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Comments	Section		
	<p>Title and Abstract</p> <p>Title to include: A concise indication of the research question/problem. Abstract to include: A concise summary of the empirical study undertaken.</p>		
	<p>Introduction and literature review</p> <p>To include: outline of context (theoretical/conceptual/applied) for the question; analysis of findings of previous related research including gaps in the literature and relevant contributions; logical flow to, and clear presentation of the research problem/ question; an indication of any research expectations, (i.e., hypotheses if applicable).</p>		
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CARDIFF METROPOLITAN UNIVERSITY

Prifysgol Fetropolitan Caerdydd

CARDIFF SCHOOL OF SPORT

DEGREE OF BACHELOR OF SCIENCE (HONOURS)

SPORT AND EXERCISE SCIENCE

**SOCIAL SUPPORT AND SELF-CONFIDENCE IN
TEAM PLAYERS IN COLLEGIATE SPORT.**

(PSYCHOLOGY)

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TABLE OF CONTENTS

	<u>Page</u>
Acknowledgements	i
Abstract	ii
CHAPTER I- INTRODUCTION	1
1.1 INTRODUCTION	2
CHAPTER II- LITERATURE REVIEW	4
2.1 LITERATURE REVIEW	5
CHAPTER III- METHODODOLOGY	14
3.1 METHODOLOGY	15
<i>3.2 Participants</i>	15
<i>3.3 Procedure</i>	15
<i>3.4 Interview Guide</i>	16
<i>3.5 Pilot Study</i>	17
<i>3.6 Data Analysis</i>	17
CHAPTER IV- RESULTS AND DISCUSSION	19
4.1 RESULTS AND DISCUSSION	20
<i>4.2 Perceived Available Support</i>	20
<i>4.3 Received Support</i>	23
<i>4.4 Practical Implications</i>	28
<i>4.5 Strengths and Weaknesses</i>	29
<i>4.6 Future Research Dimensions</i>	30
CHAPTER V- CONCLUSION	32
5.1 CONCLUSION	33
REFERENCES	35
REFERENCES	36

	APPENDICES	42
APPENDIX A	Sources of self-confidence	43
APPENDIX B	Participant information sheet	45
APPENDIX C	Informed consent	48
APPENDIX D	Transcribed interview	50
APPENDIX E	Interview guide	71
APPENDIX F	Social support hand-out	83
APPENDIX G	Matrices	85

LIST OF FIGURES

	<u>Page</u>
Figure 1: <i>Perceived and received support</i>	10

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ABSTRACT

The present study aimed to examine how the constructs of social support affect athletes' self-confidence. Female participants ($n=9$), ranging from ages 19 to 22 ($M=20.7$ $SD= \pm 0.87$), were interviewed using a semi-structured guide. The participants' sports comprised of netball ($n=3$), hockey ($n=3$) and cricket ($n=3$). Using the same open-ended questions and probes, for all participants, allowed consistently detailed responses to be given (Patton, 2002) and promoted natural conversation. Content analysis was used to analyse the transcripts, where an inductive approach was based upon a deductive framework. Emergent themes suggest social support was a source of confidence, and also underpinned other sources identified in previous literature, such as mastery, demonstration of ability and physical preparation (Vealey *et al.*, 1998). Received support, particularly informational and esteem, influenced confidence more than perceived available support, with providers playing an important role. These results suggest coaches and support providers should discover where athletes derive their confidence from and then become educated in how their support could foster such confidence. Future research should look to consider males and investigate the impact social support has of their self-confidence in comparison to females.

CHAPTER I

INTRODUCTION

1.1 INTRODUCTION

Social support has been strongly associated with promoting the health and well-being of individuals (Bianco & Eklund, 2001) through links to depression, cancer and immunity to disease. Consequently, these findings have interested researchers within the field of sport, encouraging further research to be carried out to gain an understanding of social support in a sporting environment. Sport psychology literature has suggested social support to be an important component underpinning athletic performance (Rees & Hardy, 2004) through its links to burnout, motivation, team cohesion and coping. In relation to performance, social support is encouraged for athletes as it is suggested to be highly beneficial (Rees, Ingledew & Hardy, 1999; Rees, Hardy & Freeman, 2007), being viewed as a fundamental feature of elite performance (Nicholson, Hoye & Gallant, 2011). This has led to an increased interest into the relationship between social support and how it improves an athlete's performance and enables some to reach elite level.

