iJRASET
International Journal For Research in Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 2 **Issue:** X **Month of publication:** October 2014

DOI:

www.ijraset.com

Call: 08813907089 | E-mail ID: ijraset@gmail.com

ISSN: 2321-9653
International Journal for Research in Applied Science & Engineering Technology(IJRASET)

Antecedents and Outcomes of Sport Commitment: An Indian Cricket Case Study

Navodita Mishra[1], T.J Kamalanabhan[2]
Department of Management Studies
Indian Institute of Technology Madras, Chennai, India

Purpose – There are two primary objectives of this paper. Firstly, to understand how cricket players conceptualize sport commitment and secondly, to investigate and model the factors that facilitate young cricket player's commitment to respective sport. This paper intends to comprehend the understanding of sport commitment, identify the broader themes and build a conceptual model by examining the antecedents.
Design/methodology/approach – Following a review of the sport commitment literature, an exploratory case study methodology was designed to understand the players understanding towards the concept of sport commitment and the positive outcomes of the same. Semi-structured interviews of ten professional cricket players were conducted using an interview guide that was created with considerations of existing research and gaps in the literature and transcripts were content analyzed. The essence of experiences was jointly combined into one unit.
Findings – First, cricketers identified four distinct, yet related categories: passion for cricket, investment of time outside practice or training hours, to enhance and maintain professional knowledge, responsibility to perform with values being intact and optimal engagement. Secondly, three categories of sport commitment in cricket emerged: Individual, Social and Team. Enjoyment was recognized as the most important factor relating to commitment. Moreover, parental involvement and relationship with the coach emerged as relevant social support factors to enhance commitment. Interestingly, relationships with peers and communication with teammates emerged as important team factors. Besides, worries about pain or injury and worry about failure was identified as the most potential barriers to participation resulting in extremely low level of commitment.
Research limitations/implications – Given the qualitative nature of the case study methodology, limited generalizations can be made as the purpose of case study research is to add to theory-building rather than to generalize to a population. There is a clear need for further empirical research. Such research could help quantify the nature of the relationships between the variables suggested and establish the extent to which the model might be generalized to other organizations.
Practical implications – Overall, the application of the findings may help sport management personnel and cricket coaches to enhance their program or training by creating the environments that optimize enjoyment, commitment and well-being. By optimizing enjoyment, team dynamics and social support, coaches may help to enable young cricket players to reach their goals and become successful in the future. Further research is now recommended to assess the applicability of the conceptual model.
Keywords- Sport Commitment, Cricket, Enjoyment, Team Dynamics, Social Support

I. THE RATIONALE BEHIND THE STUDY

In today's sporting world, it is rare to see athletes or players simply competing in a sporting event for pure pleasure, relaxation or recreation, in fact sport has transformed into a complex and demanding profession. Over the years, the development of performance in sport has increasingly required more strenuous workouts, early specialization, careful planning, and the ability to handle tough competitions (Baker, 2003).Combined with handling the necessities of education, work, and other interests, this demanding situation applies more pressure on the young athlete— physical, psychological, and social (Cervello et al., 2007). In many sports those requirements have led to the early dropout of many young talented boys and girls (Molinero et al., 2006). Thus, the study of commitment in sports is important because it helps to explain the factors that influence an individual's decision to become or remain active in sport (Wigglesworth, 2012). The research literature on motivational aspects indicate that young promising athletes will continue in a sport as long as they achieve new goals, show signs of improvement, and regularly enjoy the sport (Ames, 1992).Why do some people develop a strong commitment to continue their sport activity, while others fail to do so and quit

their sport? This matter is of particular concern to coaches who, in general, do not have the tools to confront and solve this problem (Gould, Feltz, Horn, &Weiss, 1982). There is a need to understand the concept of sport commitment in particular sports to gain better understanding of the concept. Moreover, hardly any experiential work seems to have been done on sport commitment in Indian sports context.

II. SPORT COMMITMENT MODEL

Scanlan Carpenter and her colleagues (1993) suggest that commitment is a motivational force promoting continued involvement, and thereof is defined as a general psychological state. Sport commitment is defined as the "psychological construct representing the desire and resolve to continue sport participation" (Scanlan, Carpenter et al., 1993). The Sports Commitment Model was designed to examine the reasoning for individuals to continue their participation within certain sports. This model breaks down commitment in sport to five key factors. These factors include level of enjoyment, involvement alternative, personal investment, social constraints and involvement opportunities; all of which exhibit an effect on the individual's commitment to a specific activity. This model was developed upon a solid bass of research regarding commitment, however Scanlan et. al. (1993, 2003) took this research a step further from general commitment, relationship commitment and work commitment to the less explored area of sports commitment:

