

A PSYCHOLOGICAL STUDY OF SOCIAL SUPPORT BETWEEN DISTRICT AND STATE LEVEL HANDBALL PLAYERS

DR. PRITAM SINGH

Department of Physical Education, S.N. College, Banga, Punjab, INDIA

ABSTRACT

The present study was focused to assess the level of social support between district and state level handball players. A group of 30 subjects (15 district and 15 state) aged 17-25 years participated in the study. The purposive sampling technique was used to attain the objectives of the study. All the subjects, after having been informed about the objective and protocol of the study, gave their consent and volunteered to participate in this study. To measure the level of Social Support was measured by applying Social Support Questionnaire prepared by Zimet. To determine the significant differences between district and state level handball players, unpaired t-test was employed for data analyses. To test the hypothesis, the level of significance was set at 0.05. It is concluded from the results Social Support (i.e., Family, Friends, Other Significant Persons and Social Support) between Handball players of district and state are presented in table-1. In case of Social Support, significant between-group differences were found for Family ($t=2.98^*$), Friends ($t=4.75^*$), Other Significant Persons ($t=5.18^*$) and Social Support ($t=2.48^*$).

KEYWORDS: Social Support, Handball Players

INTRODUCTION:

Social support is often used in a broad sense, including social integration. However, Social integration refers to the structure and quantity of social relationships, such as the size and density of networks and the frequency of interaction, but also sometimes to the subjective perception of embeddedness. There have been recent indications that social support resources play an important role in athlete retention and success (Botterill, C. 2004). Generally, social support refers to “knowing that one is loved and cared for and that others will do all they can when a problem arises” (Sarason, et al. 1990).

Social support is another parameter of present investigation which is defined by (Cohen et al., 2000; Lox et al., 2006; Wallston et al., 1983) as the comfort, assistance, well-being, and information that individuals receive from formal or informal contacts with societal organization or the other people. Social support is associated with better psychological health in general and

reduces the negative psychological consequences of exposure to stressful life events (Cohen & Wills, 1985). Social support has also been defined as a those social interactions or relationships that individuals with actual assistance or that embed individuals within a social system believed to provide love, caring or sense of attachment to a valued social group (Hobfoll, 1988). Wallston et al. (1983) reported that various sources or types of social support contribute to different outcomes in physical health. There have been recent indications that social support resources play an important role in athlete retention and success (Botterill, 2004; Bruner, 2002; Halliwell, 2004). Generally, social support refers to “knowing that one is loved and cared for and that others will do all they can when a problem arises” (Sarason et al., 1990). In sports, social support might influence performance in a main effects model by providing advice about tactics and game plans, or by increasing positive effect, leading to a greater likelihood of experiencing flow states (Cohen, 1988; Rees et al., 1999). Rees et al. (1999) studied that whilst no associations were found between social support and a winning vs. losing outcome measure, associations were found between social support and factors underlying performance.

MATERIAL AND METHODS

PARTICIPANTS

A group of 30 subjects (15 district and 15 state) aged 17-25 years participated in the study. The purposive sampling technique was used to attain the objectives of the study. All the subjects, after having been informed about the objective and protocol of the study, gave their consent and volunteered to participate in this study.

INSTRUMENTATION

- ❖ To measure the level of Social Support was measured by applying Social Support Questionnaire prepared by Zimet et al. 1998.

STATISTICS

To determine the significant differences between district and state level handball players, unpaired t-test was employed for data analyses. To test the hypothesis, the level of significance was set at 0.05.

RESULTS

Table 1: Significant differences in the Mean scores of Social Support of the District Players and State Players Handball players.

	District Players =15		State Players =15			
Variables	Mean	SD	Mean	SD	t-value	Sig.
Family	20.77	4.36	24.30	3.23	2.98*	0.000
Friends	22.80	3.22	18.33	5.66	4.75*	0.000
Other Significant Persons	20.00	5.90	19.73	5.01	5.18*	0.001
Social Support (Total)	63.57	9.66	62.37	9.51	2.48*	0.002

*Significant at 0.05 level

Degree of freedom= 28

The results of Social Support (i.e., Family, Friends, Other Significant Persons and Social Support) between Handball players of district and state are presented in table-1. In case of Social Support, significant between-group differences were found for Family ($t=2.98^*$), Friends ($t=4.75^*$), Other Significant Persons ($t=5.18^*$) and Social Support ($t=2.48^*$).