Similar to social support, self-confidence has also been suggested as a variable affecting sporting performance, with many researchers claiming it to be the most important psychological attribute (Vealey, Hayashi, Garner-Holman & Giacobbi, 1998). This is due to the idea that self-confidence changes individuals' affect (feelings), behaviour and cognition (thoughts), all of which combine to ultimately determine sporting performance (Hays, Thomas, Maynard & Bawden, 2009; Vealey *et al.*, 1998). Psychological factors known to be affected by self-confidence include: levels of effort and persistence, perception of nerves (Hays *et al.*, 2009) and coping when under pressure (Cresswell & Hodge, 2004). Researchers have been interested by the discovery that high levels of self-confidence result in successful performance and low levels result in unsuccessful performance (Hays *et al.*, 2009). An earlier study by Bandura and Wood (1989) suggested that this was because confident individuals focus on tasks and processes in order to overcome obstacles, whereas less confident individuals become distracted by what they perceive are their inadequacies. This was then investigated in a sporting context where findings showed confident athletes maintained focus, and less confident athletes struggled to control their nerves (Hays *et al.*, 2009). These links have highlighted self-confidence as a vital factor affecting performance, which leaves the opportunity for research to consider how it is that self-confidence itself can be affected.

Literature has considered these concepts collectively, where social support is suggested to positively predict and increase confidence. However, there appears to be a gap in existing research regarding the relationship between social support and self-confidence. Therefore, the current study examined how social support, and its various constructs, influenced self-confidence within sport. Specifically it considered which sources of confidence were affected, and which support dimensions were most influential.

CHAPTER II

LITERATURE REVIEW

2.1 LITERATURE REVIEW

Social support has been widely defined by various sources as the exchanges present within a social relationship or network (Bianco & Eklund, 2001; Nicholson *et al.*, 2011); a coping resource or simply knowing loved ones are there to help during times of crisis (Sarason, Sarason & Pierce, 1990). It has been implied that the provision of social support can affect individuals in a variety of ways including: enhancing well-being by creating a sense of security (Luszczynska & Cieslak, 2005), improving athletic performance (Nicholson *et al.*, 2011) and acting as a coping strategy during injury where it can influence athletes' psychological response during rehabilitation (Bianco & Eklund, 2001; Clement & Shannon, 2011; Mitchell, 2011).

Social support is multidimensional in nature with three central constructs: structure, function and perception. Freeman, Coffee and Rees (2011) expressed that social support has both structural and functional aspects. *Structural* represents social ties including; who these social relationships are with and also the quality of them. For example a structural aspect of social support could stem from an athlete's relationship with their parents, coach, teammates or partner. *Functional* refers to the functions provided through these relationships, so what type of support it is that they provide. An example of this may be the provider of support being there to listen to any problems or concerns that an individual may have. *Perception* relates to an individual's perception of the support available to them, or how they perceive received support and how situations are then appraised (i.e., satisfaction).

Furthermore, Freeman *et al* (2011) reported the functional aspect of social support to comprise of two attributes, *perceived available support* and *received support*. *Perceived available support* was regarded as the potential access to support from an individuals' social network. Whereas, *received support* was simply described as actual acts of support. Both types of support can be instigated by various providers, including family, friends, coaches, trainers and teammates (Nicholson *et al.*, 2011). It is important to bear in mind that regardless of the characteristics of the provider they must give, or be willing to offer, support equivalent to that required by the athlete in order for social support to have a positive impact (Robbins & Rosenfeld, 2001). Research also suggests that possible conflict in relationships can undermine the effectiveness of received support (Uno, Uchino, & Smith, 2002). Furthermore it is

argued that if support providers lack empathy with athletes, and fail to understand their goals and ambitions, the support provided may be inappropriate, consequently having a negative effect (Horowitz, Krasnoperova, Tater, Hansen, Galvin & Nelson, 2000).

One of the three primary constructs in social support is structure, which has been defined as the stable social ties an individual holds with others (Brissette, Cohen & Seeman, 2000; Cohen, 1988). An individual's network involves members with whom they have social relationships. Such networks have many features including; size (number of members), density (how many members are interconnected) and dispersion (the ease in which they can be contacted) (Brissette *et al.*, 2000; Cohen, 1988). A social network can consist of a variety of individuals including; family (parents, siblings), friends, partner, coach, or teammates.