Sport Enjoyment is a positive affective response to the sport experience that reflects generalized feelings such as pleasure, liking, and fun. Involvement Alternatives is the attractiveness of other endeavours that could compete with sport participation, or with participation in a chosen sport. Personal Investments are personal resources put into an activity that cannot be recovered if participation is discontinued (e.g., time, effort, money). Involvement Opportunities are valued opportunities that are present only through continued involvement. This construct focuses on the anticipation of events or experiences, rather than their actual occurrence. Social Constraints are social expectations or norms that create feelings of obligation to continue participating in a given sport. Social Support is positive regard from significant others like family or coach

III. RESEARCH ON SPORT COMMITMENT MODEL

Sport Enjoyment

Sport enjoyment was defined as "a positive affective response to the sport experience that reflects generalized feelings such as pleasure, liking and fun" (Scanlan et al., 1993). Past studies describe enjoyment as a central positive affect related to participation motivation, especially in youth and elite sport and lack of enjoyment as a significant reason for dropout (Carpenter, 1992; Carpenter & Scanlan et al., 1998; Scanlan & Lewthwaite, 1986; Weiss & Smith, 2001). Elite athletes have also reported enjoyment to be strongly associated with the desire to exert effort and persist in their particular sport (Scanlan et al., 1989). Overall experiencing high levels of enjoyment is thought to increase the level of commitment (Scanlan, Carpenter et al., 1993). The literature on sport and exercise motivation clearly supports this construct. It has been widely reported that committed exercise participants are usually intrinsically motivated (VanYperen, 1998). Pleasure, fun and excitement have been shown to be important motives for exercise participation (Frederick & Ryan, 2002).

Personal Investments

Personal Investments defined as "personal resources that are put into the activity which cannot be recovered if participation is discontinued" (Scanlan et al., 1993). Personal resources include time, effort and money (Carpenter & Scanlan, 1998). The importance of each resources varies by sport for example gymnastics would involve more money than running because of the need for floor space, clothing and equipment whereas for running, which is more individual-based requires proper footwear and clothing (Carpenter et al., 1993) In Rusbult's (1980) view, the construct was founded on the basis that once resources are invested they cannot be reclaimed upon termination. Scanlan and colleagues support this view of investment, for elite players it takes 10 years of practice to acquire necessary skills and experience to perform at international levels and make important decision and choices concerning one's career (Siman & Chase, 2003). Investment of time and effort has been devoted to the sport along with high levels of persistence and commitment (Helsen et al., 1998). The importance of this construct depends on the nature of the activity. There are outdoor activities, such as skiing, sailing, and rafting, which require considerable investment in time, effort, and expenses for participants. On the other hand, there are activities, such jogging, tennis, basketball and football, which are less demanding in terms of financial expenses and probably time. With reference to fitness participation, it could be argued, that the construct of investment is an important one, since fitness participation takes place in the context of health clubs and facilities. Members have to pay monthly and annual membership fees, which, in the case of private clubs, are usually considerably high. Furthermore, studies have shown that time availability is among the important determinants of exercise participation (Alexandris & Carroll, 2001), and commitment to participation (Alexandris, Grouios, & Tsorbatzoudis, 2002).Personal investments are a significant predictor of sport commitment (Carpenter, 1993).

Involvement opportunities

Involvement opportunities have been defined as "valued opportunities that are present only through continued involvement" (Scanlan et al., 1993). These events can be realistic/actual (e.g. chances to be with sport friends) or they can be in mind (e.g. to remain fit). Research indicates that youth athletes join programs for the opportunities they perceive to exist and depart when these opportunities are scarce or are available elsewhere (Carpenter & Coleman, 1998). As such involvement opportunities are significantly related to sport commitment (Scanlan, Carpenter et al., 1993). This construct is related with the indirect benefits of continued participation (Kelley, 1983). As previously noted, the sport commitment model was developed and tested in the context of competitive sports and young athletes (Carpenter et al., 1993; Scanlan et al., 1993).

Social Support

Social Support is defined as "the support and encouragement the athletes perceive significant others to provide for their involvement in sport" (Scanlan, Russell and Wilson et al., 2003). Although studied on other models of motivation, social support has only recently been examined as a potential indicator of sport commitment (Scanlan, Russell and Wilson et al., 2003). The inclusion of social support was based on research with adolescent female sport participants (Blue, 1995) which showed that encouragement and support from significant others was related to continued involvement. Carpenter & Coleman (1998) noted that an increase in social support over time was associated with an increase in sport commitment in elite youth athletes.

