyball game.

Most college students do not have an excess amount of discretionary income available to them, so a free entertainment option could, and should, be an alluring attraction.

An even split of significance occurred in the four Social Commitment factors, with Family Commitments and Commitment to Friends significantly differing between attendees and non-attendees, while Romantic/Dating Commitments and Fraternity/Sorority Activities were not significantly different in the decision to not attend for attendees and non-attendees. The Commitment to Friends factors should be intriguing to marketers. If the responses of this factor are examined closer through combining the strong impact responses (five, six, and seven) and then the no impact responses (one, two, and three), more non-attendees responded the factor had a strong impact on not attending than no impact (32.1% vs. 29.5%). An attempt to get friends to make commitments to go to games, through possible fan clubs or a team competition to see which player can have more friends support them at the games, could result in converting non-attendees to attendees.

The Game On Radio/TV construct resulted in the Game on Radio not being significant but the Game Being Televised was significant. Although, in the Game Being Televised factor, most non-attendees responded it had no impact (marking a one) on the decision to not attend (45.3%). The live experience of watching a game in person should continue to be emphasized by marketers.

The last of the non-venue structural constraints, the Work/School/Church commitments yielded one significant factor, the Religious Commitments factor, while the Work and School/Studying commitments were not significant. These results seem practical as most college students would not be studying on a Friday night or midday Sunday, as classes primarily occur during the morning or daytime on Monday-Friday,

and most college students would not be working when volleyball games are held as well. However, a recent poll found Mississippi residents were the most frequent churchgoers in the nation (Newport, 2010), and people could be attending church services on a Sunday, and not a game. Therefore, marketers should attempt to schedule games for times when they do not interfere with religious services for a better chance of increased attendance.

In the internal constraints portion of the study, three of the four constructs were significant in that attendees and non-attendees differed on the elements that influenced not attending a volleyball match.

All of the Lack of Knowledge factors were significant. Although, almost a third of the responses were non-attendees marking they strongly disagreed (the response of a one) that the element influences their decision to not attend (I Don't Understand the Technical Aspects of Volleyball, 32.9%; I Don't Understand Volleyball Strategy, 33.5%; I Don't Understand the Rules of the Game of Volleyball, 34.4%). Combining the top responses of agreeing the factor influenced not attending (the responses of five, six, and seven) only resulted in not even half of the strongly disagreeing responses (I Don't Understand the Technical Aspects of Volleyball, 14.5%; I Don't Understand Volleyball Strategy, 14.6%; I Don't Understand the Rules of the Game of Volleyball, 15.0%). Given these results, marketers can emphasize not only the entertainment component of the game, but also the art and intricacies of the sport as well.

The Lack of Someone to Attend With construct was not significant for any factor (Lack of Someone to Go to the Game With Me, Lack of Friends to Go to the Game With Me, and Lack of Spouse/Significant Other to Go to the Game With Me). However, upon further analysis, the Lack of Someone to Go to the Game With Me and Lack of Friends to Go to the Game With Me factors are essential. If the responses are combined that have

an influence on not attending (the responses of five, six, and seven), they account for over a quarter of non-attendance, with 25.3% for Lack of Someone to Go With and 25.2% Lack of Friends to Go With. Marketers should try to emphasize options for fans to come together at the game, such as group outings of various campus groups and organizations, to create an atmosphere where fans no longer feel alone in attending a game.

Lack of Success was another construct that had significance for each factor, with If the Mississippi State Volleyball Team Loses More Games Than They Win, If the Mississippi State Volleyball Team Is In the Bottom Half of the Conference, and If the Mississippi State Volleyball Team Doesn't Win Many Games all having a significant difference between attendees and non-attendees deciding to not attend Mississippi State Volleyball games. This result seems to be consistent with other research, when Kim and Trail (2010) had 10% of variance explained by Lack of Success and Trail et al. (2008) found Lack of Team Success constrained the attendance of males more than females. Still, this result should be taken with some caution, with each factor having over 40% of non-attendee responses indicating the factor has no influence on the decision to not attend (the response of a one). So, marketers should emphasize if the team is winning through indicating winning streaks, team standings, or a national team ranking, but it seems to not be an essential element for attendance for those not attending.

The final internal constraint, No Interest from Others, was also significant on influencing non-attendance. Of all the three factors, the My Friends are Not Interested In Going to a Volleyball Game factor was the most intriguing. Only 17.9% of non-attendees marked the factor had no influence on their non-attendance, but 15.2% marked a seven, 10.5% marked a six, and 7.4% marked a five. Combined, these accounted for 33.1% of non-attendance. Only 29.2% was accounted for by those who responded with a one

(17.9%), two (6.0%), or three (5.3%). Therefore, marketers need to be creative to generate more interest in potential attendees. This can be done through many ways such as incentives to attend a game (giveaways and promotions), as well as coordinating other well liked and known interests of students as part of the volleyball experience.