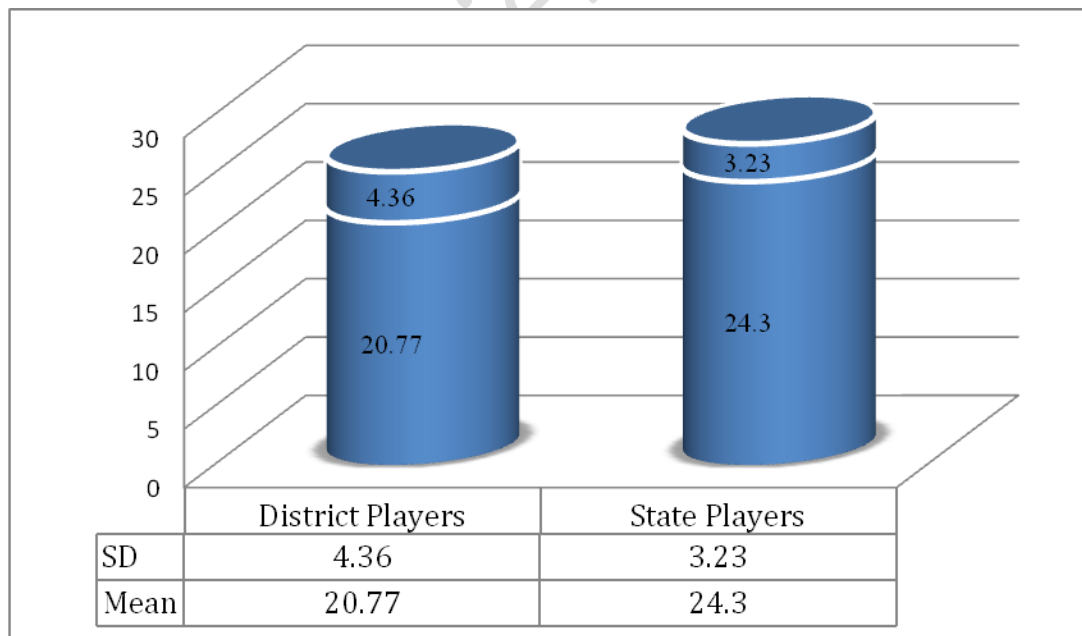


Figure-1: Mean, SD, Scores of the District and State Handball players on the variable Family

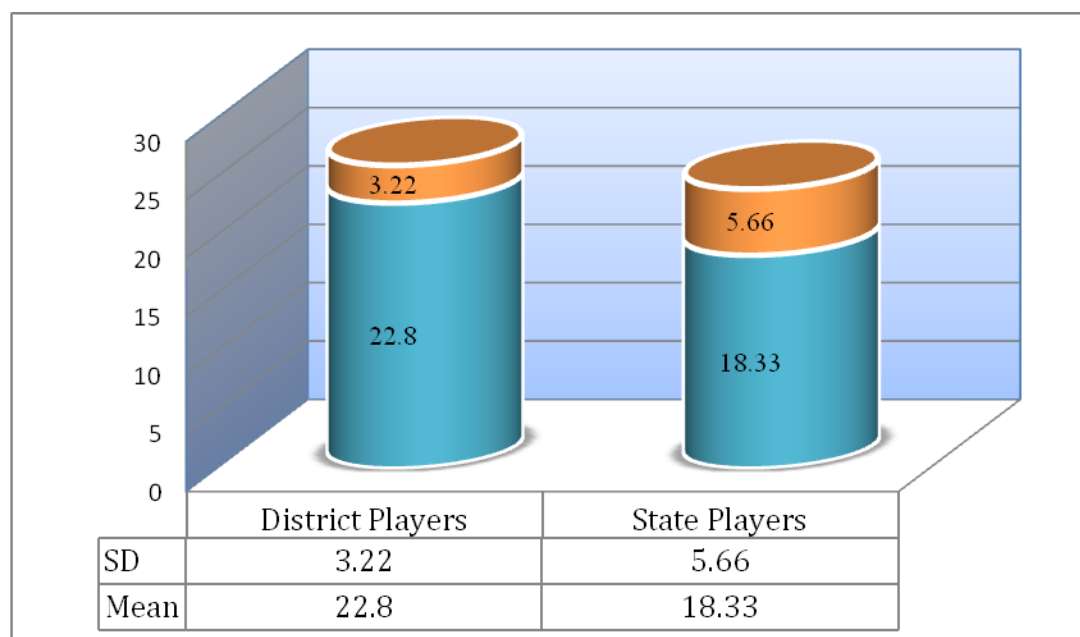


Figure-2: Mean, SD, Scores of the District and State Handball players on the variable Friends

