



RECEIVED SOCIAL SUPPORTS AMONG FIELD HOCKEY PLAYERS

Rishabh Lakhera¹ and Dr. Sunil Datt Lakhera²

AFFILIATIONS

- ¹ Research Scholar, Department of Physical Education R.D..V.V Jabalpur (M.P)
- ² Sports Officer , OFK Govt.. College, Jabalpur (M.P)

ABSTRACT

The aim of present study was to assess the impact of received social among field hockey players by Madhya Pradesh Higher Education Divisional Level Hockey team taking part in State Level Inter University Hockey tournament. Two hundred fifty-six hockey players (One hundred eight males and One hundred twenty-eight female) completed the Athlete Received Social Support questionnaire during competition, in the session 2023-24. The analysis of data indicated that no significant gender differences in Emotional Support, Esteem Support, and Information Support and Tangible Support Males reported higher scores in these areas compared to females. These findings suggest that males receive different levels of support types compared to females.

Keywords: ARSS, Emotional support, Esteem support, Informational support, Tangible support

1. INTRODUCTION

We live in a social world and most of us interact with many people across the course of a day, whether they are family members, friends, coworkers, or even acquaintances at a gym. Given our fundamental need to belong (Baumeister & Leary, 1995), these social relationships are vital for our health and well-being (Umberson, et al., 2010). Social support refers to the resources that one perceives available or received from their social networks (Gottlieb & Bergen, 2010). There are many types of social support ranging from companionship support (e.g. support and instrumental support (e.g., providing tangible assistance such as providing equipment). Receiving more social support is beneficial for participating in physical activity (Scarapicchia et al., 2017). There are several different frame works for how social support may influence our physical activity and health. Social support is just one way that our social relationships may influence our behavior. Others, such as social norms, social control, and group processes also influence our physical activity behavior. Received social support refers to the tangible or intangible assistance, encouragement, or resources provided by others with in one's social network. This support can come in various forms, such as emotional support (e.g., empathy, listening), instrumental support (e.g., tangible aid like financial assistance or practical help), informational support (e.g., advice, guidance), or appraisal support (e.g. positive feedback, validation). It's the assistance or resources one actually receives from others rather than merely perceived or anticipated support. Received social support plays a crucial role in buffering against stress, promoting well-being, and aiding in coping with various life challenges.

Receiving support is a crucial aspect of sports, as it can help athletes handle competitive pressures and boost their performance. Researchers in the domains of sports and social psychology have taken a keen interest in the phenomenon of receiving support. (Purcell et al., 2019).

Social support from friends, parents and families has a small but positive relationship Physical Activity in adolescent girls and associations were generally association were generally similar in magnitude and types of social support. As the associations were small, other variables may be more important for adolescent girls' Physical Activity. However, the results suggest that overall support from parents and friends, as well as sub- domains of support such as encouragement, instrumental support and modeling, are all associated with adolescent girls' physical activity. The strongest association was identified for overall social support from all providers of support, which may suggest that being supported by various people in various ways is important for adolescent girls Physical Activity. There may, therefore, be promise in including social support components,

Along side other known predictors (e.g. strategies to increase self-efficacy), in Physical Activity behavior change interventions targeting adolescent girls. Further research examining the success of such interventions is therefore warranted.

Social support is a complex process that involves providing the recipient with a diverse range of resources, such as emotional, informational, and affirmation support in their social relationships, with the aim of helping the recipient achieve personal psychological satisfaction In social psychology, the construct of social support is multifaceted and includes both perceived support and received support. Perceived support refers to the belief that one can obtain necessary help when required, while received support entails the frequency with which an individual obtains support resources with in a specific time frame and is typically assessed through retrospective self-reporting

Researchers in sports psychology are particularly interested in exploring the effects of received support on athletes. The nature of the support that athletes receive, whether emotional or informational, and the frequency with which they receive it can have a significant impact on their performance, making the study of social support a complex and multifaceted task

Lazarus and Folkman (1984) describe social support as a supportive situational or environmental condition that reduces the chance that an individual will appraise an event as stressful. A social support network has been characterised as a collection of individuals whom the support recipient can go to for assistance (Vaux, 1988). This support can be in a range of areas including the provision of resources, companionship and reassurance or help with physical or mental recovery (Albrecht & Adelman, 1984).