None of the external constraints were significant. Non-attendees and attendees did not significantly differ on the Location and Parking subscales. In all of the factors, over 40% of responses were from non-attendees indicating the factor did not influence their decision to not attend (the response of a one). Given these results, marketers should not spend many resources on the areas of parking or the location of the arena.

Finally, general demographic information was analyzed from attendees and non-attendees. Gender, Greek Life status, and Race were all not significantly different between attendees and non-attendees. The factors of Class Standing and the Distance a Student Lives in conjunction to campus were significant. These results are both similar and contradicting to past research, when Schurr and Ruble (1985) found differences between attendees and non-attendees on the factors of race, gender, and residence. Marketers should focus their efforts for student attendance to on-campus students and students who live within five miles of campus based on these results.

Limitations of Study and Recommendations for Future Research

This study had several limitations that should be considered. First, this was a study on one university of their student population from a convenience sample. Future studies should try to sample other student populations from varying universities around the country.

Similarly, a second limitation is the study analyzed the sport of volleyball, and the results should be applied to this sport at the university where the data was collected. Thus, attempting to generalize the results to other sports besides those concerning the sport of volleyball should be used with caution. Non-attendance studies in the future ought to apply the research to other sport areas, such as other women's sports, men's sports, comparisons of sports played by both men and women, sports that are played in the same season, sports that are played at the same time by both men and women, as well as the varying level of sports (professional, collegiate, Olympic, etc.).

Another limitation is the study may not have included every possible constraint to attending, and adding other constraints and better measurements may lead to more exact results. Future studies should also offer an option in their ethnicity demographic for responders to be able to mark more than one race, having an option of mixed ethnicity, or place an emphasis with the race/ethnicity the responder identifies with the most.

Lastly, this study was only conducted at one university, in one region of the country. Future research should conduct studies in different regions throughout the country, compare non-attendance in various parts of the country, as well as conducting non-attendance studies on a global scale for comparison.

While this work does have some limitations, it can be considered as a valid study which contributes to the research area of non-attendance. The study can also be used as a reference point for future research in this area, and aid in investigating attendance and non-attendance in sport.

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APPENDIX A
CONSENT FORM AND SURVEY INSTRUMENT

Informed Consent Form

Mississippi State Volleyball Non-Attendance Survey
Kurt C. Mayer Jr.

Informed Consent Form

Please take all the time you need to read through this document and decide whether you would like to participate in this research study. This research is being done for the completion of a thesis of a Mississippi State Graduate Student.

Survey Topic: Factors That Affect Student Non-Attendance at Mississippi State Volleyball

Researchers: Kurt C. Mayer Jr., Dr. Alan Morse, Dr. Adam Love, and Dr. Andreas Kavazis

Purpose of Research: To investigate non-attendance in terms of what demotivates, constrains, prevents, or make current college students not attend Mississippi State Women's volleyball games.

Risks and Discomforts: There are no foreseeable risks or discomforts from your participation in this research.

Confidentiality: To ensure confidentiality of your responses, the data from your completed survey will be stored in a locked cabinet, in a locked office, and will only be accessible to the researchers. No names or Net IDs will be collected by the researchers.

Please note that these records will be held by a state entity and therefore are subject to disclosure if required by law. Research information may be shared with the MSU Institutional Review Board (IRB) and the Office for Human Research Protections (OHRP).

Questions About the Research: If you have any questions about this research project or your role in this study, please contact the student researcher Kurt C. Mayer Jr., Mississippi State University Graduate Student, by telephone at (570) 259-4606 or via e-mail at kcm175@msstate.edu. You may also contact the faculty advisor of this research, Dr. Alan L. Morse, Mississippi State University Assistant Professor of Sport Studies, by telephone at (662) 325-2789 or via e-mail at amorse@colled.msstate.edu.

Voluntary Participation: Please understand that your participation is voluntary. You must be at least 18 years of age to participate in this research. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue your participation at any time without penalty or loss of benefits. If you decide to participate, your completion of the survey indicates your consent. Please keep this form for your records.

For questions regarding your rights as a research participant, or to convey any concerns or complaints, please contact the MSU Regulatory Compliance Office by phone at (662) 325-3994, by e-mail at irb@research.msstate.edu, or on the web at <http://orc.msstate.edu/participant/>.

