

A Comparative Analysis of Sports Commitment Among University-Level Male Volleyball and Basketball Players

***Dr Abhishek Verma**

Assistant Professor, Department of Physical Education
BHU, Varanasi-221005

Abstract

The present study aimed to compare sports commitment among university-level male **volleyball and basketball players at Banaras Hindu University**, Varanasi. Sports commitment, a cognitive and emotional construct, plays a vital role in influencing athletes' persistence, motivation, and performance. The study was based on the Sport Commitment Model, which includes key determinants such as sport enjoyment, involvement alternatives, personal investments, social constraints, and involvement opportunities. **A total of 30 male Players (15 volleyball and 15 basketball), aged 18–25 years**, were selected through purposive sampling. The findings revealed that both groups exhibited a high level of sports commitment with minimal differences between them. Sport enjoyment emerged as the most significant factor influencing continued participation, while involvement alternatives were relatively low. Personal investment also contributed positively to commitment, whereas social constraints showed limited influence.

The study concludes that intrinsic factors, particularly enjoyment and personal investment, play a crucial role in sustaining sports commitment among university athletes, with both volleyball and basketball players demonstrating similar levels of commitment.

Key Words- Sports Commitment, Social Constraints and Involvement Opportunities

Introduction

In today's rapidly changing world, the appeal of sports has made these activities a vital part of our social environment. Sports, having developed via contact since the inception of humanity, promote individuals' physical and mental development while fostering social cohesion. Sports are characterised as activities that foster competition under defined rules, require physical effort, and strive for success and accomplishment (**Yamaner, 2001; Yerlikaya, 2019**). In society, vigorous and dynamic individuals enhance their physical capabilities through athletics. Moreover, sports encourage recreational participation, cultivate new relationships, boost social interaction across various spheres, promote character development, and instil a sense of accountability (**Ko, 2005; Scanlan et al., 1989**). **Cihan and Ilgar (2018)** contend that athletic pursuits are crucial for the cultivation of life skills in youth. Like teenagers, adults participate in sports to foster a healthy lifestyle, improve social interactions, and develop their talents. Nonetheless, most individuals fail to attach sufficient importance to sports in their daily lives (**Roberts, 2001**), resulting in missed opportunities for physical health benefits, social connections, and personal growth. The crucial role of sports in human socialisation was acknowledged before the 1960s. Nonetheless, over the latter portion of the 20th century, sports gained increased importance in both economic and political domains (**Houlihan, 2003**). After this period, technological improvements have simplified daily life while also contributing to physical immobility, as many people now favour sedentary pursuits over physical exercise. These technological improvements have broadened the range of sporting facilities by enabling their active use, hence promoting the development of the sports industry. As a result, sports activities have garnered public interest, leading to a gradual increase in involvement. Thus, maintaining a healthy lifestyle has become

increasingly essential for individuals of all ages, while both amateur and professional sports have gained popularity as means for socialisation, physical development, recreation, weight management, validation, enjoyment, skill acquisition, aesthetic improvement, stress relief, and the enhancement of physical strength.

SPORTS COMMITMENT: Sports commitment is a cognitive and emotional process that profoundly influences an athlete's career from multiple perspectives, including self-confidence, determination, effort satisfaction, and energy, thereby facilitating optimal performance amid diverse challenges throughout their life. (Lonsdale et al., 2007; Hodge et al., 2009). The dedication to sports influences an athlete's decision to continue or discontinue a specific sport, thereby affecting their athletic performance. Thus, numerous studies have investigated the relationship between commitment and other concepts, such as fundamental psychological needs, motivation, intrinsic stimulation, and burnout (Curran et al., 2015; DeFreese and Smith). 2013: Hodge et al.; 2009: Kristensen; 2013: Lonsdale et al.; 2009: Busseri et al.; 2011: Haugaasen et al.