IV. METHODOLOGY

For this case study, 30 cricket players of U-19 (under age 19 players) and U-25 (under age 25 players) jointly represented the sample and tried to conceptualize commitment as well as speculated the antecedents of sport commitment in cricket. The broad aims of the study were to draw upon the qualitative data to;

- To understand how U-19 and U-25 cricket players conceptualize the concept of sport commitment
- To uncover the possible antecedents of commitment in relation to cricket (sport-specific)
- To develop a conceptual model

Need to Study Commitment among Cricket Players

Cricket for most Indians has always been more than a game. The sport permeates the very fabric of India, with social subtexts that go beyond the cultural, political or the religious. In the recent past, the sport in India has gone beyond the usual domain of leisure or entertainment to embody culture, society, big business and a sense of national pride to emerge as the fulcrum of Indian identity. But, at the same time, being so popular sport it demands for high level of commitment passion and professionalism from players, junior and senior both. In fact, Indian cricket needs to look for a lot of young players to fill up the vacant slots and take cricket to its greatest heights, in both test cricket and one-day cricket. Following are the excerpts of the interviews of cricket experts and mentors highlighting on the need of commitment in cricket

"Players coming in should also be questioned about their priorities, whether they aspire to be accomplished cricketers like the Dravids, Gangulys, Laxmans and Kumbles or just want to focus on the shortest format to earn quick money. I have not seen passion and commitment in the India team in recent times in Test cricket when I compare it with what I saw some 10 years back. There needs to be a change in the overall thinking" **- Harsha Bhogle,**

Competition should not bother you, you should only think about your commitment, effort and contribution. This is what I tell my son -- don't worry about what others are doing. When you do the right thing, the team will follow your example. Competition will always there- Sachin **Tendulkar while addressing U-19 Cricket team**

Data Collection and Analysis Methods:

Both the qualitative data and established theory were explored jointly to identify and clarify constructs relevant to sport commitment. These constructs were taken together to develop a conceptual model that subsumes the factors of sport commitment in a way that lends clarity to the construct but is also useful to cricket players and coaches from a practical perspective. This study into sports commitment starts with a basic research question; how do players in cricket conceptualize or characterize commitment? There is an assumption that players from different sports will conceptualize the phenomenon of sport commitment in a variety of different ways according to the nature and type of sport (Cox, Martens & Russell, 2003). Secondly, it also investigates the factors or antecedents that affect the sport commitment of a cricket player.

Sampling

The current study used a qualitative approach to examine sources of commitment of 30 cricket players representing U-19 and U-25 team from Hyderabad, Bangalore and Chennai. The data was obtained from in-depth semi-structured interviews. These interviews were transcribed verbatim and subjected to inductive content analyses consistent with grounded theory. A purposive and snowball sampling techniques were used to select research participants. Purposive

sampling helps the researcher to target participants most closely related to the topic of research whereas snowball sampling involves the researcher gaining additional participants related to the research through the referral of existing. These are frequently used qualitative approaches to gathering participants (Morse & Richards, 2002). The sample comprised a total of 20 participants ranging between 16 and 25 years of age. All the players had and an extensive sporting experience. Each participant had a experience of ranging from 4-10 years and they were either representatives of state or national cricket team.

Instrumentation

Data were collected using a semi-structured interview schedule, designed to draw out the participants' experience or explanation of sport commitment. The interview questions were derived from the Sport Commitment Survey (Scanlan, Simons, et al. 1993). These items were transformed from a Likert format so they could be presented as o pen-ended or guided interview questions.

Procedure: Each interview had three phases:

Phase 1: Opening of Interview- Researcher established a rapport, informed participants about the purpose of the study and oriented them about the method. Cricket coaches briefed the players about the background and credentials of the researcher and the reason for recording their interviews. Researcher also ensured the participants about the confidentiality of the data. Participants were asked their conceptualization or definition of commitment in their sport i.e. cricket

Phase 2: Sources of Commitment- Participants were asked to comment on the major sources or reasons for commitment. Each sources mentioned was derived from theory and qualitative studies done in past. Each source was further explored with elaboration and / or clarification probes.

Phase 3: Guided Questions- In order to maintain the continuity with Phase 2, participants were asked a series of guided questions pertained to sport commitment. These questions focused on constructs of the existing sport commitment model i.e. enjoyment, personal investments, involvement opportunities and social support. The guided questions were created by blending the definitions used by Scanlan et al. (1989) and questions appearing on the Sport Commitment Survey (Scanlan, Simons, Carpenter, Schmidt, & Keeler, 1993)

Phase 4: Closing of the Interview: Participants were asked to share any last minute thoughts on sport commitment. They were also asked to provide feedback on the interview process.

