



## ORIGINAL ARTICLE

# Sports Spectatorship As a Leisure Activity: The Role of Leisure Literacy in Predicting Motives

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## ABSTRACT

**Background.** The study investigates the effect of leisure time literacy on the extrinsic and intrinsic motives of individuals who watch sports matches as a leisure time activity. **Objectives.** The primary objective of this study is to investigate the relationship between leisure time literacy and the extrinsic and intrinsic motives of sports spectators. **Methods.** The research group consisted of 498 sports spectators, 412 males, and 86 females, selected by random sampling method in Ankara province, who voluntarily agreed to participate in the study and whose average age was 29.41±2.53. The Leisure Time Literacy Scale (LLS), Extrinsic Motivation Scale for Sports Spectators (SSEMS), and Intrinsic Motivation Scale for Sports Spectators (SSIMS) were used to collect the research data. **Results.** According to the results of the analysis, it is seen that the participants' leisure time literacy levels are above the middle level, and their extrinsic motives and intrinsic motives as sports spectators are high. Among the independent variables, significant differences were found in terms of gender, being a member of a fan club, and self-identification as a sports spectator. A moderate positive relationship was found between LL levels and SSEM and SSIM levels. In addition, leisure time literacy is a significant predictor of extrinsic and intrinsic motives. **Conclusion.** As a result, as the level of leisure literacy increases, extrinsic motives and intrinsic motives increase. Leisure literacy can help interpret the intrinsic and extrinsic motives of sports spectators.

**KEYWORDS:** *Sports Spectatorship, Leisure Activity, Leisure Literacy, Motivation.*

## INTRODUCTION

Sports spectatorship, a culture passed down through generations in sports, refers to watching sporting activities as a spectator instead of actively participating in them (1). At the same time, sports spectatorship refers to participating in a stadium, arena, or similar venues to watch a sports event. These events are usually realized in sports such as football, basketball, volleyball, tennis, etc. Spectators participate in such activities to support their favorite teams or athletes, to share common excitement, to have fun, and to socialize.

Individuals participate in social activities to increase social integration. These include participating in touristic travel programs,

watching performing arts performances, following sporting events as spectators, playing computer games, or watching videos (2). However, in Aycan, Polat, and Yılmaz's (3) view, sports spectatorship is a vital leisure activity for many individuals. Participation in these activities allows individuals to utilize their free time and reduce stress through pleasurable activities. In addition, sports spectatorship can strengthen social ties and improve social relations (4). Participating in such events makes it possible to feel part of the community and experience the happiness of coming together in a common interest.

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The concept of motivation emerges as an internal driving force for how to utilize leisure time. Spectator satisfaction and goal fulfillment in a sporting event are influenced by emotions associated with leisure time motivation (5). Leisure time motivation is an intrinsic motive that will lead individuals to watch sports events. The intrinsic motivation determines the participation in sports spectatorship and thus the leisure time utilization. Four functions of sport as a source of permanent motivation can be mentioned at the point of continuity of sports spectatorship as a leisure activity. These are psychological well-being, self-expression, social integration, and self-pride (6). In support of this information, Wang and Matsuoka (7) According to 's the motives behind sports spectatorship include enjoyment, social interaction, and the desire to support the team or the organization.

It is possible to associate the functions of sports spectatorship with leisure time activities and the motivation expected to have at the point of participating in these activities. Watching sporting events increases the psychological well-being of individuals because it can provide an exciting and entertaining experience (8). In addition, sports spectatorship helps to express oneself and strengthen social bonds by fulfilling emotional needs (9). However, being proud of the success of the team or the person he/she supports as a spectator can be a source of motivation for the continuation of sports spectatorship as a leisure time activity (10, 11).

Intrinsic motivation emerges as an essential factor in deciding to participate in leisure activities, as the individual's psychological needs, such as competence, autonomy, and relationship building, are met (12). Intrinsic and extrinsic motivation at the point of participation in a leisure time activity increases participation, while at the same time, it harms maintaining participation in the absence of it (13). Vallerand and Grouzet's (14) hierarchical model of intrinsic and extrinsic motivation and intrinsic and extrinsic motivation emerge as two critical factors in participation in leisure activities.