A Comprehensive Overview of the Sport Commitment Model. The Sports Commitment Model was developed to examine the factors that drive individuals' sustained participation in specific sports. This notion delineates dedication in athletics into five essential elements. These factors include enjoyment level, alternative participation options, personal investment, societal constraints, and opportunities for engagement, all of which affect an individual's dedication to a specific activity. This model was established on a solid study base on commitment; however, Scanlan et al. (1993a) expanded this research from general commitment, relationship commitment, and work commitment to the comparatively underexamined area of sports commitment. Research on commitment, as cited by Scanlan et al. (1993) from Kelley (1983), indicates that commitment is categorised into three principal "causal conditions." The key factor is the attractiveness of the collaboration. The Sport Commitment Model defines this causal aspect of commitment as 'sport enjoyment'. The second causal condition relates to the degree to which alternatives to the current situation are regarded as more or less attractive. This scenario is referred to as 'Involvement Alternatives' inside The Sport Commitment Model. The primary causal factor identified in Kelley's (1983) research concerns the forces that impede or obstruct termination. The causal factors are referred to as 'Personal Investments', 'Social Constraints', and 'Involvement Opportunities' in the Sport Commitment Model.

Factors Of Sports Commitment

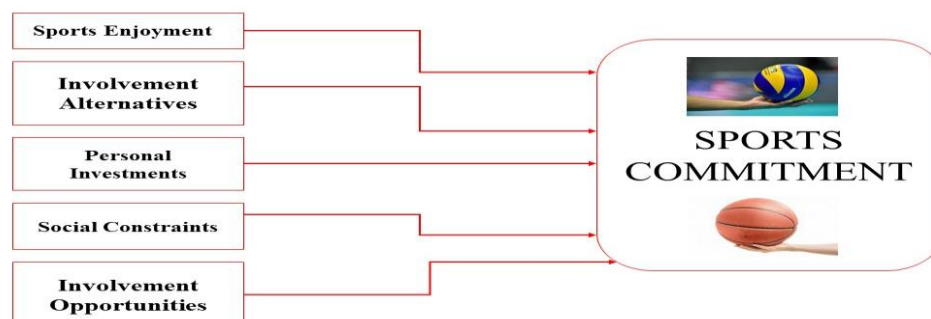
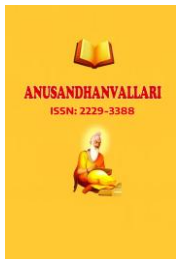
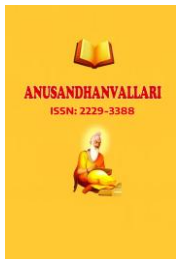


Figure 1 - The Sport Commitment Model (Scanlan et al., 1993a). NB the positive/negative signs allocated to arrows indicate the effect that each factor will have on sports commitment (e.g., high sport enjoyment will result in high sport commitment, while high involvement alternatives will result in low sport commitment).