Research suggests that social networks can be affected by the family environment an individual is exposed to during early childhood (Uchino, 2009). Factors such as parental support and affection, and also levels of conflict, are suggested to affect a person's psychosocial profile (Uchino, 2009). Social skills are identified as a component of these profiles, and their development facilitates the construction of supportive social networks (Cohen, Sherrod & Clark, 1986). The presence of such a network is also suggested to influence how individuals appraise situations, for example; are they perceived as threatening, and if so how well equipped are they to deal with them (Cohen & McKay, 1984). Furthermore, the quality of relationships with network members is said to enhance the perception of available support (Mitchell, 2011). The closer these social ties are the more beneficial a network may be to an individual. Whilst research into support structure has been developed and expanded over time, much of it is featured solely within health literature, and is yet to be applied to sport. It may well be that many of these previous findings are relevant within sport, however little research appears to have been carried out.

Perception is a construct within social support that is suggested to be the most effective way to reduce stress (Cohen, Gottlieb & Underwood, 2000). It refers to both what an individual perceives they have received and what they perceive to be available to them. Both health and sport literature suggested that the perception of available support may change the threat posed by stressors, as it influences the way

individuals appraise stressful situations (Mitchell, 2011). This is because perceived support reinforces the fact that help is available, positively altering an individual's perception of their own ability to cope (Kawachi & Berkman, 2001; Schwarzer & Leppin, 1991). Freeman and Rees (2010a) based their study around the perceived construct and found that golfers with higher levels of perceived available support performed to a better standard than those with lower levels. This reinforces an earlier suggestion that individuals, who perceive high levels of social support view situations as less stressful, therefore maintain a higher standard of performance (Luszczynska & Cieslak, 2005).

Another key concept within social support is the idea that the support provided must match the present stressors a person is faced with (Cutrona & Russell, 1990) in order for the support to have a positive effect (Robbins & Rosenfeld, 2001). This is supported and developed by the suggestion that some of the onus is placed upon the performer to recognise which types of support would benefit their needs, and who in their social network would be most appropriate to seek such support from (Richman, Hardy, Rosenfeld & Callanan, 1989).

Rees and Hardy's (2000) study expanded on this, interviewing high level sports performers and concluding that the functional aspect of social support contained four primary dimensions. These were labelled as; emotional, informational, esteem and tangible support. Previously Cutrona and Russell (1990) highlighted these types of support with *emotional support* being defined as the ability to look to others during stressful situations, finding reassurance, and being comforted by the thought that one is cared for. An example of such support would be an athlete talking to a parent after being dropped from their sports team, just to know that they are still loved and cared for (Rees & Hardy, 2000). *Esteem support* refers to boosting a person's self-confidence and esteem through positive reinforcement and encouragement, for instance a coach saying; "come on, you know you're better than them" during a match to instil belief into the team (Rees & Freeman, 2007). *Informational support* is suggested to be the guidance or information provided during a problem, or time of concern. For example an individual may seek advice from a teacher about future career paths, and the actions required to get there (Rees & Hardy, 2000). The final dimension, *tangible support*, can be defined as any physical assistance, for example, the offer of a financial grant to help an athlete fund transport or training costs (Rees

& Hardy, 2000). The findings in this study have significant implications, highlighting that others play a vital role in the life of an athlete, and that a lack in support can be detrimental to performance. Furthermore, Rees and Hardy emphasise the multidimensional nature of social support, drawing attention to the fact that different providers and types of support are offered in response to different stressors or problems.

Freeman, Rees and Hardy (2009) proceeded to investigate the four dimensions of social support, highlighted by Rees and Hardy (2000), and considered the effect they had on performance. A single-subject intervention was designed to enhance levels of received support, where the support was adapted to meet the individual needs of athletes. The intervention was introduced at different times for each participant and it was concluded that higher levels of emotional, esteem, informational and tangible support improved the performance of each golfer. Therefore this study demonstrates that the four dimensions of social support affect athletes' performance, and provides evidence to reinforce the belief that matching support to athletes' needs is crucial for success. However, similar to other studies, Freeman *et al* (2009) failed to explore how it is that social support impacts performance, and did not assess the relative effectiveness of each dimension alone.