All interviews were conducted in a separate room in cricket academy. Each participant was required to read a consent form reminding them of the nature and purpose of the study. Each interview lasted approximately 40 minutes. All interviews were conducted by the researcher and were recorded with due permission.

V. EVALUATION OF THE INTERVIEW

Conceptualization of Commitment

From the data **four conceptions of sport commitment** have been identified. These four conceptions represent different ways that U-19 and U-25 cricketers perceive, understand and conceptualize commitment related to cricket.

1) Sport commitment as a **'passion for cricket'.** The players believe that to be passionate about what you do is essential to continue doing that. The passion for an activity defines the commitment for the activity or task at hand. Players reported, if the passion for cricket fades away, then one cannot stay committed to the sport.

I think the main thing; the biggest thing is passion enthusiasm, and an obvious love for the cricket

2) Sport commitment as **'investing time and energy outside the practice or training hours'**. This conception identifies the commitment of a cricketer as devoting 'extra time and energy' to the sport than required. This extra time and energy range from spending time in building stamina, strengthening the physical weakness to practicing a technique till you are confident about it

Famous cricketers put an enormous amount of time and energy into sporting. They go beyond calendar and clock, so, if I don't want same mistakes I should be ready to go beyond

3) Sport commitment as '**willingness to continue learning & increase professional knowledge**'. This conception views sport commitment as the maintenance of professional knowledge and engage in on-going learning process. It is about being proactive about one's in the profession and show willingness to learn from colleagues, seniors and coaches

Stagnancy hits your career badly; if I don't work on my limitations right now then it will be never, I have to ask my coach or seniors to help in farthest way possible. I want to be a best cricketer by being a constant learner

4) Sport commitment as a display of **'value-driven performance'.** Players believed that they should display moral behavior and integrity in order to continue their sport participation.

I don't want the success at the cost of losing my integrity. That would be so temporary. To become a role model I should take care of my conscience as well.

Thus, U-19 and U-25 cricket players defines sport commitment as an individual's display of passion for the sport along with the desire to continuously learn more and more about the game by devoting time and energy more than required, and still not comprising on his values. Thus themes emerged from interviews are:

Table I shows the Emerged Themes and Subsequent Interview Questions

Interview Questions	**Summary of Key Answers**	**Constructs**	**Themes**
In which ways you enjoy cricket?	I just enjoy the game of cricket. I feel I can play cricket entire year and still never get exhausted. I live cricket, I talk cricket and I sleep cricket. It is so fun.	Sport Enjoyment	Individual
What have you invested that you can't recover if you leave the cricket?	The amount of time and energy I put into the game is the only way I can reach to the other level; I mean at a higher level of cricket, a level where	Personal Investments	Individual
Do you foresee in near and distinct opportunities by continue playing	we play for bigger matches with lots of spectator watching	Involvement Opportunities	Individual
Whose encouragement or support matters to you the most?	I will not be able to play if my parents are not happy me pursuing cricket as a career. For me my coach is next to my parents, I at times might fail to convey my feelings to my own father, but I can never hide it from		
How you define success in Cricket	I cannot play if I am not appreciated by my coach or teammates for my performance, if others do better than me then I feel I am not progressing as a player	Goal Orientation	Individual
What stops you from performing	There are times when you have willingness to perform, you know the techniques, you have a passion to compete and still you fail to perform. I feel the lack of mental energy or there any major injury or anything	Mental Toughness	Individual
How team influence you?	If there is no or limited interaction with my teammates then it will ultimately affect me as player and then as team, our efforts to achieve the goal will go waste"	Intrateam communication	Team
What you like about team members	I totally get inspired by my teammate, the way he	Peer Leadership	Team

	handles himself and his game is totally amazing. I want to be focused and dedicated like him; though we are of similar age but he is a way ahead		

VI. RESULTS

Conceptualizing Commitment

One significant finding of this study involves the way in which these cricket players appear to be conceptualizing commitment. It seems that the way players' are conceptualizing commitment beyond scoring runs, earning wickets, winning matches or playing continuous matches throughout the year. Thus, the definition of sport commitment for cricket players emerged as:

An individual's display of passion for the sport along with the desire to continuously learn more and more about the game by devoting time and energy more than required, and still not comprising on his values

Antecedents of Sport Commitment

Dominant antecedents fell into three categories: Individual factors, Social Factors and Team factors.