2011 Mississippi State Women's Volleyball Home Schedule

Fri. Aug 26 – Southern Illinois-Mississippi State Maroon Classic	7:00 PM
Sat. Aug 27 – Tennessee Martin-Mississippi State Maroon Classic	12:30 PM
Sat. Aug 27 – Southeastern Louisiana-Mississippi State Maroon Classic	7:00 PM
Fri. Sep 16 – Florida	7:00 PM
Sun. Sep 18 – South Carolina	1:30 PM
Fri. Oct 7 – Georgia	7:00 PM
Sun. Oct 9 – Auburn	1:30 PM
Fri. Oct 14 – Kentucky	7:00 PM
Sun. Oct 16 – Tennessee	1:30 PM
Fri. Oct 28 – Arkansas	7:00 PM
Sun. Oct 30 – LSU	1:00 PM
Fri. Nov 18 – Ole Miss	7:00 PM
Sun. Nov 20 – Alabama	1:30 PM

This is the 2011 Mississippi State Women's volleyball home schedule for you to reference for recalling when the games have taken place this season.

MSU IRB #11-323
Approved: 11/16/11
Expires: --/--

Front Page of Survey

Mississippi State Volleyball Non-Attendance Survey

Instructions

Please answer the following concerning your decisions to **NOT** attend Mississippi State Women's Volleyball games. The scale ranges from 1, meaning the item has **NO IMPACT** on your decision to **NOT** attend MSU Women's Volleyball games, to 7, meaning the item has a **STRONG IMPACT** on your decision to **NOT** attend MSU Women's Volleyball games.

		1	2	3	4	5	6	7			
	NO IMPACT on my decision								STRONG IMPACT on my decision		
Leisure Activities											
Exercising/Working Out					1	2	3	4	5	6	7
Watching Non-Sports on TV					1	2	3	4	5	6	7
Going to the Movies					1	2	3	4	5	6	7
Going to a Restaurant					1	2	3	4	5	6	7
Going to a Bar/Party					1	2	3	4	5	6	7
Participating in Recreational Sports					1	2	3	4	5	6	7
Going Home for the Weekend					1	2	3	4	5	6	7
Other Sport Entertainment											
Watching Other Collegiate Sports					1	2	3	4	5	6	7
Watching Other Professional Sports on TV					1	2	3	4	5	6	7
Attend a Professional Sporting Event					1	2	3	4	5	6	7
Attend Other College Games					1	2	3	4	5	6	7
Attend a High School Sporting Event					1	2	3	4	5	6	7
Financial Cost											
Cost of Attending					1	2	3	4	5	6	7
Price of Single Game Tickets					1	2	3	4	5	6	7
Social Commitments											
Family Commitments					1	2	3	4	5	6	7
Romantic/Dating Commitments					1	2	3	4	5	6	7
Commitment to Friends					1	2	3	4	5	6	7
Fraternity/Sorority Activities					1	2	3	4	5	6	7
Game On Radio/TV											
Game Being Televised					1	2	3	4	5	6	7
Game on Radio					1	2	3	4	5	6	7
Work/School/Church Commitments											
Work Commitments					1	2	3	4	5	6	7
School/Studying Commitments					1	2	3	4	5	6	7
Religious Commitments					1	2	3	4	5	6	7

Did you attend any **home** Mississippi State Women's Volleyball games this season?

Yes _____ If Yes, how many? _____
 No _____

Have you attended any **home** Mississippi State Women's Volleyball games while a student at MSU?

Yes _____ If Yes, how many? _____
 No _____

Back Page of Survey

Answer the following by circling the number that best describes your response with 1 meaning you STRONGLY DISAGREE with the statement and 7 meaning you STRONGLY AGREE with the statement.

	STRONGLY DISAGREE	1	2	3	4	5	6	7	STRONGLY AGREE
I do NOT attend Mississippi State Women's Volleyball games because...									
Lack of knowledge									
I don't understand the technical aspects of volleyball	1	2	3	4	5	6	7		
I don't understand volleyball strategy	1	2	3	4	5	6	7		
I don't understand the rules of the game of volleyball	1	2	3	4	5	6	7		
Lack of Someone to Attend with									
Lack of someone to go to the game with me	1	2	3	4	5	6	7		
Lack of friends to go to the game with me	1	2	3	4	5	6	7		
Lack of spouse/significant other to go to the game with me	1	2	3	4	5	6	7		
Lack of Success									
If the Mississippi State volleyball team loses more games than they win	1	2	3	4	5	6	7		
If the Mississippi State volleyball team is in the bottom half of the conference	1	2	3	4	5	6	7		
If the Mississippi State volleyball team doesn't win many games	1	2	3	4	5	6	7		
No interest from others									
My family is not interested in going to a volleyball game	1	2	3	4	5	6	7		
My spouse/significant other is not interested in going to a volleyball game	1	2	3	4	5	6	7		
My friends are not interested in going to a volleyball game	1	2	3	4	5	6	7		
Location									
Distance I need to travel to get to the arena	1	2	3	4	5	6	7		
Arena location	1	2	3	4	5	6	7		
Accessibility of arena	1	2	3	4	5	6	7		
Parking									
Accessibility of parking for the arena	1	2	3	4	5	6	7		
Ease of parking at the arena	1	2	3	4	5	6	7		
Closeness of parking to the arena	1	2	3	4	5	6	7		

Demographic Information:

Please answer the following about yourself by placing an X on the line that best describes you or writing in the underlined area.