As previously mentioned the functional aspect of social support is suggested to contain both perceived and received features (Freeman *et al.*, 2011). This concept has been investigated within health and sport literature, particularly in relation to the mechanisms and pathways of social support. Within health literature Uchino (2009) aimed to develop a life-span outlook on social support and health, making specific reference to these two types of support. It was proposed that an individual's early family experience (for example parental affection or family conflict) can promote positive psychosocial profiles, where perceived support, self-esteem and social skills are suggested components. Perceived support is intrapersonal in nature, suggested to have its roots in early parent-child interactions and attachments, and be a factor that is stable over time (Sarason, Sarason, & Shearin, 1986). If early interactions between a child and their parent, or main carer, are positive then they may rely on such individuals as a stable source of protection and support and become confident that it is available whenever needed (Uchino, 2009). Unlike perceived support,

received support is linked to an interpersonal approach, centring around environmental transactions or exchanges of support resources (Sarason *et al.*, 1986). Due to these differences both types of support are associated with different pathways (Uchino, 2009).

Research is yet to provide a definite understanding of how the two types of support operate (Freeman *et al.*, 2009), with some studies experiencing difficulty in distinguishing between the two (Bianco & Eklund, 2001). However two principal models, in health and sport literature, incorporate them to explain how outcomes are affected; the stress-buffering and main effect model (Kawachi & Berkman, 2001; Rees & Freeman, 2007). The stress-buffering model is associated with individuals experiencing high levels of stress, suggesting social support networks can protect (“buffer”) against the potentially damaging effects of stressful events (Cohen, 1988; Kawachi & Berkman, 2001). Research further suggests a matching hypothesis, whereby the stress-buffering concept is most effective when support matches the needs and challenges of a stressful situation (Cohen, 1988; Cutrona & Russell, 1990). Furthermore, the matching hypothesis predicts that for *controllable* events (e.g. preparing for a match), informational and tangible support are most valuable. However, emotional and belonging support are most helpful during *uncontrollable* events (e.g. sustaining an injury; Cutrona & Russell, 1990) as they enable individuals to cope with a variety of stressors (Cohen, 1988). Unlike stress-buffering, the main effect model implies that social support is beneficial to outcomes regardless of individuals’ stress levels (Cohen, 1988; Kawachi & Berkman, 2001). The concepts of received and perceived support are then coupled with these pathways, both being linked to the stress-buffering model and perceived support, alone, to the main effect model (Bianco & Eklund, 2001). Perceived support is suggested to intervene when an individual is first exposed to stress, reinforcing the knowledge that support is available and encouraging situations to be appraised as less threatening (Cohen, 1988; Cohen *et al.*, 2000), whereby threatening is defined as a situation in which coping is necessary (Cohen & McKay, 1984). However, both perceived and received support intervene immediately when stress is experienced, reducing its negative effects (Cohen *et al.*, 2000; Cohen & Wills, 1985). This concept is illustrated in Figure 1, where performance is also incorporated. However, practically, the link

between perceived available support and the stress-buffering model is stronger than that to received support (Cohen & Wills, 1985).

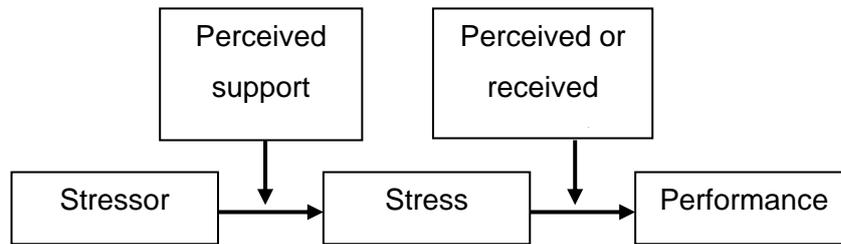


Figure 1. The potential influence of perceived and received support (Freeman & Rees, 2008).

Rees and Hardy (2004) support these suggestions and considered the effect perceived support had upon the mechanisms underpinning performance. The main finding suggests that, irrespective of stress levels, social support positively influenced golfers' performance. This therefore supports the notion that perceived support is linked to the main effect model and consequently provides an insight into how social support works. However this study focused solely upon golfers, suggesting that future research could be extended across a range of sports, to see if similar findings arise. Also, Rees and Hardy (2004) only considered perceived support, whereas Freeman and Rees (2008) later examined both perceived and received support. It was reported that both types of support were associated with the models, perceived support being attributed to the main effect and received to the stress-buffering effect. This supports the previous suggestion by Bianco & Eklund (2001), that perceived and received support are connected to different pathways.