Model Components And Their Description

- I. Sport Commitment: Defined as a psychological construct reflecting the desire and resolve to continue engaging in athletic pursuits (**Scanlan et al., 1993**). It is crucial to recognise that the psychological concept of sport commitment is being examined, rather than simply deduced from its antecedents. **Scanlan et al. (1993a)** contend that an athlete's conduct is influenced by psychological states and other determinants. This model assigns a monetary value to sports commitment, enabling measurement of the relationship between the determinants of commitment and the commitment itself, as well as quantifying the correlation between these factors and the psychological state of commitment.
- II. Sport Enjoyment: Defined as 'a positive emotional response to the sporting experience that encompasses generic feelings such as enjoyment, admiration, and amusement' (**Scanlan et al., 1993a**). The sport-enjoyment component of this paradigm seeks to quantify the pleasure experienced by the participant while engaged in the sport. The positive coefficient for this model component indicates that an increase in sports enjoyment is associated with an increase in sport commitment.
- III. Involvement Alternatives: Defined as the attractiveness of the preferred alternative(s) to continued participation in the current activity (**Scanlan et al., 1993a**). The Involvement Alternatives component of this paradigm posits that alternatives to the participant's sport will affect sport commitment. The negative coefficient associated with this model component signifies that an increase in the quantity and attractiveness of involvement possibilities will appropriately enhance sport commitment. It is essential to recognise that some athletes can participate in multiple activities without jeopardising their commitment; hence, alternatives may be less important with respect to Sport Commitment. Challenges were noted in assessing this component among non-elite youth athletes due to participants' difficulties in understanding the concept of mutually incompatible involvement options.
- IV. Personal Investments: Defined as 'individual resources allocated to an endeavour that cannot be recovered upon withdrawal' (**Scanlan et al., 1993a**). The Personal Investment component of this notion posits that a participant's cognisance of their investments in the activity (e.g., time, money, experience, etc.) during their engagement, along with the possible detriment of discontinuation, influences activity Commitment. As a participant's engagement in a sport increases, the probability of ceasing participation decreases. This model component shows that an increase in Personal Investment will correspondingly enhance Sport Commitment. Ultimately, as the investments become irretrievable upon withdrawal, psychological attachment intensifies, and resources allocated to the sport escalate. As a result, this model component encountered statistical issues in non-elite youth sports due to the unpredictability of personal investment, both financially and in terms of time and effort.
- V. Social Constraints: Defined as 'social expectations or standards that create a sense of obligation to continue the action' (**Scanlan et al., 1993a**). This approach recognises that individuals may feel compelled to continue an activity due to societal pressures. This pressure may stem from parents, teammates, coaches, educational institutions, and other stakeholders involved in the athlete's sport, including fans and sponsors. The positive association of this model component signifies that a rise in Social Constraints is associated with an increase in Sport Commitment. Athletes are likely to persist in a sport to avoid the negative consequences they foresee from significant others if they cease participation.
- VI. Involvement Opportunities: Defined as 'useful prospects that emerge exclusively from continuous interaction' (**Scanlan et al., 1993a**). The Involvement Opportunities pillar of this paradigm asserts that Sport Commitment is influenced by the opportunities available to the participant through their engagement in the activity. The positive association associated with this model component suggests that an increase in the amount and relevance of Involvement Opportunities will augment Sport Commitment. Opportunities for involvement may be concrete and measurable, such as the ability to acquire proficiency in a task or interact with athletic peers; they can also be



psychological, exemplified by the conviction that a failure to maintain participation in a specific activity will result in a deterioration of physical fitness. This architecture is based on expected occurrences rather than actual events.

This study examines the comparative sports commitment of Male Volleyball and Basketball players at the university level, specifically to determine whether the team exhibits greater devotion post-tournament.

Methodology-

Selection Of Subject

The current study included 30 male university volleyball and basketball players. The subjects were chosen from Banaras Hindu University, Varanasi (UP), and ranged in age from 18 to 25. Furthermore, purposive sampling was used in the current study.

Selection Of Variables-

The selection of variables in the present study is-

Dependent Variable- Male volleyball and basketball players of Banaras Hindu University.

Independent Variable- Sport Commitment, Sport Enjoyment, Involvement Alternatives, Personal Investments, Social Constraints, and Involvement Opportunities

Inclusion And Exclusion Criteria

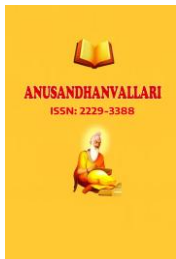
Inclusion Criteria: Banaras Hindu University male volleyball and basketball players at the university level.

Exclusion Criteria: Banaras Hindu University male all other game players at the inter-university level.

FACTOR 1: SPORTS COMMITMENT

Descriptive Statistics of Sports Commitment.