Class Standing: Freshman _____ Sophomore _____ Junior _____
 Senior _____ Graduate Student _____

Your Age: _____

Your Gender: Male _____ Female _____

Your Race: Caucasian/White _____ Hawaiian or Other Pacific Islander _____
 Black or African-American _____ Hispanic or Latino _____
 Asian or Asian American _____ American Indian or Alaska Native _____
 Other _____

Your Hometown, State: _____ , _____

Are you a member of a Fraternity or Sorority: Yes _____ No _____

During the School Year, where do you live:

On Campus _____

Off Campus - within 1 mile of Campus _____

Off Campus - within 5 miles of Campus _____

Off Campus - within 10 miles of Campus _____

Off Campus - more than 10 miles from Campus _____

APPENDIX B
CONTACT EMAIL TO PROFESSORS FOR DATA COLLECTION OF THE
STUDENTS IN THEIR CLASSES

Email to Professors Requesting Permission for Data Collection from Their Students

Subject: Survey Data Collection from Your Students

Professor Name,

I am a graduate student in Sport Administration here at Mississippi State. Currently, I am completing my thesis in the area of constraints and barriers to attendance at sporting events. I am collecting data from current college students at Mississippi State and would like to come to your classroom on Day, Month Date, 2011 either before, during, or after class and give your students the opportunity to complete the survey. Participation is completely voluntary.

I would greatly appreciate your help if you would allow me to come to your class and collect data from your students. Please, let me know if the above date would work for you. If that date does not work for you, let me know of a date that would be more suitable to your schedule.

Please, if you have any questions or concerns do not hesitate to contact me by phone at (570) 259-4606, or by e-mail at kcm175@msstate.edu. Dr. Alan Morse, an Assistant Professor of Sport Studies in Kinesiology, will be supervising the study and can be contacted by e-mail at amorse@colled.msstate.edu or via phone (662) 325-2789.

Thank you for your time.

Respectfully,

K.C. Mayer Jr.

APPENDIX C
TABLES OF RESULTS

Non-Venue Structural Constraints/Alternatives to Attending

Table C.1 Exercising/Working Out

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	52 (8.4%)	215 (34.7%)
2	22 (3.5%)	38 (6.1%)
3	22 (3.5%)	39 (6.3%)
4	32 (5.2%)	47 (7.6%)
5	19 (3.1%)	52 (8.4%)
6	15 (2.4%)	19 (3.1%)
7 (STRONG IMPACT on my decision)	23 (3.7%)	25 (4.0%)

χ^2 was significant at $p < 0.001$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.2 Watching Non-Sports on TV

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	66 (10.6%)	197 (31.8%)
2	26 (4.2%)	49 (7.9%)
3	33 (5.3%)	41 (6.6%)
4	23 (3.7%)	55 (8.9%)
5	21 (3.4%)	39 (6.3%)
6	10 (1.6%)	35 (5.6%)
7 (STRONG IMPACT on my decision)	6 (1.0%)	19 (3.1%)

χ^2 was significant at $p = 0.032$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.3 Going to the Movies

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	88 (14.2%)	216 (34.8%)
2	31 (5.0%)	60 (9.7%)
3	20 (3.2%)	43 (6.9%)
4	21 (3.4%)	50 (8.1%)
5	12 (1.9%)	33 (5.3%)
6	9 (1.5%)	18 (2.9%)
7 (STRONG IMPACT on my decision)	4 (0.6%)	15 (2.4%)

χ^2 was not significant at $p=0.912$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.4 Going to a Restaurant

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	48 (7.7%)	173 (27.9%)
2	17 (2.7%)	44 (7.1%)
3	35 (5.6%)	47 (7.6%)
4	31 (5.0%)	66 (10.6%)
5	27 (4.4%)	57 (9.2%)
6	16 (2.6%)	29 (4.7%)
7 (STRONG IMPACT on my decision)	11 (1.8%)	19 (3.1%)

χ^2 was significant at $p=0.018$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.5 Going to a Bar/Party

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	81 (13.1%)	202 (32.6%)
2	19 (3.1%)	30 (4.8%)
3	17 (2.7%)	38 (6.1%)
4	22 (3.5%)	36 (5.8%)
5	13 (2.1%)	39 (6.3%)
6	21 (3.4%)	43 (6.9%)
7 (STRONG IMPACT on my decision)	12 (1.9%)	47 (7.6%)

χ^2 was not significant at $p=0.293$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.6 Participating in Recreational Sports