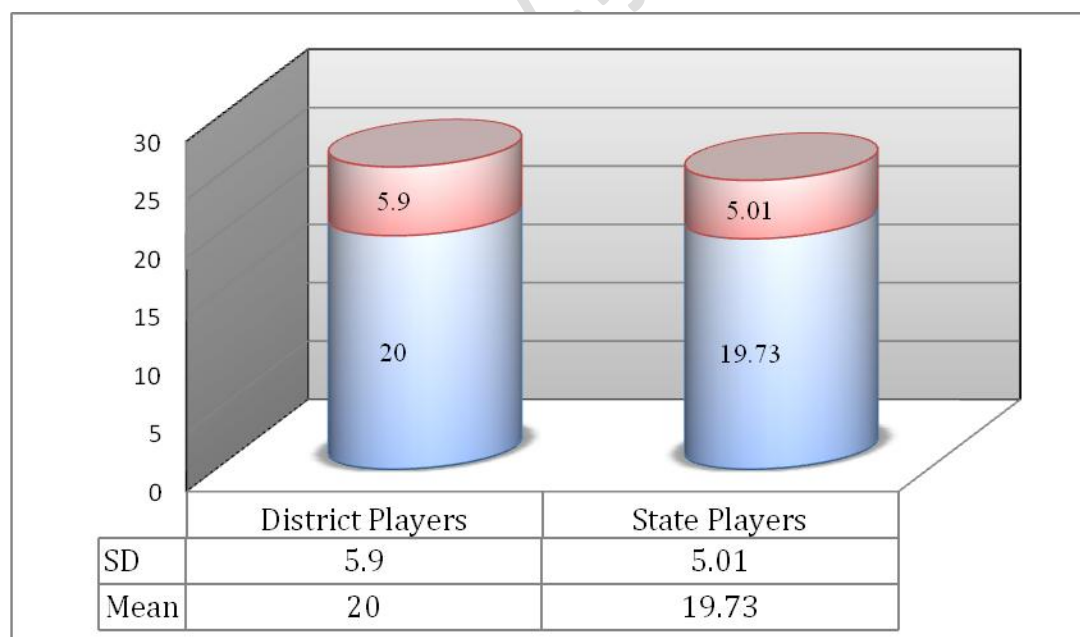


Figure-3: Mean, SD, Scores of the District and State Handball players on the variable Other Significant Persons



Figure-4: Mean, SD, Scores of the District and State Handball players on the variable Social Support (Total)

CONCLUSION

It is concluded from the results Social Support (i.e., Family, Friends, Other Significant Persons and Social Support) between Handball players of district and state are presented in table-1. In case of Social Support, significant between-group differences were found for Family ($t=2.98^*$), Friends ($t=4.75^*$), Other Significant Persons ($t=5.18^*$) and Social Support ($t=2.48^*$).

REFERENCES

- Botterill, C. (2004). The psychology of professional hockey. *Athletic Insight*, 6(2). Retrieved from URL: <http://www.athleticinsight.com/Vol6Iss2/ProfessionalHockey.htm>.
- Bruner, M. (2002). *An Investigation of the cognitive, social, and emotional development of major junior OHL hockey players* (Unpublished master's dissertation). University of Windsor, Canada.

- Cohen, S. (1988). Psychosocial models of the role of social support in the etiology of physical disease. *Health Psychology*, 7(3), 269–297.
- Cohen, S., & Wills, T.A. (1985). Stress, social support and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310-357.
- Cohen, S., Underwood, L.G., & Gottlieb, B.H. (2000). *Social support measurement and intervention*. New York: Oxford University Press.
- Halliwell, W. (2004) Preparing professional hockey players for player performance. *Athletic Insight*. 6(2). Retrieved from URL: <http://www.athleticinsight.com/vol6iss2/professionalhockeyplayoffperformance.html>.
- Hobfoll, S.E. (1988). *The ecology of stress*. Washington. D.C: Hemisphere.
- Lox, C.L., Martin Ginis, K.A., & Petruzzello, S.J. (2006). *The psychology of exercise: integrating theory and practice*. Scottsdale, AZ: Holcomb-Hathaway.
- Rees, T., & Freeman, P. (2007). The effects of perceived and received support on self confidence. *Journal of Sports Sciences*, 25(9), 1057-1065.
- Sarason, B.R., Sarason, I.G., & Pierce, G.R. (1990). *Social support: An interactional view*. New York: Wiley.
- Wallston, B.S., Alagna, S.W., DeVellis, B.M., & Dvellis, R.F. (1983). Social support and physical health. *Health Psychology*, 2(1), 367-391.
- Zimet, G.D., Dahlem, N.W., Zimet, S.G., & Farley, G.K. (1988). The multidimensional scale of perceived social support. *Journal of Personality Assessment*, 52(1), 30-41.