a) Individual factors: Sport Enjoyment, Personal Investments, Involvement Opportunities, Goal Orientation and Mental Toughness

b) Social factors: Parental Support and Coach Player relationship

c) Team factors: Peer Leadership and Intrateam communication

Totally, 9 antecedents of sport commitment evolved through this qualitative research

a) Individual Factors: Sport enjoyment emerged as a dominant finding while reviewing and analyzing the interview statements, defined as 'a positive affective response to the sport experience that reflects generalized feelings such as pleasure, liking, and fun' (Scanlan et. al.,1993). The type of enjoyment reported ranged greatly and includes things such as: having fun, living, eating and sleeping cricket, endless love towards cricket. Followed by Personal Investment defined as 'personal resources that are put into the activity which cannot be recovered if participation is discontinued' (Scanlan et. al., 2003). Players identified spending their personal resources such as time, efforts and money as a means to strengthen their commitment level. They felt that they would lose the personal investments if they quit cricket. Another factor, which seems to be affecting the commitment of the cricket players, is Involvement Opportunities defined as 'valued opportunities that are present only through continued involvement' (Scanlan et. al., 2003). Players asserted having one or more valuable opportunities available when participating in cricket ranging from external rewards, performance recognition opportunities, competitive achievement and opportunities. We identified two possible antecedents of sport commitment, as individual factors, amongst Indian cricket players: goal orientation and mental toughness. **Goal orientation** is defined as 'what definition people have about success in sport and physical activities'. It represents athletes goal orientations represent how they and external stimulus that activate behavior and give it evaluate their ability and its causes. Ego–oriented people emphasize on demonstrate their ability comparing with other people and peers, whereas task–oriented people focused on their skills development and correct performance (Zahariadis & Biddle 2000) and thus, it was essential to understand how players define success and what types of goals they want to achieve. **Mental toughness** is defined as the natural or developed psychological edge that enables you to: 1) Generally, cope better than your opponents with the many demands (injury, competition, training, lifestyle) that sport places on a performer; and, 2) Specifically, be more consistent and better than your opponents in remaining determined, focused, confident, and in control under pressure (Jones & Connaughton, 2002).It is a measure of a person's perceived ability to cope effectively with life challenges, in sport it is about how well a player can cope with the challenges like pressure to perform, sport injury or a failure.

b) Social Factors: Parental support is defined as the ability of parents (mother and/or father) to impact the player's actions, behaviour or opinions to produce desirable and measurable actions or outcomes. Players consider their parents as one of the major source of commitment. Parents with positive values and expectancies are more likely to exhibit pro-social behavior and provide support and encouragement. An effective parent should also understand his or her role and the expectations associated with being a sports parent. The primary role of the parent in youth sports is to provide emotional, financial and provisionary support for their children (Rowley, 1986). There are two types of parents that are emotionally over-involved in youth sports, namely, excitable and fanatical (Lee, 1993). Parents that feel pressure for their children to be successful also tend to behave in a manner that is inappropriate for youth sports. Sources of

pressure include competition, social expectations, and even personal pride. Parents who have been successful athletes themselves often feel greater expectations that their children should also be successful athlete. Coach athlete relationship is underlined by respect, belief in, knowledge of, and contribution to the other's goals, needs, and wants. Specifically, the element of care on the part of the coach was found to be essential in the relationship. With the emergence of evidence (Jowett, 2008) that suggests that athletes are more likely to seek support and advice from people whom they feel close to, the formation of reliable athlete–coach relationships becomes paramount. The closer the athletes and coaches feel, the more the opportunities occur for the coach to provide support, to spend time and effort and to respond to athletes' needs and wishes. In a similar vein, the closer athletes and coaches feel towards one another, the more the opportunities for the athlete to respond positively to their coach's actions and efforts.

c) Team Factors: Intra-team communication is interpersonal and involves at least two people and a meaningful message exchange in which a sender intends to influence the response of a person or a team (Weinberg & Gould, 1995). The message can be transmitted through implicit or explicit channels. The shared information in explicit type of communication is verbal, open, unambiguous, precise, and clear. Conversely, in implicit communication the information conveyed is nonverbal, hidden, covert, unexplained, and sometimes, not obvious to the casual observer, but still understood between the team members depending on their knowledge. **Peer leadership** is defined as an act of contributing to the team as a member who is not on the coaching staff but is in a position to influence and guide their fellow players as a captain or a team member (Loughead & Hardy, 2005). Players completely support the fact that how a captain or any other informal leader within a team influence them and motivates them to continue participation in the game.