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	60 (9.7%)	238 (38.4%)
2	18 (2.9%)	39 (6.3%)
3	11 (1.8%)	24 (3.9%)
4	31 (5.0%)	49 (7.9%)
5	20 (3.2%)	39 (6.3%)
6	19 (3.1%)	22 (3.5%)
7 (STRONG IMPACT on my decision)	26 (4.2%)	24 (3.9%)

χ^2 was significant at $p<0.001$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.7 Going Home for the Weekend

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	43 (6.9%)	161 (26.0%)
2	7 (1.1%)	23 (3.7%)
3	10 (1.6%)	25 (4.0%)
4	21 (3.4%)	45 (7.3%)
5	24 (3.9%)	45 (7.3%)
6	28 (4.5%)	52 (8.4%)
7 (STRONG IMPACT on my decision)	52 (8.4%)	84 (13.5%)

χ^2 was significant at $p=0.023$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.8 Watching Other Collegiate Sports

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	23 (3.7%)	126 (20.3%)
2	9 (1.5%)	26 (4.2%)
3	19 (3.1%)	17 (2.7%)
4	25 (4.0%)	51 (8.2%)
5	28 (4.5%)	52 (8.4%)
6	36 (5.8%)	76 (12.3%)
7 (STRONG IMPACT on my decision)	45 (7.3%)	87 (14.0%)

χ^2 was significant at $p<0.001$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.9 Watching Other Professional Sports on TV

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	38 (6.1%)	162 (26.1%)
2	18 (2.9%)	39 (6.3%)
3	20 (3.2%)	27 (4.4%)
4	21 (3.4%)	34 (5.5%)
5	23 (3.7%)	47 (7.6%)
6	26 (4.2%)	60 (9.7%)
7 (STRONG IMPACT on my decision)	39 (6.3%)	66 (10.6%)

χ^2 was significant at $p=0.003$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.10 Attend a Professional Sporting Event

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	68 (11.0%)	234 (37.7%)
2	24 (3.9%)	50 (8.1%)
3	14 (2.3%)	27 (4.4%)
4	12 (1.9%)	24 (3.9%)
5	25 (4.0%)	31 (5.0%)
6	14 (2.3%)	27 (4.4%)
7 (STRONG IMPACT on my decision)	28 (4.5%)	42 (6.8%)

χ^2 was significant at $p=0.006$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.11 Attend Other College Games

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	51 (8.2%)	182 (29.4%)
2	13 (2.1%)	30 (4.8%)
3	13 (2.1%)	37 (6.0%)
4	18 (2.9%)	57 (9.2%)
5	32 (5.2%)	32 (5.2%)
6	26 (4.2%)	47 (7.6%)
7 (STRONG IMPACT on my decision)	32 (5.2%)	50 (8.1%)

χ^2 was significant at $p < 0.001$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.12 Attend a High School Sporting Event

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	115 (18.5%)	313 (50.5%)
2	16 (2.6%)	30 (4.8%)
3	14 (2.3%)	17 (2.7%)
4	18 (2.9%)	25 (4.0%)
5	11 (1.8%)	22 (3.5%)
6	7 (1.1%)	14 (2.3%)
7 (STRONG IMPACT on my decision)	4 (0.6%)	14 (2.3%)

χ^2 was not significant at $p = 0.143$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.13 Cost of Attending

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	147 (23.7%)	306 (49.4%)
2	11 (1.8%)	29 (4.7%)
3	2 (0.3%)	16 (2.6%)
4	10 (1.6%)	31 (5.0%)
5	6 (1.0%)	17 (2.7%)
6	2 (0.3%)	11 (1.8%)
7 (STRONG IMPACT on my decision)	7 (1.1%)	25 (4.0%)

χ^2 was not significant at $p=0.269$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.14 Price of Single Game Tickets

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	147 (23.7%)	304 (49.0%)
2	11 (1.8%)	30 (4.8%)
3	2 (0.3%)	16 (2.6%)
4	11 (1.8%)	31 (5.0%)
5	6 (1.0%)	18 (2.9%)
6	2 (0.3%)	14 (2.3%)
7 (STRONG IMPACT on my decision)	6 (1.0%)	22 (3.5%)

χ^2 was not significant at $p=0.197$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.15 Family Commitments

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	49 (7.9%)	176 (28.4%)
2	11 (1.8%)	38 (6.1%)
3	17 (2.7%)	38 (6.1%)
4	24 (3.9%)	50 (8.1%)
5	28 (4.5%)	42 (6.8%)
6	32 (5.2%)	37 (6.0%)
7 (STRONG IMPACT on my decision)	24 (3.9%)	54 (8.7%)

χ^2 was significant at $p=0.002$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.16 Romantic/Dating Commitments