Social support has also been recognized a significant factor in maintaining physical health (Malinauskas, 2008) and psychological health (Holt & Hoar, 2006). Social support from coaches, teammates, family, friends, and staff is considered to affect athletes' cognitive, emotional, and behavioral aspects in a positive manner (Rees, 2007). Psychology literature had shown that the perception of available support can be a better predictor of health or well-being outcomes (Sarason, Pierce, & Sarason, 1990); researchers in sport psychology had also focused more on the perception of available support, which is called perceived support. It was shown that perceived support plays a significant role both for sport performance (Rees & Freeman, 2010; Rees & Freeman, 2007) and psychological health outcomes, such as low levels of burnout (Tsuchiya, 2012). As such, perceived support was commonly measured in research examining social support within a sport context.

Session 2023-24 The aim of present study was to compare psychological skills of inter-university level male Hockey. As both the gender have similar game structure, it was hypothesized that players will not differ significantly on use of ARSQ.

2. METHODOLOGY

2.1 Sample

Two hundred fifty six inter-university level 256 hockey players completed the Athlete received support questionnaire (ARSQ) during the competitive session 2023-24.

2.2 Instrument

This questionnaire measures athlete Received Social Support. The ARSQ has 22-items and 4 factors: emotional support, esteem support, information support, and tangible support. Emotional support refers to behaviours related to comfort, security, and being cared for (e.g., In the last week, how often did someone cheer you up?). Esteem support involves activities, which support or bolster a person's self-esteem (e.g., in the last week, how often did someone encourage you?). Informational support is considered to include advice and guidance (e.g., In the last week, how often did someone give you advice about performing in competitive situations?). Tangible support is defined as practical and instrumental assistance (e.g., How often, in the last week, did someone help plan your training). Please circle how frequently these situations apply to you on the following 1-5 scale

3. RESULTS

To examine the impact of Received Social support descriptive statistics used by Field Hockey Players of Madhya Pradesh Higher Education Male and Female players who participated in State level hockey tournament Hockey players during competitive condition, mean, SD and t-ratio were computed and the data presented in table 1 to 3.

TABLE 1
COMPARISON OF MALE AND FEMALE PLAYERS ON EMOTIONAL SUPPORT

Variables	Mean	S.D	M.D	d.f
Male	3.22	0.906	0.64	254
Female	3.26	0.903	0.64	254

Level of Significance = 0.05

$t_{.05(254)} = 2.54$

Table-1 Reveals that there is difference between Male and Female Players, because mean of Male Players is less than Female Players. To check the significant difference of both the Variables the data is analyzed by applying t test. Before applying test, the standard deviation is calculated between Male and Female Players which are 0.906 and 0.903 respectively. After applying t test it was difference between Male and Female Players because the calculated 't' (-421) and p-value (0.674) which is greater than tabulated 't' (± 2.54) at level of significance, indicates or shows there is no significant difference in Means of Male and Female Players. The p-value is greater than 0.05, so the researcher's do not reject the null hypothesis of equal variances there would be no significant difference in Emotional Support in Male and Female Hockey Players.

TABLE 2
COMPARISON OF MALE AND FEMALE PLAYERS ON ESTEEM SUPPORT.

Variables	Mean	S.D	d.f	M.D
Female	3.41	0.88	254	0.028
Male	3.49	0.86	254	0.028

Level of Significance = 0.05

$t_{.05(254)} = 2.54$

Table 2 reveals that there is difference, between means of Esteem Support Because mean of Female is (3.41) which is less than Male Players (3.49).