Item	Volleyball Players		Basketball Players			
	Response & Freq.		Response & Freq.			
How proud are you to tell other people that you play in (program)	15	Yes -15	No -00	15	Yes – 15	No-00
Do you want to keep playing in (program)?"	15	Yes -14	No -01		Yes -14	No -01
"How dedicated are you to playing in (program)?"	15	Yes -14	No -01		Yes -14	No -01
"What would you be willing to do keep playing in (program)?"	15	Yes -13	No -02		Yes -14	No -01



"How hard would it be for you to quit (program)?"	15	Response & Freq.		15	Response & Freq.	
		Yes -13	No -02		Yes -13	No -02
"How determined are you to keep playing in (program)?"	15	Response & Freq.		15	Response & Freq.	
		Yes -14	No -01		Yes -14	No -01

FACTOR 2: SPORTS ENJOYMENT

Table No. 2

Descriptive Statistics of Sports Enjoyment.

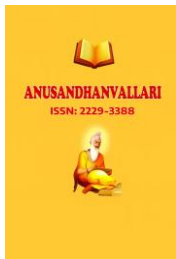
Item	Volleyball Players		Basketball Players			
"Do you enjoy playing in (program) this season?"	15	Response & Freq.		15	Responses & Freq.	
		Yes -13	No -02		Yes - 14	No-01
"Are you happy playing in (program) this season?"	15	Response & Freq.		15	Response & Freq.	
		Yes -13	No -02		Yes -14	No -01
"Do you have fun playing in (program) this season?"	15	Response & Freq.		15	Response & Freq.	
		Yes -14	No -01		Yes -14	No -01
"Do you like playing in (program) this season?"	15	Response & Freq.		15	Response & Freq.	
		Yes -15	No -00		Yes -14	No -01

FACTOR 3: INVOLVEMENT ALTERNATIVES

Table NO: 3

Descriptive Statistics of Involvement Alternatives.

Item	Volleyball Players		Basketball Players			
"How interesting do you think this activity would be?"	15	Response & Freq.		15	Responses & Freq.	
		Yes -14	No -01		Yes - 11	No-04
	15	Response & Freq.		15	Response & Freq.	



"How much fun do you think this activity would be?"		Yes -13	No -02		Yes -12	No -03
"How much would you like to do this activity, instead of playing (program)?"	15	Response & Freq.			Response & Freq.	
		Yes -11	No -04		Yes -12	No -03
"How difficult was it to choose playing in(program) over this activity.	15	Response & Freq.			Response & Freq.	
		Yes -12	No -03		Yes -10	No -05

FACTOR-4: -PERSONAL INVESTMENTS

Table No: 4

Descriptive Statistics of Personal Investments

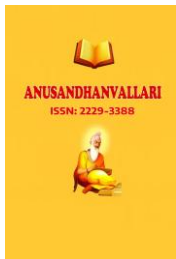
Item	Volleyball Players		Basketball Players			
"How much of your time have you put into playing in (program) this season?"	15	Response & Freq.		15	Responses & Freq.	
		Yes -14	No -01		Yes - 12	No-03
"How much effort have you put into playing in (program) this season?"	15	Response & Freq.		15	Response & Freq.	
		Yes -13	No -02		Yes -13	No -02
"How much of your own money have you put into playing in (program) this season for things like entrance fees or equipment?"	15	Response & Freq.		15	Response & Freq.	
		Yes -08	No -07		Yes -11	No -04

FACTOR-5: -SOCIAL CONSTRAINTS

Table No: 5

Descriptive Statistics of Social Constraints item

Item	Volleyball Players		Basketball Players			
"I feel I have to play in (program) so that I can be with my friends?"	15	Response & Freq.		15	Responses & Freq.	
		Yes -05	No -10		Yes - 08	No-07
	15	Response & Freq.			Response & Freq.	