VII. DISCUSSION

Factors Directly Parallel to Previous Research Findings:
From a theoretical perspective, theory relating to sport commitment by Scanlan is highly significant in understanding the antecedents of commitment amongst athletes/players. Fortunately for this study, the commitment about oneself as a cricketer has been extensively examined. Sport enjoyment, personal investments, involvement opportunities and social support emerged as crucial antecedents even in the present study supporting previous literature. Sport commitment research shows that sport enjoyment is a major attraction variable for athletes (Scanlan & Simons, 1992). Past studies describe enjoyment as a central positive affect related to participation motivation, especially in youth and elite sport and lack of enjoyment is a significant predictor of dropout (Carpenter, 1998). Interview results also demonstrated sport enjoyment as a critical aspect of sport commitment. Personal investments i.e. spending time, energy and effort also emerged as a strong predictor amongst U-19 and U-25 cricket players, most of the respondents started playing cricket from the age of 9 and still playing being even 25 . For them the time, energy and money spent on practicing cricket and playing game professionally for so many years holds lot of significance for them to continue playing cricket. Therefore, due to the potential loss of investments, individuals become more attached to an activity, increasing their commitment (Fry & Newton, 2003). Involvement opportunities also affect respondents' level of commitment as they are still looking forward to play for national team, to play for larger audience, to be a part of physical camps. Such opportunities in near or distant future motivates to continue playing sport and to increase their level of participation. As commitment level increases, athletes would miss opportunities received from involvement in the program if they quit (Scanlan, Carpenter et al., 1993). As such, involvement opportunities are significantly related to sport commitment.

Social Support, in this study emerged as a relevant and strongest predictor of sport commitment under Indian scenario. Previous studies have suggested that parents instill confidence in their children regarding success in life, the greater their involvement in their children's life the chances of success gets high (Leff & Hoyle, 2003). A growing concern amongst those involved in youth sports is that certain aspects of parental involvement are detrimental to the development and experiences of young athletes. Parents are also investing larger amounts of time and finances into the athletic development of their children (Lune, 2004). An effective parent should also understand his or her role and the expectations associated with being a sports parent. The primary role of the parent in youth sports is to provide emotional, financial and provisionary support for their children (Rowley, 1986). Respondents asserted again and again how support from parents helps them to concentrate and perform better in cricket. Any word of encouragement or praise from parents motivates them to a greater length. The desire to continue strengthens if parents support their sport career and decision to play cricket. Along with parents, the relationship with coach is of utmost importance, they believe that it is only the coach who knows them as a cricketer and understands them as an aspiring cricketer. The support from coach helps them to play for coach and the team. A conceptual framework by Iso-Ahola (1995) suggests that athletic performance is a multiplicative function of intrapersonal (e.g., coping skills) and interpersonal (e.g.,

coach – athlete relationship) factors. In the sport context, and more specifically in the context of coaching, the relationship established between the coach and his/her athletes, plays a central role in athletes' physical and psychosocial development (Jowett & Poczwardowski 2007).

New Possible Antecedents of Sport Commitment Emerged from Interviews

Four new possible antecedents appeared from this study are: goal orientation and mental toughness (individual factors) peer leadership and intrateam communication (team related factors).Goal orientation describes the actions of peoples regarding their primary aims. Goal orientation theory is among the most widely used in analyzing sports-related variables; it describes two observable orientations: ego and task-involved (Duda & Nicholls, 1992). It has been amply demonstrated that goal orientations are related to personal variables including one's reason or playing a sport, success attributions and level of satisfaction with the results (Castillo, Balaguer & Duda, 2002).Certain research studies have sought to find a relationship between goal orientation and one's reason for playing a sport (Escartí & Gutiérrez, 2001; Sit & Lindner, 2007). The authors of said studies have concluded that ego goal orientation is associated with a desire to achieve success or social status, while task goal orientation is related to motivations such as learning, enjoyment, the development of abilities or being in good physical form (Sit & Lindner, 2007). Along with this, cricketers faces major setback when they are either injured, or face failure or lot of pressure from teammates, coaches or parents. These setbacks can either desperate them to just win or quit forever. Any such 'do or die' situations can lead to drain of mental energy and incapacity to view situations or people positively. Thus, there is a need to look into the relationship between mental toughness and sport commitment. Mental toughness can be described either as a personality trait or state of mind (Thelwell, Weston & Greenless, 2005). The characteristics of mentally tough performers proposed in the literature have also been wide ranging and include: high levels of optimism, confidence, self-belief, and self-esteem, achieving consistency, desire, determination, and commitment (Loehr, 1982; Tunney, 1987; Williams,1998).Mental toughness is reflected in an athlete's ability to cope with stress and resultant anxiety associated with high pressure or adverse situation like injury and rehabilitation (Goldberg, 1998). Research that has investigated sports participation has found that peers play an important role in influencing children's and adolescents' participation in sports activities (Theeboom, 1996). The peers can support or undermine talented adolescents' commitment to and involvement in the activities. There are many studies suggest that peer relationships may be important to adolescents' decision about the extent to which they continue their time and energies in sport activities (Scanlan, Lobel & Simons, 1993). Furthermore, there has been little research on about peer relationships and adolescents' commitment to talent development and continued involvement in sports (Theeboom, 1996), Communication within team is extremely important factor for players to be a part of their team and feel team as a single entity. Hanin (1992), in a notable investigation of effective intra-team communication practices, described a number of performance-enhancing qualities of effective social exchanges between sport team members. More specifically, effective intra-team communication may serve to aid athletes of an interactive sport team by orientating (i.e., planning), stimulating (i.e., motivating), and evaluating (i.e., appraising) each member's performance. Effective intra-team communication has been operation-ally defined to include both verbal and nonverbal communication with regard to task and social factors (Sullivan & Feltz, 2003).