Considering that leisure time motivation is a determining factor in participation in many activities, such as sports spectatorship, the importance of individuals having leisure time literacy emerges in this context. Because leisure time literacy refers to the leisure time perspective that prepares the environment for the individual

to participate in or choose leisure time activities and the meaning he/she attributes to it. In addition, leisure literacy means perceiving changes in the environment and making value judgments based on meaningful relationships with leisure activities (15).

Leisure time literacy and motivation are concepts that affect and reinforce each other. It is possible that an individual with a high leisure time literacy is more motivated to participate in leisure time activities. However, individuals with high leisure time motivation may also be more likely to develop their leisure time literacy skills. From this point of view, this study aims to determine the role of leisure time literacy in understanding intrinsic and extrinsic motivations in sports spectatorship as a leisure time activity.

## **MATERIALS AND METHODS**

**Research Model.** This research was prepared using the relational survey model, one of the quantitative research methods. The relational survey model is a research model that aims to determine the existence and/or degree of change between two or more variables. In such an arrangement, the variables between which a relationship will be sought are symbolized by giving separate values and measuring them as in a single survey (16).

**Participants.** The study group of this research consists of 498 sports spectators, 412 males and 86 females, selected by random sampling method in Ankara province, who voluntarily agreed to participate in the study and whose average age was  $29.41 \pm 2.53$ .

**Data Collection Tools.** A personal information form was used for the personal information of the sports spectators to collect the research data. The Leisure Time Literacy Scale (LLSS) developed by Arslan, 2018 (17) was used to measure leisure time literacy. The scale consists of 21 items and is 5-point Likert-type. The scale has three sub-dimensions: basic leisure literacy, 10 items; functional leisure literacy, consisting of 8 items; and action leisure literacy, consisting of 3 items. There is no reverse scoring in the scale. In order to determine the motives of sports spectators, the Extrinsic Motive Scale for Sports Spectators (SSİDGÖ) and the Intrinsic Motive Scale for Sports Spectators (SSİİİGÖ) developed by Polat and Yalçın (18), consisting of a total of 45 questions, were used. The scale was scored on a 7-point Likert scale as "strongly

disagree=1, strongly agree=7". Extrinsic motives include social sharing, popularity, family ties, media influence, ethical values, betting opportunities, game knowledge, cultural development, and aesthetics sub-dimensions. The intrinsic motive scale includes national feelings, passion for sports, sense of competition, fandom, local loyalty, skill level, and relaxation sub-dimensions. Within the scope of the research, the internal consistency coefficients of the scales, 0.94, 0.93, and 0.95, were obtained.

**Data Analysis.** Frequency and percentage calculations were made for the demographic characteristics of the research group. The distributions of the variables according to the groups were examined, the normality of the distributions and the homogeneity of the variances were evaluated, and it was seen that the distributions exhibited parametric properties. Independent one-sample test (t-test) and one-way analysis of variance (One-way ANOVA) were used to examine whether leisure time literacy and sports spectator extrinsic and intrinsic motive levels differed according to independent variables. When multiple variables were examined, the Tukey test was performed to

determine between which groups this difference was found in those with significant differences. Correlation analysis was conducted to reveal the relationship between leisure time literacy and sports spectators' extrinsic and intrinsic motives, and regression analysis was conducted to determine the effect of leisure time literacy on sports spectators' extrinsic and intrinsic motives.

## RESULTS

The mean and standard deviation values of the participants' leisure time literacy levels and extrinsic and intrinsic motives as sports spectators are given in [Table 1](#).

When [Table 1](#) is examined, it is seen that the participants' leisure time literacy levels are above the middle level, and they scored the highest in the action leisure time literacy sub-dimension. However, when we examine them in terms of their motives as sports spectators, it is seen that their extrinsic and intrinsic motives are high. While the highest score in extrinsic motives was in the sub-dimension of family ties, the highest score in intrinsic motives was in the sub-dimension of competition.

