Orientations Toward Sport: Intrinsic, Normative, and Extrinsic

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One of the values frequently attributed to sport is that it promotes sportsmanship and fair play. The popular literature, however, is replete with examples suggesting that the dominant motif of organized athletics at all levels is victory at all cost. In a seminal paper Webb (1969) investigated the orientations that boys and girls had toward sport and how this perspective varied according to social background characteristics. Webb developed a straightforward forced-choice scale that involved a rank ordering of three dimensions of sport participation: fairness, skill, and victory. Webb (1969) concluded from his data that "play activities themselves become more rationalized with an increase in age; standards appropriate to the rationalization process develop, and emphasis on success through skill replaces the equity factor which is pronounced at earlier stages" (p. 177).

Several additional studies have corroborated Webb's conclusions. Maloney and Petrie (1972) studied Canadian youth in grades 8 through 12 and found that males and participants in organized athletics were more likely to be oriented toward skill and victory than females and nonparticipants. Research studies by Mantel and Vander Velden (Note 1), Vaz (1974), and Albinson (1973) further document the emphasis on winning among athletic participants when compared with nonparticipants. Loy, Birrell, and Rose (1976) extended this research to samples of college students and adults in the general population. Their findings replicated the previous studies; that is, males rather than females and athletes rather than nonathletes were more likely to embrace a "professional" orientation toward sport.

Each of these studies utilized the Webb scale where the subjects were asked to rank order the following dimensions: "To play fairly, to play as well as you can, to beat your opponent." Most of the studies fail to provide documentation of reliability and validity. However, Loy, Birrell, and Rose provide an oblique indication of construct validity by reporting significant positive relationships between the Webb scale and Rosenberg's (1955) "success orientation" and "faith in people scales."

Kidd and Woodman (1975) reported a modification of the Webb scale by substituting the item "To have fun" for "To play fairly." This modified scale
format involves an important distinction since "To have fun" represents a dimension that focuses on an intrinsic, autotelic, or expressive aspect of sport rather than the conformity to norms ("To play fairly"). In terms of content validity, however, "To have fun" represents a rather narrow segment of the domain signified by intrinsic motivation. This narrow conceptualization of the intrinsic is more consistent with Csikszentmihalyi's (1975, pp. 36-49) description of "flow" than Deci's (1975, pp. 61-62) broader definition of intrinsic motivation. On the other hand, the scale item "To beat your opponent" represents a measure of extrinsic motivation, that is, the satisfaction of victory.

The objectives of the present paper were basically twofold: First, to compare the original Webb professionalization scale with the Kidd and Woodman variant of this scale and, secondly, to correlate the latter scale format with athletic status, gender, and selected personality characteristics.

**Method**

Data for this study were collected by means of a questionnaire administered in introductory sociology classes at Bowling Green State University (N = 384). The students in these classes approximate a cross-section of the freshman class. Bowling Green is similar to many medium-sized state universities (16,000 enrollment); however, the representativeness of the sample is not considered critical since the purposes of the study were to obtain a sufficient number of respondents to test the previously stated objectives rather than parameter estimation. Since the sample selection process does not meet the specification of a probability sample, significance tests were not conducted.

The questionnaire consisted of items relating to the students' previous participation in sports, Webb's original scale, Kidd and Woodmen's variant of the Webb scale, and a check list of self-described personality characteristics. The format of the check list was adopted from Gough and Heilbrun's (1965) Adjective Check List; similarly, several of the self-description adjectives were drawn from the original Gough and Heilbrun instrument. Other self-description items were added to the check list based on our intuitive judgment regarding personality characteristics that might be associated with athletic participation, orientation toward sport, and gender.

Test-retest reliability coefficients of .73, .64, .69, and .63 have been reported for the Gough and Heilbrun Adjective Check List (Robinson & Shaver, 1970, p. 122). The fact that these reliability coefficients are lower than some other self-description inventories suggests that the ACL may be subject to short-term fluctuations in mood. The construct validity of the ACL is supported by predictive studies of college dropouts, termination of counseling, and architectural creativity (Robinson & Shaver, 1970, p. 122).

The operational definition of athletic status for purpose of this study involved a dichotomy between college students who had or had not participated in interscholastic athletics during their high school years. The sample size did not permit a separate analysis of the respondents who were presently partici-