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	51 (8.2%)	166 (26.8%)
2	21 (3.4%)	37 (6.0%)
3	17 (2.7%)	24 (3.9%)
4	26 (4.2%)	54 (8.7%)
5	22 (3.5%)	51 (8.2%)
6	25 (4.0%)	51 (8.2%)
7 (STRONG IMPACT on my decision)	23 (3.7%)	52 (8.4%)

χ^2 was not significant at $p=0.199$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.17 Commitment to Friends

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	22 (3.5%)	126 (20.3%)
2	8 (1.3%)	27 (4.4%)
3	20 (3.2%)	30 (4.8%)
4	35 (5.6%)	53 (8.5%)
5	36 (5.8%)	67 (10.8%)
6	36 (5.8%)	71 (11.5%)
7 (STRONG IMPACT on my decision)	28 (4.5%)	61 (9.8%)

χ^2 was significant at $p < 0.001$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.18 Fraternity/Sorority Activities

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	115 (18.5%)	309 (49.8%)
2	6 (1.0%)	20 (3.2%)
3	5 (0.8%)	11 (1.8%)
4	11 (1.8%)	26 (4.2%)
5	8 (1.3%)	16 (2.6%)
6	22 (3.5%)	25 (4.0%)
7 (STRONG IMPACT on my decision)	18 (2.9%)	28 (4.5%)

χ^2 was not significant at $p = 0.102$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.19 Game Being Televised

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	89 (14.4%)	281 (45.3%)
2	13 (2.1%)	25 (4.0%)
3	13 (2.1%)	20 (3.2%)
4	18 (2.9%)	36 (5.8%)
5	22 (3.5%)	28 (4.5%)
6	16 (2.6%)	22 (3.5%)
7 (STRONG IMPACT on my decision)	14 (2.3%)	23 (3.7%)

χ^2 was significant at $p=0.011$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.20 Game on Radio

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	89 (14.4%)	281 (45.3%)
2	13 (2.1%)	25 (4.0%)
3	13 (2.1%)	20 (3.2%)
4	18 (2.9%)	36 (5.8%)
5	22 (3.5%)	28 (4.5%)
6	16 (2.6%)	22 (3.5%)
7 (STRONG IMPACT on my decision)	14 (2.3%)	23 (3.7%)

χ^2 was not significant at $p=0.178$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.21 Work Commitments

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	63 (10.2%)	187 (30.2%)
2	9 (1.5%)	18 (2.9%)
3	12 (1.9%)	14 (2.3%)
4	17 (2.7%)	37 (6.0%)
5	22 (3.5%)	39 (6.3%)
6	19 (3.1%)	49 (7.9%)
7 (STRONG IMPACT on my decision)	43 (6.9%)	91 (14.7%)

χ^2 was not significant at $p=0.263$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.22 School/Studying Commitments

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	26 (4.2%)	89 (14.4%)
2	7 (1.1%)	10 (1.6%)
3	9 (1.5%)	24 (3.9%)
4	23 (3.7%)	47 (7.6%)
5	31 (5.0%)	69 (11.1%)
6	36 (5.8%)	81 (13.1%)
7 (STRONG IMPACT on my decision)	53 (8.5%)	115 (18.5%)

χ^2 was not significant at $p=0.587$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.23 Religious Commitments

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (NO IMPACT on my decision)	65 (10.5%)	211 (34.0%)
2	14 (2.3%)	25 (4.0%)
3	14 (2.3%)	33 (5.3%)
4	20 (3.2%)	46 (7.4%)
5	21 (3.4%)	49 (7.9%)
6	22 (3.5%)	24 (3.9%)
7 (STRONG IMPACT on my decision)	29 (4.7%)	47 (7.6%)

χ^2 was significant at $p=0.017$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Internal and External Constraints

Table C.24 I don't understand the technical aspects of volleyball

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	110 (17.7%)	204 (32.9%)
2	22 (3.5%)	53 (8.5%)
3	21 (3.4%)	36 (5.8%)
4	10 (1.6%)	52 (8.4%)
5	13 (2.1%)	29 (4.7%)
6	6 (1.0%)	25 (4.0%)
7 (STRONGLY AGREE)	3 (0.5%)	36 (5.8%)

χ^2 was significant at $p=0.001$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.25 I don't understand volleyball strategy

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	105 (16.9%)	208 (33.5%)
2	24 (3.9%)	49 (7.9%)
3	21 (3.4%)	40 (6.5%)
4	17 (2.7%)	48 (7.7%)
5	11 (1.8%)	29 (4.7%)
6	5 (0.8%)	27 (4.4%)
7 (STRONGLY AGREE)	2 (0.3%)	34 (5.5%)

χ^2 was significant at $p=0.010$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.26 I don't understand the rules of the game of volleyball

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	104 (16.8%)	213 (34.4%)
2	29 (4.7%)	53 (8.5%)
3	21 (3.4%)	41 (6.6%)
4	10 (1.6%)	35 (5.6%)
5	13 (2.1%)	33 (5.3%)
6	7 (1.1%)	27 (4.4%)
7 (STRONGLY AGREE)	1 (0.2%)	33 (5.3%)