**Table 1. Means and standard deviations of leisure time literacy, sports spectator extrinsic and intrinsic motive scale, and its sub-dimensions**

	N=(498)			
	$\bar{x}$	sd	Min	Max.
<b>Leisure literacy (LL)</b>	87.80	12.56	23.00	105.00
Basic leisure literacy	42.94	6.46	10.00	50.00
Functional leisure literacy	33.18	5.45	10.00	40.00
Action leisure literacy	11.68	2.88	3.00	15.00
<b>Sport spectator extrinsic motive (SSEM)</b>	116.71	28.53	26.00	175.00
Social sharing	15.33	4.13	3.00	21.00
Popularity	14.92	4.55	3.00	21.00
Family ties	15.35	4.49	3.00	21.00
Media impact	13.65	4.93	3.00	21.00
Ethical values	14.07	4.99	3.00	21.00
Betting opportunities	7.18	5.65	3.00	21.00
Game knowledge	15.22	4.53	3.00	21.00
Cultural development	10.26	3.03	2.00	14.00
Aesthetic values	10.73	2.90	2.00	14.00
<b>Sports spectator intrinsic motive (SSIM)</b>	111.21	24.60	42.00	147.00
National sentiments	16.86	4.14	3.00	21.00
Passion for sport	16.16	4.21	3.00	21.00
Sense of competition	17.22	3.80	3.00	21.00
Advocacy	15.43	5.02	3.00	21.00
Local Commitment	12.85	5.98	3.00	21.00
Skill level	16.07	4.36	3.00	21.00
Relaxation	16.62	3.88	3.00	21.00

A significant difference was found in comparing the participants' leisure time literacy levels and extrinsic and intrinsic motivation

scores as sports spectators according to gender. Accordingly, the leisure time literacy level of male sports spectators, their action leisure time

literacy from the sub-dimensions of LL, social sharing, media influence, betting opportunities and intrinsic motives of sports spectators from the sub-dimensions of SSEM, and their scores of

fandom, local loyalty, skill level, relaxation from the sub-dimensions of SSIM are higher than female sports spectators (Table 2).

**Table 2. Comparison of participants' leisure literacy levels, extrinsic and intrinsic motive scores as sports spectators by gender**

	Gender	N	$\bar{x}$	sd	t	p
<b>LL</b>	Male	412	88.33	12.32	2.053	0.041*
	Female	86	85.28	13.46		
<b>Actional LL</b>	Male	412	11.82	2.89	2.373	0.018*
	Female	86	11.01	2.74		
<b>SSEM</b>	Male	412	117.56	28.56	1.456	0.146
	Female	86	112.64	28.23		
<b>Social sharing</b>	Male	412	15.50	4.03	2.046	0.041*
	Female	86	14.50	4.48		
<b>Media impact</b>	Male	412	13.89	4.87	2.349	0.019*
	Female	86	12.52	5.12		
<b>Betting opportunities</b>	Male	412	7.45	5.80	2.296	0.022*
	Female	86	5.92	4.67		
<b>SSIM</b>	Male	412	112.65	24.19	2.883	0.004*
	Female	86	104.30	25.52		
<b>Advocacy</b>	Male	412	15.69	4.96	2.477	0.014*
	Female	86	14.22	5.17		
<b>Local Commitment</b>	Male	412	13.10	6.00	2.105	0.036*
	Female	86	11.62	5.79		
<b>Skill level</b>	Male	412	16.34	4.25	3.119	0.002*
	Female	86	14.74	4.66		
<b>Relaxation</b>	Male	412	16.92	3.72	3.819	0.000*
	Female	86	15.19	4.31		

\*:  $p < 0.05$

A significant difference was found by comparing the participants' leisure time literacy levels and extrinsic and intrinsic motive scores as sports spectators according to their membership in a fan club. Accordingly, the scores of sports spectators who are members of a supporters' club are higher than those who are not members of any supporters' club in terms of sports spectator extrinsic motives, SSEM sub-dimensions of popularity, family ties, game knowledge, aesthetic values and sports spectator intrinsic motives, SSIM sub-dimensions of national feelings, passion for sports, sense of competition, fandom, skill level, relaxation scores (Table 3).

A significant difference was found between the participants' leisure time literacy levels and extrinsic and intrinsic motive scores as sports spectators and their self-identification as sports spectators. Accordingly, the scores of the participants who defined themselves as leisure-time sports spectators in terms of extrinsic motives as sports spectators, social sharing, popularity, family ties, and ethical values from SSEM sub-dimensions were lower than those

who defined themselves as fans, fanatics, or sports lovers. On the other hand, in the SSEM sub-dimensions of betting opportunities, those who identify as fanatics have higher scores than all other definitions; in the game knowledge sub-dimension scores, those who identify as fanatics have higher scores than those who identify as leisure time sports spectators, those who identify as sports lovers have higher scores than those who identify as fans or leisure time sports spectators. In the aesthetic sub-dimension scores, sports lovers score higher than all other definitions, while fans score higher than leisuretime sports spectators. Regarding intrinsic motives, the participants who identified as leisure-time sports spectators had lower scores in the intrinsic motives of sports spectators, national feelings, passion for sports, fandom, skill level, and relaxation sub-dimensions of SSIM than all other definitions. In addition, the scores of those who defined themselves as sports fans were higher than those who defined themselves as fans or leisure-time sports spectators, and the scores of fanatics were higher than leisure-time sports

