

## The Relationship Between Sports Commitment And Athlete Satisfaction In Sports Activities: Review of Related Literature


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The main purpose of this review of related literature is to identify the relationship between sports commitments and athlete satisfaction in sports activities. To this end, the study utilized international, national, and provincial sports activities and had them recall the amount of time they spent in individual and team practice, sport-related activities, and everyday activities at the start of their career. Furthermore, the athletes were asked to rate those activities in terms of their relevance for improving performance, effort and concentration required, and enjoyment. Since sport enjoyment and social constraint is highly related to sport commitment and athlete satisfaction. this paper identifies the relationship between sports commitments variables sport commitment (SC), sport enjoyment (SE), social constraints (SSC), and involvement opportunities with athlete satisfaction variables training and instruction satisfaction (TIS), personal treatment satisfaction (PTS), team performance satisfaction (TPS), and individual performance satisfaction (IPS). This paper concludes that the sports commitments and player satisfaction variables are positively correlated each other in sports activities. So, that to give more emphasis any concerned body for sports commitments and athlete satisfaction of their job for better improvements of the player mentally and physically and psychologically as well.

**Keywords:** platforms, COVID-19 epidemic, Algerian EFL instructors and students, negative impact, students academic performance

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## Introduction

Commitment has long been identified as an important factor for athletic success and satisfaction. Throughout the sport psychology literature, commitment is cited as a necessary component underlying persistence, athlete satisfaction, motivation, and achieving goals in sport. Although is sport commitment a popular concept in sport psychology, very little empirical research has focused on this construct. Recently, however, Simons, and Keeler (1993) developed a theoretical model examines which both the meaning and antecedents of sport commitment. This model is promising since initial testing with youth-sport athletes has supported the proposed relationships in the model (Carpenter, Scanlan, Simons, & Lobel, 1993; Scanlan & Carp., 1993; Scanlan, Simons, Carpenter, Schmidt, & Keeler, 1993).

Examination of the Sport Commitment Model and its initial tests reveal the need for further investigation. First, as the backgrounds and meaning of commitment will likely vary between athletes of different age and skill levels, this model should be tested with different athlete populations (Scanlan & Carpenter et al., 1993; Scanlan & Simons et al., 1993). For example, the motivation for professional athletes' commitment will presumably be very different than that for youth athletes. Second, the completeness of the constructs defining the model should be examined. One possible antecedent of sport commitment which does not appear to be included in this theoretical model is identification as an athlete.

Review of the sport commitment literature suggests that the importance of identification is a significant determinant of one's commitment. This review literature was an attempt to validate the Sport Commitment and athlete satisfaction model in the professional athlete domain and to investigate the possible contribution of the concept of identification with one's sport to the model. For this study, a any sports or professional athlete was defined as an athlete who competes at the national level and receives financial compensation for participating in the sport. There for, the main purpose of this review of restructure was to show the relationship between of sports commitments and athlete satisfaction in any sports activities.

## Objectives of the Study

- To identify the relationship between sports commitment and athlete satisfaction in sports activities.
- To Explain the importance pf sports commitments and athlete satisfaction variables for the any sports players.

## Review of Related Literature

### The mining and importance of commitment in sports and beyond

The achievers from the dreamers and in sports, the champions from everyone else Commitment is about never settling or being satisfied. Staying the course when outside influences pull in a different direction. Working incessantly to improve rather than banking on prior success. Always testing a comfort zone. It isn't easy to remain committed. There are plenty of reasons to give into temptations. They're everywhere. Even the voices in your own head challenge your loyalty to the process and your ability to focus on the task at hand. Everyone loves a winner. Success can be fleeting, though. Fans are quick to praise publicly, yet criticize quietly. The support seems stable when things go well, but will often disappear overnight if adversity strikes. The challenge will come in navigating the mental aspect of the season. Finding a balance in their emotional approach. Tuning out the noise from the segment of followers who believe too much, as well as those who don't believe enough. Taking the praise and the criticism all in stride. Scanlan & Simons (1992).

### Sport enjoyments

According to Scanlan & Simons (1992), enjoyment is a broad construct which can result from both extrinsic sources (e.g., social recognition) sources and intrinsic (e. g., sensory experience) as well as achievement (e.g., winning) and non-achievement (e. g., group membership) outcomes. Numerous studies have identified enjoyment or fun as motivation for continued participation in sports (Gill, Gross, & Huddleston, 1981; Gould, Feltz, & Weiss, 1985; Gould, Feltz, Weiss, & Petlichkoff, 1982). After reviewing the literature concerning participation motivation in young athletes, Gould and Horn (1984) concluded that having fun is a major reason for continuing sport participation and lack of fun is one important reason for dropping

Out. Scanlan and Lewthwaite (1986) found a strong positive correlation between wrestlers' reported sport enjoyment and their desire to continue wrestling. Furthermore, models of participation motivation identify enjoyment as a strong determinant of continued involvement in sports. Similar models proposed by Schmidt and Stein (1991) and Gould and Petlichkoff (1988) suggest that athletes will continue to participate in sports as long as the experience is enjoyable. They drop out or quit participating when sports are no longer fun. Thus, the model proposes that greater sport commitment will result when sport enjoyment is high.