χ^2 was significant at $p=0.008$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.27 Lack of someone to go to the game with me

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	55 (8.9%)	143 (23.1%)
2	13 (2.1%)	28 (4.5%)
3	17 (2.7%)	37 (6.0%)
4	30 (4.8%)	70 (11.3%)
5	28 (4.5%)	49 (7.9%)
6	23 (3.7%)	61 (9.8%)
7 (STRONGLY AGREE)	19 (3.1%)	47 (7.6%)

χ^2 was not significant at $p=0.881$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.28 Lack of friends to go to the game with me

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	57 (9.2%)	146 (23.5%)
2	15 (2.4%)	33 (5.3%)
3	18 (2.9%)	32 (5.2%)
4	28 (4.5%)	68 (11.0%)
5	31 (5.0%)	52 (8.4%)
6	19 (3.1%)	58 (9.4%)
7 (STRONGLY AGREE)	17 (2.7%)	46 (7.4%)

χ^2 was not significant at $p=0.578$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.29 Lack of spouse/significant other to go to the game with me

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	94 (15.2%)	227 (36.6%)
2	24 (3.9%)	30 (4.8%)
3	15 (2.4%)	25 (4.0%)
4	18 (2.9%)	44 (7.1%)
5	11 (1.8%)	27 (4.4%)
6	11 (1.8%)	44 (7.1%)
7 (STRONGLY AGREE)	12 (1.9%)	38 (6.1%)

χ^2 was not significant at $p=0.122$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.30 If the Mississippi State volleyball team loses more game than they win

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	84 (13.5%)	259 (41.8%)
2	24 (3.9%)	48 (7.7%)
3	23 (3.7%)	29 (4.7%)
4	25 (4.0%)	52 (8.4%)
5	10 (1.6%)	24 (3.9%)
6	12 (1.9%)	12 (1.9%)
7 (STRONGLY AGREE)	7 (1.1%)	11 (1.8%)

χ^2 was significant at $p=0.014$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.31 If the Mississippi State volleyball team is in the bottom half of the conference

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	85 (13.7%)	269 (43.4%)
2	30 (4.8%)	44 (7.1%)
3	14 (2.3%)	28 (4.5%)
4	28 (4.5%)	50 (8.1%)
5	9 (1.5%)	25 (4.0%)
6	16 (2.6%)	10 (1.6%)
7 (STRONGLY AGREE)	3 (0.5%)	9 (1.5%)

χ^2 was significant at $p<0.001$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.32 If the Mississippi State volleyball team doesn't win many games

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	82 (13.2%)	261 (42.1%)
2	25 (4.0%)	49 (7.9%)
3	18 (2.9%)	24 (3.9%)
4	21 (3.4%)	44 (7.1%)
5	13 (2.1%)	29 (4.7%)
6	16 (2.6%)	12 (1.9%)
7 (STRONGLY AGREE)	10 (1.6%)	16 (2.6%)

χ^2 was significant at $p=0.002$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.33 My family is not interested in going to a volleyball game

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	87 (14.0%)	160 (25.8%)
2	22 (3.5%)	38 (6.1%)
3	10 (1.6%)	23 (3.7%)
4	26 (4.2%)	46 (7.4%)
5	14 (2.3%)	37 (6.0%)
6	13 (2.1%)	46 (7.4%)
7 (STRONGLY AGREE)	13 (2.1%)	85 (13.7%)

χ^2 was significant at $p=0.002$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.34 My spouse/significant other is not interested in going to a volleyball game

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	91 (14.7%)	172 (27.7%)
2	18 (2.9%)	32 (5.2%)
3	11 (1.8%)	23 (3.7%)
4	20 (3.2%)	43 (6.9%)
5	13 (2.1%)	34 (5.5%)
6	16 (2.6%)	47 (7.6%)
7 (STRONGLY AGREE)	16 (2.6%)	84 (13.5%)

χ^2 was significant at $p=0.032$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.35 My friends are not interested in going to a volleyball game

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	55 (8.9%)	111 (17.9%)
2	13 (2.1%)	37 (6.0%)
3	11 (1.8%)	33 (5.3%)
4	38 (6.1%)	49 (7.9%)
5	24 (3.9%)	46 (7.4%)
6	24 (3.9%)	65 (10.5%)
7 (STRONGLY AGREE)	20 (3.2%)	94 (15.2%)

χ^2 was significant at $p=0.004$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.36 Distance I need to travel to get to the arena