spectators in the relaxation sub-dimension of SSIM. In comparison, the scores of those who defined themselves as sports fans were higher than those who defined themselves as fans or

leisure-time sports spectators in the local attachment sub-dimension. Leisure-time sports spectators have lower scores than fanatics and sports fans (Table 4).

**Table 3. Comparison of participants' leisure time literacy levels, extrinsic and intrinsic motive scores as a sports spectator according to their membership to a fan club**

	Supporters Club	N	$\bar{x}$	sd	t	p
<b>SSEM</b>	Member	116	121.83	21.11	2.215	0.027*
	Not a member	382	115.15	30.28		
<b>Popularity</b>	Member	116	16.07	3.47	3.142	0.002*
	Not a member	382	14.57	4.78		
<b>Family ties</b>	Member	116	16.39	3.77	2.869	0.004*
	Not a member	382	15.03	4.65		
<b>Game knowledge</b>	Member	116	16.47	3.38	3.427	0.001*
	Not a member	382	14.85	4.76		
<b>Aesthetic values</b>	Member	116	11.32	2.39	2.527	0.012*
	Not a member	382	10.55	3.01		
<b>SSIM</b>	Member	116	120.09	17.00	4.530	0.000*
	Not a member	382	108.51	25.90		
<b>National sentiments</b>	Member	116	18.28	3.45	4.300	0.000*
	Not a member	382	16.43	4.24		
<b>Passion for sport</b>	Member	116	17.75	3.09	4.746	0.000*
	Not a member	382	15.68	4.39		
<b>Sense of competition</b>	Member	116	18.58	2.35	4.471	0.000*
	Not a member	382	16.81	4.06		
<b>Tarftarlik</b>	Member	116	17.72	3.38	5.770	0.000*
	Not a member	382	14.74	5.23		
<b>Skill level</b>	Member	116	17.30	3.14	3.525	0.000*
	Not a member	382	15.69	4.61		
<b>Relaxation</b>	Member	116	17.75	2.87	3.634	0.000*
	Not a member	382	16.27	4.08		

\*: p<0.05

According to the results of the correlation test conducted to determine the relationship between the participants' extrinsic and intrinsic motives as sports spectators and their leisure time literacy levels, a moderate positive relationship was found between leisure time literacy and sports spectator extrinsic motives and its sub-dimensions of social sharing, ethical values, game knowledge, cultural development, aesthetic values, and sports spectator intrinsic motives and its sub-dimensions of sense of competition, skill level, relaxation. It is seen that there is a weak positive relationship in the sub-dimensions of extrinsic and intrinsic motives of

sports spectators, except for betting opportunities (Table 5).

According to the multiple linear regression analysis results conducted to predict sports spectators' extrinsic motives according to leisure time literacy level, all leisure time literacy sub-dimensions together are significant predictors of extrinsic motives. The three variables explain 24 percent of the variance of extrinsic motives. All three variables individually predict extrinsic motives. The order of predictive importance of the variables on extrinsic motives is operational, functional, and basic leisure literacy (Table 6).

Table 4. Comparison of participants' leisure literacy levels, extrinsic and intrinsic motive scores as sports spectators according to their self-identification as sports spectators