### **Involvement alternatives**

Alternatives are those activities that the athlete can't participate in because of his or her involvement in sport. An example would be the school football player who likes to sing and wants to be in the school choir but can't because practice times are the same. This construct was included in the Sport Commitment Model based on research concerning commitment in relationships. Rusbult (1980) demonstrated that the attractiveness of an individual's alternatives was related to commitment. Those individuals who reported attractive alternatives also reported lower commitment to their relationship and individuals with less attractive alternatives reported higher levels of commitment. Furthermore, research suggests that individuals with high levels of commitment devalue alternatives (Johnson & Rusbult, 1989). This model proposes a negative relationship between involvement alternatives and sport commitment, namely that more desirable alternatives will lead to decreased commitment.

### **Personal investments**

According to Scanlan and Carpenter et al. (1993) personal investments are resources that are put into the sport such as time, effort and money. The basis for inclusion of this construct in the Sport Commitment Model also resulted from the research on relationship commitment. In one study, subjects read a short relationship story and responded to questions about one of the individuals involved (Rusbult, 1980). The results showed that increased investment by the individual was related to subjects' perceived commitment of that individual to the relationship. Based on this research, sport commitment should increase as investments increase.

### **Social constraints**

Becker's (1960) theory of commitment and idea of "side bets" led to the social constraints factor in the Sport Commitment Model. This idea specifically addresses the issue of societal pressure to participate in sport (Scanlan & Carpenter et al., 1993). A side bet is when an individual makes something of value to himself or herself dependent on a consistent line of activity. If this line of activity is not consistently followed, the individual loses what is valuable to him or her. For example, a son may value his father's attention and believe that to get this attention he must continue to play baseball. Thus, the son has staked his father's attention (side bet) on his continued participation in baseball. Becker argues that individuals make side bets to keep themselves on a course of action that is socially acceptable. Since our society places so much value on participating in sports and being good athletes, social constraints are an important antecedent of commitment to one's sport. Thus, increases in an athletes' perception of negative sanctions leads to greater commitment (Scanlan & Carpenter et al. 1993).

### **Involvement opportunities**

This construct can refer to both possible and guaranteed opportunities that result from continued involvement and participation. The chance to be with friends is an example of an involvement opportunity that is certain and the chance for a college athletic scholarship is a possible opportunity. Scanlan and Carpenter et al. (1993) emphasize the importance of the anticipation of such opportunities and experiences rather than their certainty. It is not as important that the athlete actually experiences the opportunities. Instead, the essential element is that the athlete believes these opportunities are only available through continued participation in the sport. They propose that the higher the involvement opportunities, the greater an athlete's sport commitment.

### **Athletes Satisfaction in Sport**

Although many studies can be found in the academic literature regarding job satisfaction, few studies have specifically examined athlete satisfaction as a separate construct. Athlete satisfaction is a positive affective state resulting from a complex evaluation of the structures, processes, and outcomes associated with the athletic experience (Chelladurai & Riemer, 1997).

The level of an athlete's satisfaction is determined by the discrepancy between what is wanted by the athlete and the perception of what is received within the psychological, physical, and environmental domains. Furthermore, Chelladurai and Riemer (1997) suggested that athlete satisfaction may prove to be the ultimate measure of organizational effectiveness of an athletic program based on the following unique features of athletics. First, the measures of performance in athletics are deficient and/or contaminated by such factors as luck, an opponent's extraordinary performance, referee's mistake, and so on. Second, activities engaged in during the pursuit of excellence cannot be solely judged by measures of wins and losses since every contest result in a winner and a loser. Third, the win-loss records pertain only to the periods of performance (i.e. the actual competitions), which does not encompass the total athletic experience. Therefore, the authors concluded, "It is imperative that evaluation of an athletic program and its coaches should be based on athlete satisfaction in addition to measures of performance such as win-loss records" (Chelladurai & Riemer, 1997).

Chelladurai and Riemer (1997) define athlete satisfaction as the positive affective state that arises when an athlete evaluates the structures, processes, and outcomes that are related to the athletic experience. In other words, an athlete's level of satisfaction can be seen as a reflection of how well the athletic endeavour meets the athlete's own personal standards.