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	120 (19.4%)	274 (44.2%)
2	24 (3.9%)	45 (7.3%)
3	12 (1.9%)	26 (4.2%)
4	9 (1.5%)	39 (6.3%)
5	7 (1.1%)	15 (2.4%)
6	7 (1.1%)	12 (1.9%)
7 (STRONGLY AGREE)	6 (1.0%)	24 (3.9%)

χ^2 was not significant at $p=0.466$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.37 Arena Location

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	120 (19.4%)	279 (45.0%)
2	27 (4.4%)	45 (7.3%)
3	11 (1.8%)	30 (4.8%)
4	10 (1.6%)	39 (6.3%)
5	8 (1.3%)	14 (2.3%)
6	6 (1.0%)	14 (2.3%)
7 (STRONGLY AGREE)	3 (0.5%)	14 (2.3%)

χ^2 was not significant at $p=0.430$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.38 Accessibility of arena

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	124 (20.0%)	281 (45.3%)
2	23 (3.7%)	52 (8.4%)
3	13 (2.1%)	24 (3.9%)
4	12 (1.9%)	35 (5.6%)
5	6 (1.0%)	18 (2.9%)
6	2 (0.3%)	9 (1.5%)
7 (STRONGLY AGREE)	5 (0.8%)	16 (2.6%)

χ^2 was not significant at $p=0.879$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.39 Accessibility of parking for the arena

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	109 (17.6%)	262 (42.3%)
2	17 (2.7%)	44 (7.1%)
3	17 (2.7%)	30 (4.8%)
4	13 (2.1%)	41 (6.6%)
5	12 (1.9%)	20 (3.2%)
6	7 (1.1%)	19 (3.1%)
7 (STRONGLY AGREE)	10 (1.6%)	19 (3.1%)

χ^2 was not significant at $p=0.782$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.40 Ease of parking at the arena

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	105 (16.9%)	269 (43.4%)
2	16 (2.6%)	42 (6.8%)
3	21 (3.4%)	27 (4.4%)
4	15 (2.4%)	44 (7.1%)
5	11 (1.8%)	18 (2.9%)
6	8 (1.3%)	13 (2.1%)
7 (STRONGLY AGREE)	9 (1.5%)	22 (3.5%)

χ^2 was not significant at $p=0.295$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.41 Closeness of parking to the arena

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (STRONGLY DISAGREE)	113 (18.2%)	280 (45.2%)
2	17 (2.7%)	43 (6.9%)
3	20 (3.2%)	25 (4.0%)
4	13 (2.1%)	36 (5.8%)
5	9 (1.5%)	22 (3.5%)
6	8 (1.3%)	11 (1.8%)
7 (STRONGLY AGREE)	5 (0.8%)	18 (2.9%)

χ^2 was not significant at $p=0.301$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Demographics

Table C.42 Class Standing

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (Freshman)	21 (3.4%)	19 (3.1%)
2 (Sophomore)	29 (4.7%)	93 (15.0%)
3 (Junior)	37 (6.0%)	93 (15.0%)
4 (Senior)	75 (12.1%)	185 (29.8%)
5 (Graduate Student)	23 (3.7%)	45 (7.3%)

χ^2 was significant at $p=0.013$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.43 Gender

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (Male)	92 (14.8%)	213 (34.4%)
2 (Female)	93 (15.0%)	222 (35.8%)

χ^2 was not significant at $p=0.862$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.44 Race

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (Caucasian/White)	147 (23.7%)	325 (52.4%)
2 (Black or African-American)	33 (5.3%)	87 (14.0%)
3 (Asian or Asian-American)	1 (0.2%)	11 (1.8%)
4 (Hawaiian or Other Pacific Islander)	0 (0.0%)	1 (0.2%)
5 (Hispanic or Latino)	1 (0.2%)	3 (0.5%)
6 (American Indian or Alaska Native)	0 (0.0%)	0 (0.0%)
7 (Other)	3 (0.5%)	8 (1.3%)

χ^2 was not significant at $p=0.571$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.45 Member of Fraternity or Sorority

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (Not a Member)	137 (22.1%)	332 (53.5%)
2 (Fraternity)	17 (2.7%)	39 (6.3%)
3 (Sorority)	31 (5.0%)	64 (10.3%)

χ^2 was not significant at $p=0.799$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample

Table C.46 Distance Student Lives from Campus During School Year

	<u>Attendees</u>	<u>Non-Attendees</u>
1 (On Campus)	45 (7.3%)	58 (9.4%)
2 (Off Campus within 1 mile)	65 (10.5%)	156 (25.2%)
3 (Off Campus within 5 mile)	60 (9.7%)	149 (24.0%)
4 (Off Campus within 10 mile)	12 (1.9%)	44 (7.1%)
5 (Off Campus more than 10 miles)	3 (0.5%)	28 (4.5%)

χ^2 was significant at $p=0.002$; numbers to the left of the parentheses is actual responses to the category, numbers in parentheses indicate percentage of total responders in the sample