VIII. LIMITATIONS OF THE STUDY

•Generalization of the study may be limited due to the sample, the results of the study is appropriate for the cricket players age between 16-25 years. Thus it would be incorrect to generalize these findings to other age groups

•Memory recall of the incidents is another limitation of the study. Some players had many years of experience particularly U-25 group, so it was not easy for them to estimate their accomplishments in the past years.

• The time of year when interview conducted may affect responses and results

• It is also quite possible that responses of players who volunteered for the study is different from those who refused to participate.

Thus, in future these points can be taken under consideration and also collecting data from different sports of same age group can help to understand more about the sources of commitment in young players.

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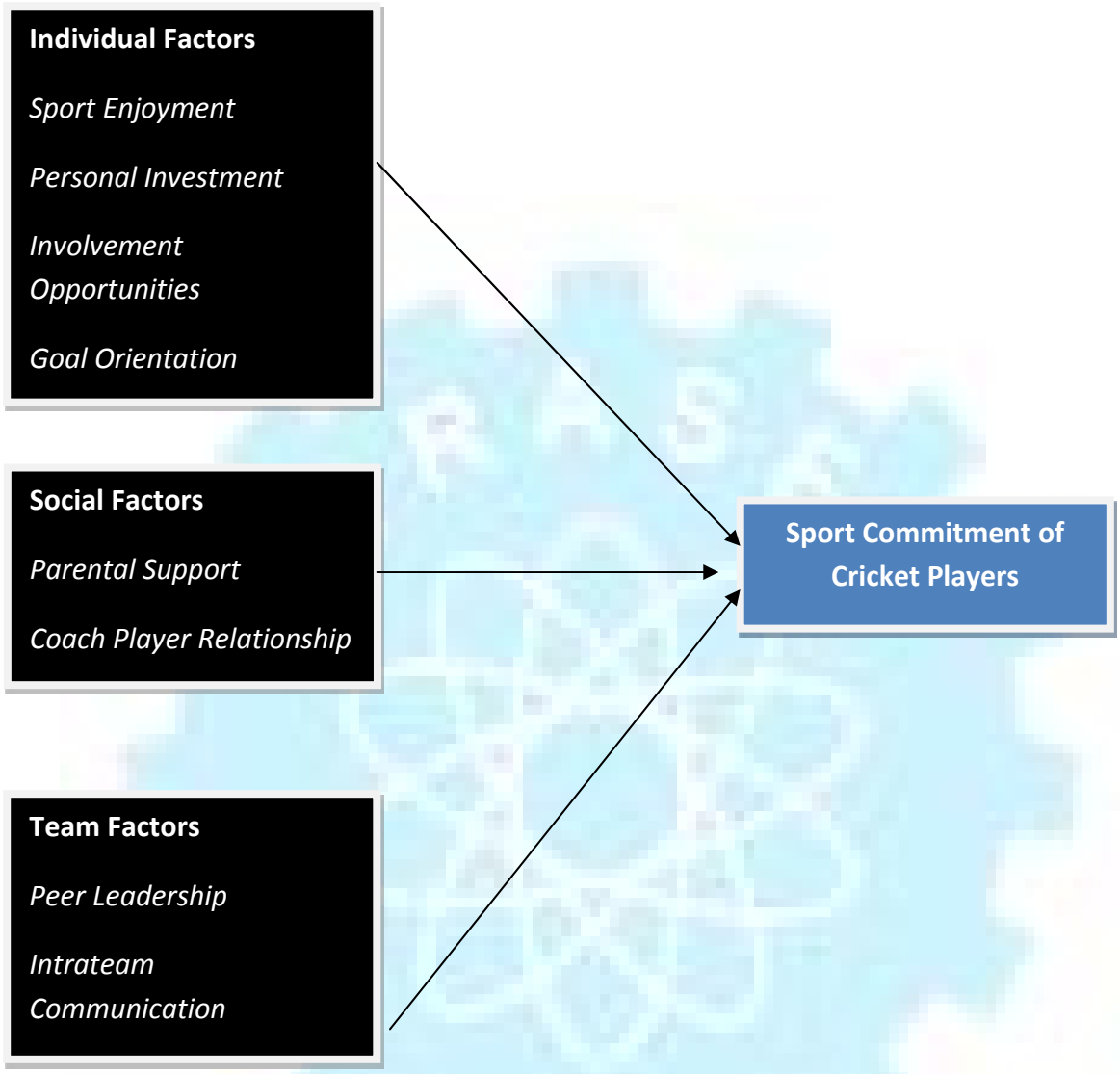
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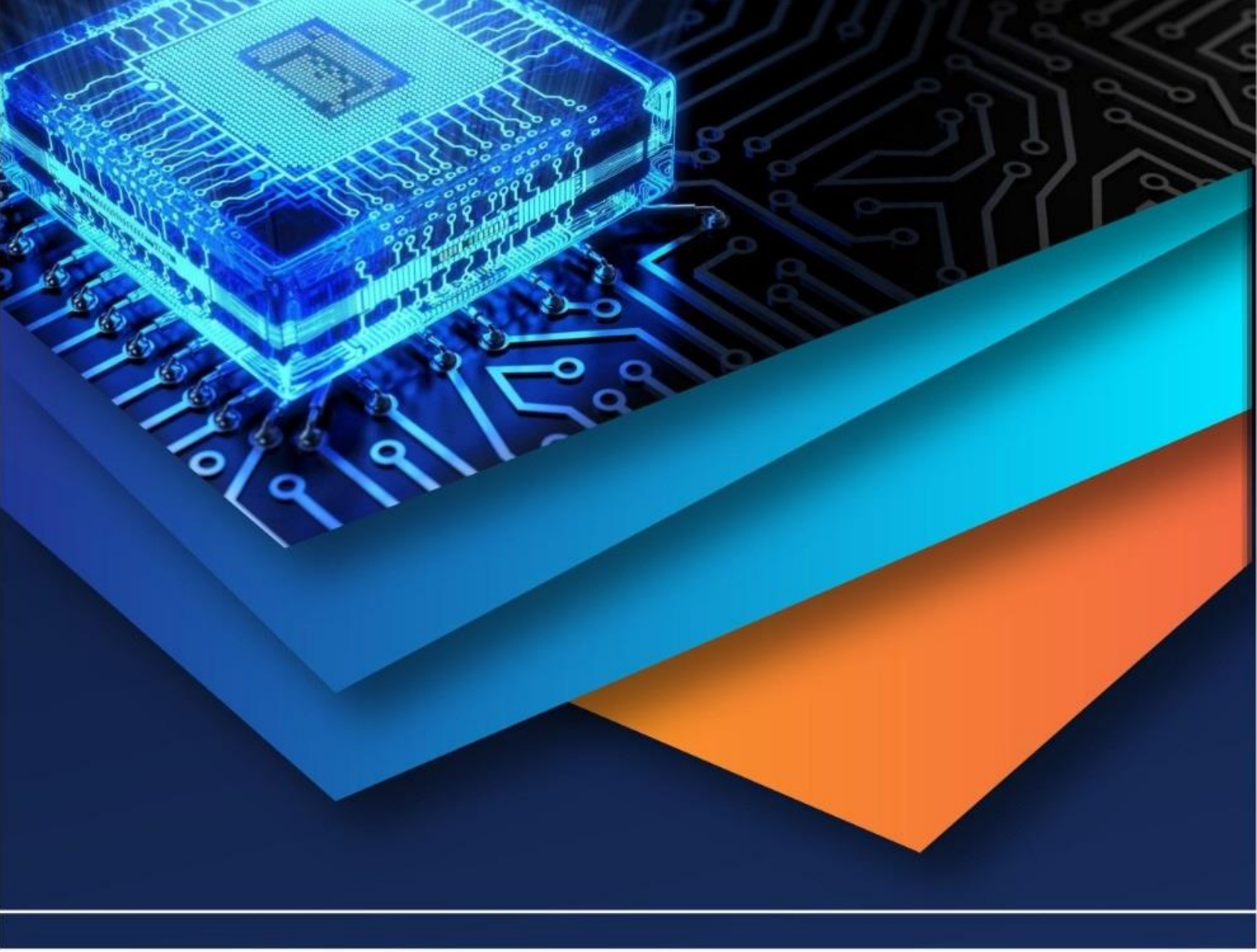
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ISSN: 2321-9653
International Journal for Research in Applied Science & Engineering Technology(IJRASET)

Figure I: Proposed Conceptual Model





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45.98

IMPACT FACTOR: 7.129

IMPACT FACTOR: 7.429

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