	Description	N	$\bar{x}$	sd	F	p
<b>SSEM</b>	Fan	116	117.02	27.22	12.866	0.000*
	Fanatic	84	124.02	24.46		
	Sports lover	156	122.98	26.84		
	SZ sports spectator	142	105.24	30.22		
<b>Social sharing</b>	Fan	116	15.42	3.86	9.871	0.000*
	Fanatic	84	15.55	3.74		
	Sports lover	156	16.42	3.95		
	SZ sports spectator	142	13.91	4.36		
<b>Popularity</b>	Fan	116	15.55	4.36	9.285	0.000*
	Fanatic	84	15.30	4.11		
	Sports lover	156	15.74	4.28		
	SZ sports spectator	142	13.27	4.86		
<b>Family ties</b>	Fan	116	15.91	4.21	4.850	0.002*
	Fanatic	84	15.80	3.95		
	Sports lover	156	15.78	4.55		
	SZ sports spectator	142	14.15	4.76		
<b>Media impact</b>	Fan	116	14.06	4.69	11.459	0.000*
	Fanatic	84	15.25	3.65		
	Sports lover	156	14.21	5.18		
	SZ sports spectator	142	11.77	4.99		
<b>Ethical values</b>	Fan	116	14.14	5.10	4.217	0.006*
	Fanatic	84	14.88	4.44		
	Sports lover	156	14.66	4.87		
	SZ sports spectator	142	12.89	5.16		
<b>Betting opportunities</b>	Fan	116	6.95	5.75	10.042	0.000*
	Fanatic	84	10.10	6.01		
	Sports lover	156	6.78	5.65		
	SZ sports spectator	142	6.10	4.76		
<b>Game knowledge</b>	Fan	116	14.82	4.27	15.308	0.000*
	Fanatic	84	16.30	3.44		
	Sports lover	156	16.59	4.24		
	SZ sports spectator	142	13.42	4.96		
<b>Cultural change</b>	Fan	116	9.52	3.20	6.552	0.000*
	Fanatic	84	10.24	3.12		
	Sports lover	156	11.06	2.86		
	SZ sports spectator	142	9.99	2.85		
<b>Aesthetic values</b>	Fan	116	10.66	2.91	12.546	0.000*
	Fanatic	84	10.62	2.81		
	Sports lover	156	11.73	2.36		
	SZ sports spectator	142	9.75	3.13		
<b>SSIM</b>	Fan	116	112.28	24.58	23.015	0.000*
	Fanatic	84	120.20	19.52		
	Sports lover	156	117.39	21.07		
	SZ sports spectator	142	98.21	25.81		
<b>National sentiments</b>	Fan	116	17.31	4.15	10.188	0.000*
	Fanatic	84	17.75	3.32		
	Sports lover	156	17.47	3.89		
	SZ sports spectator	142	15.30	4.44		
<b>Passion for sport</b>	Fan	116	16.14	3.84	22.002	0.000*
	Fanatic	84	17.38	3.29		
	Sports lover	156	17.46	3.72		
	SZ sports spectator	142	14.02	4.64		
<b>Sense of competition</b>	Fan	116	16.97	3.94	13.024	0.000*
	Fanatic	84	17.80	3.12		
	Sports lover	156	18.38	2.98		
	SZ sports spectator	142	15.81	4.38		
<b>Advocacy</b>	Fan	116	16.37	4.38	33.734	0.000*
	Fanatic	84	17.99	3.02		
	Sports lover	156	16.21	4.61		
	SZ sports spectator	142	12.31	5.41		

	Description	N	$\bar{x}$	sd	F	p
<b>Local Commitment</b>	Fan	116	12.72	6.04	6.290	0.000*
	Fanatic	84	14.79	5.87		
	Sports lover	156	13.25	6.15		
	SZ sports spectator	142	11.37	5.47		
<b>Skill level</b>	Fan	116	16.12	4.17	16.265	0.000*
	Fanatic	84	17.14	3.89		
	Sports lover	156	17.22	3.61		
	SZ sports spectator	142	14.11	4.85		
<b>Relaxation</b>	Fan	116	16.66	3.97	9.051	0.000*
	Fanatic	84	17.36	3.35		
	Sports lover	156	17.40	3.53		
	SZ sports spectator	142	15.30	4.13		

\*:  $p < 0.05$

According to multiple linear regression analysis results conducted to predict sports spectators' intrinsic motives according to leisure time literacy level, all sub-dimensions of leisure time literacy together are significant predictors of intrinsic motives. The three

variables explain 20 percent of the variance of intrinsic motives. All three variables individually predict intrinsic motives. The order of predictive importance of the variables on intrinsic motives is operational, functional, and basic leisure literacy (Table 7).