To check the significant difference in Esteem Support among both groups the data is analyzed by applying 't' test. Before applying the test standard deviations calculated between Female and male Players which are 0.88 and 0.86 respectively. After applying ttest it was found that there is no significant difference between Esteem Support because the calculated 't' (-807) and p-value (0.421) is greater than the which is greater than tabulated 't' (± 2.54) at level of significance, indicates or shows there is no significant difference in Means of Male and Female Players. The p-value is greater than 0.05, so the researcher's do not reject the null hypothesis of equal variances there would be no significant difference in Esteem Support between Male and Female Players. ($p < 0.05$).

TABLE 3
COMPARISON OF MALE AND FEMALE PLAYERS ON INFORMATION SUPPORT.

Variables	Mean	S.D	M.D	d.f
Male	3.23	0.95	0.026	254
Female	3.16	0.90	0.025	254

Level of Significance = 0.05

$t_{.05(254)} = \pm 2.54$

Table 3 Reveals that there is difference, between means of Information Support Because mean of Female is (3.16) which is less than Male Players (3.23). To check the significant difference in Information Support among both groups the data is analyzed by applying 't' test. Before

applying the test standard deviation is calculated between Female and male Players which are 0.93 and 0.95 respectively. After applying t test it was found that there is no significant difference between Information Support because the calculated 't' (-654) and p- value (0.514) is less than the tabulated t' (± 2.54) at a level of significance, indicates or shows there is no significant difference in Means of Male and Female Players. The p-value is greater than 0.05, so the researcher's do not reject the null hypothesis of equal variances there would be no significant difference in Information Support between Male and Female Players.($p < 0.05$).

4. DISCUSSION

The aim of present study was to examine possible difference in the use of psychological skills between Inter-university level Hockey male-female players .During competitive situation. The findings indicated that there is no significant gender differences in Emotional Support, Esteem Support, and Information Support and Tangible Support Males reported higher scores in these areas compared to females. These findings suggest that males receive different levels of support types compared to females. Hence, researcher presumed hypothesis is accepted because in major cases the value of tabulated 't' exceeds or it is greater than calculated 't'.

5. CONCLUSION

There was no significant difference in Esteem Support, Information Support and Emotional Support between Male and Female Players..

REFERENCES

- Singh, Amandeep et. al. (2017).** Comparative Study of Social Support among Individual, Team and Dual Sports Athletes. *International Journal of Current Research and Review.* 9, (14), 19-22.
- Chaurasia K. (2017).** Effects of Social Support and Socioeconomic Status on Mental Health in College Students. *International Journal of Indian Psychology.* 4 (2), 85. DIP: 18.01.020/20170402
- Jayanthi. P. (2016).** Perceived Social Support - A Risk Factor for Depression Among Adolescents: An Analytical Study. *ICCRJNR.* 1(1), 29-33.
- K Rani. (2016).** Perceived Social Support and Psychological Well- Being: Testing the Unique Association and Gender Differences among Young Working Adults. *International Journal of Indian Psychology.* 3(2), DOI: 10.25215/0302.065, DIP: 18.01.065/20160302
- Anrold, Rachel, et al. (2018).** Organizational stressors, social support, and implications for subjective performance in high-level Sport. *Psychology of Sport and Exercise.* 39, (4), 204-2012
- Rhind JA Daniel, et.al. (2011).** The impact of social support on student athletes' satisfaction in individual sports. *Journal for the Study of Sports and Athletes in Education.*5(1), 73-84.
- Saini. S. S. (2016).** An Empirical Study of Social Support among Depressive and Non-Depressive Elderly People. *The International Journal of Indian Psychology.* 4, (1), 82. DIP:18.01.154/20160401, DOI: 10.25215/0401.154
- Trotter MG, Coulter TJ, Davis PA, et. al. (2023).** Social Support, Self- Regulation, and Psychological Skill Use in E-Athletes. Reliability and validity of the Chinese version of the Athletes' Received Support Questionnaire original research article ont. *Psychol.* ,27 July 2023 Sec. Sport Psychology Volume 14- 2023 <https://doi.org/10.3389/fpsyg.2023.1176035>