"I feel I have to play (program) to please my friends?"		Yes -07	No -08		Yes -03	No -12
"I feel I have to stay in (program) because my parents have done so much?"	15	Response & Freq.			Response & Freq.	
		Yes -05	No -10		Yes -07	No -08
"I feel I have to play in (program) to please my mom?"	15	Response & Freq.			Response & Freq.	
		Yes -04	No -11		Yes -08	No -07
"I feel I have to play in (program) to please my dad?"	15	Response & Freq.			Response & Freq.	
		Yes -04	No -11		Yes -09	No -06
"I feel I have to play in (program) to please my head coach?"	15	Response & Freq.		15	Response & Freq.	
		Yes -04	No -11		Yes -09	No -06
"I feel I have to play in (program) so that people won't think I am a quitter?"	15	Response & Freq.			Response & Freq.	
		Yes -05	No -10		Yes -06	No -09

Discussion Of Findings

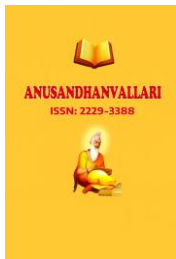
This study sought to analyze the comparative sports commitment of male volleyball and basketball players at Banaras Hindu University (BHU). The research examined multiple elements of the Sport Commitment Model, encompassing sports commitment, enjoyment of the sport, alternative involvement, personal investments, and social restrictions. The analysis of the findings has been substantiated by pertinent literature in the domains of sport psychology and research on sports commitment.

1. Dedication to Athletics

The results from Table 1 demonstrate that both volleyball and basketball players exhibit a significantly high degree of sports dedication. Every respondent (100%) from both groups conveyed pride in sharing their involvement in the program. Likewise, most athletes from both sports expressed a strong eagerness to continue participating and demonstrated commitment to their respective disciplines.

Volleyball players indicated that 14 were willing to continue playing and 13 were prepared to do whatever was necessary to remain in the program, whereas basketball players exhibited marginally higher replies on certain issues, with 14 responses on most questions. Nevertheless, the distinctions between the two groups are negligible, indicating that both volleyball and basketball players exhibit comparable levels of devotion.

These findings align with the notion of sport commitment as a psychological condition indicative of the motivation and determination to persist in sport involvement, as articulated by **Tara K. Scanlan and associates**. The Sport



Commitment Model posits that athletes with a robust identification with their sport and team environment exhibit elevated levels of persistence and dedication (**Scanlan et al., 1993a**).

Research conducted by **Christopher Lonsdale et al. (2007)** indicates that dedicated athletes exhibit elevated levels of drive, effort, and perseverance in their athletic pursuits. The significant dedication demonstrated by university athletes in this study can be attributed to the competitive atmosphere, team identification, and pride associated with representing the university in competitions.

2. Enjoyment of Sports

The examination of Table 2 reveals that players in both sports exhibit a high level of enjoyment, which is essential for sustaining their commitment to the sport.

A significant majority of volleyball players (13–15) reported enjoyment and satisfaction while engaging in their sport throughout the season. Likewise, basketball players reported marginally elevated satisfaction, with 14 of 15 players providing affirmative responses to most enquiries.

The findings correspond with the Sport Commitment Model, which designates sport enjoyment as the primary predictor of sport commitment (**Scanlan et al., 1993b**). Sport enjoyment denotes the favourable emotional reactions sportsmen experience during their engagement in sporting activities.

Prior research conducted by **Paul M. Wilson and associates** has shown that enjoyment plays a crucial role in shaping players' motivation and sustained involvement in sports (**Wilson et al., 2004**). When athletes derive satisfaction, enjoyment, and pleasure from their sport, they are more inclined to sustain their commitment and remain engaged over the long term.

The elevated enjoyment levels reported by both volleyball and basketball players in this study support the assertion that pleasant emotional experiences are crucial for maintaining sports commitment.

3. Engagement Options

The results in Table 3 indicate that volleyball players reported somewhat fewer appealing possibilities than basketball players. For instance, 14 volleyball players expressed interest in alternative activities, whereas only 11 basketball players did so.