**Table 5. The relationship between participants' extrinsic and intrinsic motives as sports spectators and their leisure literacy levels**

		LL	Temel LL	Functional LL	Actional LL
<b>SSEM</b>	r	0.478**	0.381**	0.434**	0.411**
	P	0.000	0.000	0.000	0.000
<b>Social sharing</b>	r	0.466**	0.388**	0.421**	0.369**
	P	0.000	0.000	0.000	0.000
<b>Popularity</b>	r	0.335**	0.245**	0.309**	0.324**
	P	0.000	0.000	0.000	0.000
<b>Family ties</b>	r	0.302**	0.250**	0.262**	0.261**
	P	0.000	0.000	0.000	0.000
<b>Media impact</b>	r	0.285**	0.195**	0.269**	0.299**
	P	0.000	0.000	0.000	0.000
<b>Ethical values</b>	r	0.405**	0.391**	0.334**	0.257**
	P	0.000	0.000	0.000	0.000
<b>Betting opportunities</b>	r	0.077	-0.024	0.121**	0.160**
	P	0.086	0.596	0.007	0.000
<b>Game knowledge</b>	r	0.453**	0.378**	0.400**	0.372**
	P	0.000	0.000	0.000	0.000
<b>Cultural development</b>	r	0.498**	0.431**	0.418**	0.415**
	P	0.000	0.000	0.000	0.000
<b>Aesthetic values</b>	r	0.489**	0.422**	0.453**	0.327**
	P	0.000	0.000	0.000	0.000
<b>SSIM</b>	r	0.440**	0.360**	0.392**	0.371**
	P	0.000	0.000	0.000	0.000
<b>National sentiments</b>	r	0.301**	0.243**	0.274**	0.249**
	P	0.000	0.000	0.000	0.000
<b>Passion for sport</b>	r	0.397**	0.338**	0.353**	0.307**
	P	0.000	0.000	0.000	0.000
<b>Sense of competition</b>	r	0.412**	0.369**	0.355**	0.299**
	P	0.000	0.000	0.000	0.000
<b>Advocacy</b>	r	0.263**	0.197**	0.241**	0.252**
	P	0.000	0.000	0.000	0.000
<b>Local commitment</b>	r	0.228**	0.133**	0.206**	0.306**
	P	0.000	0.003	0.000	0.000
<b>Skill level</b>	r	0.413**	0.361**	0.363**	0.305**
	P	0.000	0.000	0.000	0.000
<b>Relaxation</b>	r	0.478**	0.428**	0.426**	0.319**
	P	0.000	0.000	0.000	0.000

\*\* $p < 0.01$

## DISCUSSION

The study examined the effect of leisure time literacy of sports spectators on their intrinsic and extrinsic motives, and various variables were also tried to determine how leisure time literacy and intrinsic and extrinsic motives differ. The findings indicate that various variables differentiate leisure literacy and intrinsic and extrinsic motives. At the same time, it can be said that leisure time literacy is a factor explaining intrinsic and extrinsic motives by around 20%, so it can be said that a high level of leisure time literacy increases and affects intrinsic and extrinsic motives in parallel.

Sports spectating, the act of attending or watching sporting events, is a popular leisure activity billions of people enjoy worldwide. However, beyond the excitement and entertainment it offers, it may be enlightening to understand the motives behind choosing this pastime. This research explores the potential role of leisure literacy in predicting motives for sports spectator participation. It is argued that individuals with high levels of leisure literacy are better equipped to identify and pursue

activities that align with their personal motives. This framework suggests that leisure literacy may play a role in predicting individuals' specific motives for participating in sports activities. The findings support this assumption.

Existing literature supports the link between leisure literacy and sports spectator motivations. For example, Wann and Branscombe (19) found that spectators who know more about sports are more likely to be motivated by a desire to understand the game better. In addition, Funk and James (20) found that spectators more adept at utilizing leisure opportunities were more likely to be motivated by a desire for social interaction and emotional release.

In addition to the findings of studies explaining the role of leisure literacy skills in creating a more positive and satisfying experience for spectators (21), several studies in the literature show the potential of leisure literacy programs to promote a healthier and more diverse interaction with sports spectatorship (22). The current research is essential in determining the effect of leisure literacy on intrinsic and extrinsic motives.

**Table 6. Multiple Regression Analysis Results between SSEM-LL Measurement Instruments**

	B	Std. Error	$\beta$	t	p	R	R <sup>2</sup>	F	p
<b>Basic LL</b>	0.560	0.232	0.127	2.420	0.016	0.496	0.246	53.848	0.000
<b>Functional LL</b>	1.200	0.287	0.229	4.175	0.000				
<b>Actional LL</b>	2.381	0.454	0.240	5.247	0.000				

Dependent variable: SSEM.