### **Athlete Satisfaction Model**

Satisfaction is an integral part of sport participation and enjoyment. Without satisfaction, athletes would turn to other sources for potential success and enjoyment (Maday, 2000). Satisfaction in sport has been studied extensively in combination with several variables, mostly leadership (Chelladurai, 1984; Chelladurai et al., 1988). Several scholars in sport psychology have included athlete satisfaction as an antecedent or outcome variable in their work. For example, the multidimensional model of leadership (Chelladurai, 1980, 1990) includes satisfaction as an outcome variable along with performance. In the proposed model, satisfaction was evaluated using four of the ASQ's 15 subscales: training and instruction satisfaction, personal treatment satisfaction,

Team performance satisfaction, and individual performance satisfaction. The first two subscales concentrate on satisfaction with the process of coaching behaviour, while the second two assess satisfaction without comes associated with the processes of leadership (Riemer & Chelladurai, 1998). Training and instruction satisfaction refers to satisfaction with the training and instruction provided by the coach. Personal treatment satisfaction refers to satisfaction with those coaching behaviors that directly affect the individual yet indirectly affect team development. It includes Social Support and Positive Feedback. Team performance satisfaction refers to athlete's satisfaction with his other team's level of performance. Task performance includes absolute performance, goal achievement, and implies performance improvements. Finally, individual performance satisfaction refers to athlete's satisfaction with his or her own task performance. Task performance includes absolute performance, improvements in performance, and goal achievement (Riemer & Chelladurai, 1998).

### **Role of satisfaction in Sports**

Role of satisfaction is viewed as an affective element of role involvement, and it is the only affective element that has been identified in the literature (Maday, 2000). As mentioned in the previous section, role satisfaction has been used to describe role acceptance. However, Eys and colleagues (in press) noted that the definition for role satisfaction that has been used in the industrial/organization literature can be adapted easily to the sport domain. There has not been much research on role satisfaction, but the limited literature supports the importance of this construct. To determine factors that can lead individuals to derive satisfaction from their role, Rail (1987) conducted a study with volunteer sport executives. This study will contribute to the existing literature by examining the separate role constructs in more depth. Greater understanding of role constructs and relationships has practical implications for coaches and practitioners by calling attention to the role of interpersonal relationships and group dynamics in the athletic experience and by examining the relationships among role constructs.

### **Conclusion**

Overview of the Sport Commitment

Model is drawing from social psychology literature, Scanlan and Carpenter et al. (1993) define sport commitment as "a psychological construct representing the desire or resolve to continue sport participation". From previous research on commitment in romantic relationships (Becker, 1960; Kelley, 1983; Rusbult, 1980), they identified three major classes of determinants for commitment: attraction, alternatives, and restraining forces. Attraction is labelled as sport enjoyment within the sport commitment model and is defined affective as "a positive response to the sport experience that reflects generalized feelings such as pleasure, liking, and fun". The alternatives class within the sport commitment model refers to involvement alternatives and is defined as "the attractiveness of the most preferred alternative(s) to continued participation in the current endeavour". Restraining forces are represented by three constructs in the model: personal investments, social constraints, and involvement opportunities. Personal investments are defined as "personal resources that are put into the activity which cannot be recovered if participation is discontinued". The construct of social constraints is defined as "social expectations or norms which create feelings of obligation to remain in the activity". Since sport enjoyment is highly related to sport commitment. Scanlan's Sport Commitment Model (SCM) was suggested to be a significant piece of the sport expertise problem. With regard to support for a theory of expertise based solely on deliberate practice, the authors opined, "Much of the data would suggest that the most critical part of producing skilled athletes is to find individuals who are highly motivated and likely to persist over the long duration required to produce an expert. To achieve improvement in athlete's performance and satisfaction, it may be necessary for the coach to engage in coaching Leadership style to which their athletes are enjoyable and satisfied. The most important successful factor of a coach is to help athletes to improve their athletic skill in a wide range of tasks from sequential development and mastery of fundamental skills, to the additional particular physical, technical, tactical and psychological training. From a theoretical and a practical standpoint, it is important to examine many issues that relate sports commitments and athlete satisfaction. From sports commitments and athlete's satisfaction research, it is widely recognized that an athlete's

Psychological state, based on mental preparation and satisfaction, is a contributing factor Riemer, H.A., & Toon, K. (2001) published a tennis-specific study in the realm of sport commitment that posited sport enjoyment and social constraint as a mediating variable in the sport commitment. The authors tested both an original version of the SCM and a revised model of the SCM where enjoyment was a mediator of the relationships between determinants and level of commitment. The humanistic view suggests that the athletic experience needs to be enjoyable and instrumental to further the development of athletes, and development is a primary outcome, at the sports activities. That being said, athlete satisfaction has both theoretical and practical implications. One construct that could have quite an impact on athlete satisfaction is role ambiguity. Bray, Beauchamp, Eys, and Carron (2004) looked at the need for role clarity as a potential moderator variable between role ambiguity and athlete satisfaction.

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