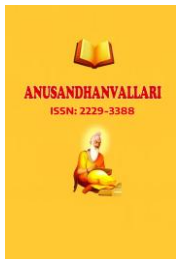
In the Sport Commitment Model, involvement alternatives denote competing activities that may interfere with existing sport participation (**Scanlan et al., 1993a**). When athletes recognise a scarcity of attractive alternatives, they are more inclined to maintain their commitment to their present sport.

Research conducted by Daniel F. Gould and other sports psychologists indicates that athletes with a profound attachment to their sport frequently prioritise it above other leisure or recreational pursuits (**Gould & Petlichkoff, 1988**).

The results of this study indicate that volleyball players may recognize fewer competing activities, thereby enhancing their dedication to the sport. The minimal disparity between the groups suggests that both volleyball and basketball players predominantly favour persisting in their particular sports over participating in alternative activities.

4. Individual Investments

Personal investment refers to the time, effort, and resources athletes dedicate to their sport. Table 4 indicates that volleyball players expended slightly more time and effort than basketball players.



For example, 14 volleyball players reported a considerable time investment, while 12 basketball players reported a similar commitment. In terms of financial investment, basketball players indicated marginally greater expenditure, with 11 players reporting this, compared to 8 volleyball players.

The Sport Commitment Model posits that personal investments increase the likelihood of sustained involvement, as athletes are reluctant to forfeit the resources they have already invested in their sport (Scanlan et al., 1993b). Investments in training time, physical exertion, skill enhancement, and financial resources foster a profound psychological commitment to the sport.

Research by Joanne **Busseri et al. (2011)** indicates that athletes who devote substantial time and effort to training exhibit greater dedication and perseverance in their sport participation.

The substantial investment noted by participants in this study suggests that personal investment significantly enhances sports commitment among university athletes.

5. Societal Limitations

Table 5 indicates that societal pressure exerts a minor influence on sports participation. Volleyball players typically reported lower social pressure than basketball players.

For instance, merely 5 volleyball players acknowledged participating to socialise with friends, while 8 basketball players expressed a similar sentiment. Likewise, a greater number of basketball players reported participating to fulfil the expectations of their parents or coaches.

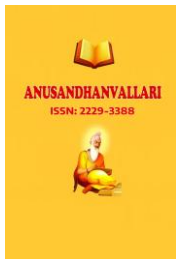
In the Sport Commitment Model, social constraints denote the expectations or pressures from influential individuals that motivate athletes to persist in their participation in sport (Scanlan et al., 1993a). These pressures may originate from parents, coaches, teammates, or the broader athletic community.

Research by **Sophia Jowett (2007)** indicates that interactions with coaches, parents, and teammates can profoundly affect players' motivation and dedication.

The findings of the current study suggest that basketball players may encounter marginally elevated social expectations, whereas volleyball players may engage more due to intrinsic motivation and personal interest. Nonetheless, the overall findings indicate that societal limitations are not the primary reason for continued participation in sports, as most players reported engaging in the sport for its enjoyment and appreciation.

Conclusion

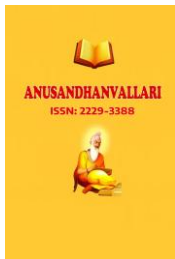
1. From the examination of the gathered data, the subsequent conclusions can be derived:
2. The male volleyball and basketball players of Banaras Hindu University exhibit a significant degree of athletic commitment.
3. Enjoyment of sport is a significant determinant of sports commitment, since the majority of athletes indicated pleasure in their involvement in sporting activities.
4. Volleyball players indicated a marginally reduced number of alternate engagements, thereby facilitating their sustained participation in the sport.
5. Both groups demonstrated considerable personal engagement in time, effort, and resources, hence enhancing their devotion to their respective sports.



6. Social restrictions exert a minor influence, with basketball players facing marginally elevated social expectations relative to volleyball players.
7. The study indicates that intrinsic desire, enjoyment, and personal involvement are fundamental elements influencing sports commitment among university athletes.

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