**Table 7. Multiple Regression Analysis Results between SSIM-LL Measurement Instruments**

	B	Std. Error	$\beta$	t	p	R	R <sup>2</sup>	F	p
<b>Basic LL</b>	0.547	0.205	0.144	2.666	0.008	0.453	0.205	42.501	0.000
<b>Functional LL</b>	0.857	0.254	0.190	3.367	0.001				
<b>Actional LL</b>	1.822	0.402	0.213	4.535	0.000				

Dependent variable: SSIG.

The findings suggest that leisure literacy can be valuable in predicting sports spectatorship motivations. By understanding the different motivations that motivate individuals to attend sporting events, their needs as spectators can be better understood and met. This knowledge can improve the sports spectator experience and encourage greater participation in this popular leisure activity (5). While a different study has framed various elements focusing on pleasure, sociability, identity, status, morality, spirituality, epistemic, aesthetic, ritual, and lack of values or

negative values better to predict a spectator's sports behavior (23), the current study assessed leisure literacy. This reveals the originality of the study.

The current study found that team loyalty factors such as club membership significantly affect sports participation and have positive consequences for spectatorship and active sports life (24). Similarly, in different studies, it has been found that watching sports events or admiring sports competitions is positively associated with spectators' intentions to participate in physical

activities and promotes physical activity and health (25, 26). Similarly, in terms of team identity, studies in the literature state that spectator participation in sports is influenced by motivation and constraints and that department and team identity play an essential role in fan participation (27, 28). In terms of gender, similar to the current study, it has been determined in different studies that male participants exhibit higher spectator motivation (26). Therefore, it can be said that some studies in the literature support the current research findings.

## CONCLUSION

As a result, it was determined that the leisure time literacy of sports spectators has an effect on explaining their intrinsic and extrinsic motivations, and various variables differentiate these levels. It is thought that expanding and analyzing future studies within the framework of different motives would be helpful. It is thought that sports spectators, who act primarily with aesthetic and escape motives in a study, facilitate the provision of outputs that can help sports managers and marketing experts develop strategies to increase participation.

In this direction, it is among the recommendations that different academic studies consider fans from other geographies as a sample group to determine leisure literacy and intrinsic and extrinsic motives and test the characteristics mentioned above on various sample types. In this direction, it is evaluated that clues about the content and functioning processes of the activities to be carried out and programs should be designed in line with the demands and requests of the groups participating in leisure activities.

Further research should be undertaken to investigate the impact of leisure time literacy on sports spectators' intrinsic and extrinsic motivations across diverse geographic and demographic contexts.

## APPLICABLE REMARKS

- In addition, a mixed method can be applied to a study examining leisure literacy and motivational dynamics among sports spectators.
- This approach can provide an in-depth understanding of leisure literacy and the motivational dynamics of

sports spectators from both quantitative and qualitative perspectives.

## AUTHORS' CONTRIBUTIONS

Study concept and design: Merve Karaman Çam, Tebessüm Ayyıldız Durhan. Acquisition of data: Merve Karaman Çam, Tebessüm Ayyıldız Durhan. Analysis and interpretation of data: Merve Karaman Çam. Drafting the manuscript: Tebessüm Ayyıldız Durhan, Ecem Türkmen. Critical revision of the manuscript for important intellectual content: Merve Karaman Çam, Tebessüm Ayyıldız Durhan. Statistical analysis: Merve Karaman Çam. Administrative, technical, and material support: Merve Karaman Çam, Tebessüm Ayyıldız Durhan, Ecem Türkmen. Study supervision: Tebessüm Ayyıldız Durhan.

## CONFLICT OF INTEREST

The authors declare no conflict of interest.

## ETHICAL CONSIDERATION

This study was conducted in accordance with the principles of the Declaration of Helsinki. Ethics committee approval was not obtained within the scope of the study.

## FUNDING/SUPPORT

No financial or material support was required for research and studies.

## ROLE OF THE SPONSOR

The sponsor had no role or influence in this research; all stages of the study were conducted independently.

## FINANCIAL DISCLOSURE

We declare that the authors have no financial interest in the study titled 'Sports spectatorship as a leisure activity: The role of leisure literacy in predicting motives'.

## ARTIFICIAL INTELLIGENCE (AI) USE

This research did not use artificial intelligence (AI) support. All data are original, and the authors conducted the entire analysis and writing process. Every study stage involved a human contribution, and no AI intervention was involved.

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