Previous studies, such as Rees and Hardy (2004), prove that social support can be implemented to improve general performance, subsequent research then extended this and investigated the specific variables in performance that are affected by social support, of which self-confidence is suggested to be one (Rees & Freeman, 2007).

Rees and Freeman (2007) conducted a broad study involving a variety of individual and team sports, associating both perceived and received support with the main and stress-buffering effects upon self-confidence. The findings also imply that increasing the emotional and esteem support given to athletes increases self-confidence, which in turn enhances performance (Rees & Freeman, 2007). However this research can

be seen as limited, as although self-confidence was assessed leading up to competition performance was not. Also the study fails to account for distinct differences between perceived and received social support.

Freeman *et al* (2011) addressed this limitation and focussed solely upon perceived available support. A sport-specific measure for perceived support was developed (PASS-Q), assessing the four dimensions; emotional, esteem, informational and tangible support and the effect they had on self-confidence and burnout. It was found that high levels of all four PASS-Q dimensions resulted in increased self-confidence but lower burnout statistics. Further research, by Freeman and Rees (2010b), supported these findings by investigating the relationship between self-confidence and social support, concluding that all four dimensions of perceived available support positively predicted self-confidence. These findings have important implications with regard to social support and performance research, as it demonstrates that individuals' self-confidence was boosted by the perception of high support levels, and increased self-confidence improves performance. However the conclusions that Freeman and Rees (2010b) came to cannot be generalised as the study was conducted prior to an important competition, consequently it was unknown whether perceived levels of social support would still increase athletes' self-confidence in a typical training or match situation. Furthermore, both Freeman *et al* (2011) and Freeman and Rees (2010b) fail to adopt a multidimensional perspective as perceived available support is the primary focus, with the other constructs; structure and function not being considered.

Sport psychology literature supports that self-confidence has a positive effect upon performance with Hays *et al* (2009) examining the role of confidence in relation to cognitive, affective and behavioural responses. It was found that high levels of confidence promoted the positive interpretation of nerves, as well as feelings of excitement rather than fear, however lower levels of confidence demonstrated an adverse effect. With regards to behaviour, individuals with low confidence were unsociable and withdrawn, whereas individuals with high confidence made bold and decisive movements as they believed in their own ability. Therefore the current study emphasises how important self-confidence is when looking to enhance performance, with higher levels linked to improved performance. Consequently, this study

specifically considers the way in which social support affects self-confidence, in the hope that future research may identify ways that social support can be used to instil belief and confidence into athletes.

Prior to this study Vealey *et al* (1998) aimed to identify athletes' sources of self-confidence, within the sport-confidence model, sport-confidence being defined as the belief an individual possesses about their ability to succeed in sport (Vealey, 1986). Nines sources of confidence were identified: mastery, demonstration of ability, physical/mental preparation, physical self-presentation, social support, vicarious experience, coach's leadership, environmental comfort and situational favourableness. *Mastery* is derived from personal mastery or improvement of sporting skills. *Demonstration of ability* can affect confidence when athletes demonstrate greater ability in comparison to their opponents. *Physical/mental preparation* refers to feeling adequately prepared, both physically and mentally for performance, and *physical self-presentation* is an individual's perception of their physical appearance. *Social support* involves support from significant others (eg. family, friends, teammates) and the positive feedback and encouragement such individuals may offer. *Vicarious experience* refers to gaining confidence from watching others perform well, and *coach's leadership* stems from an athlete's belief in their coach's ability to display strong leadership skills and effectively make decisions. *Environmental comfort* is derived from athletes feeling comfortable in their competitive environment, and *situational favourableness* involves an increase in confidence when breaks fall in favour of the athlete. Once established, Vealey *et al* (1998) then compressed these nine sources of sport-confidence into three broad categories: achievement, self-regulation and social climate (see Appendix A). *Achievement* consisted of mastery and demonstration; *self-regulation* included physical/mental preparation and physical self-presentation. Finally *social climate* consisted of the remaining sources of confidence: social support, vicarious experience, coach's leadership, environmental comfort and situational favourableness.

Self-confidence literature went slightly further, indicating that mastery, demonstration of ability, physical/mental preparation and social support were the top sources of confidence amongst the participants (Vealey *et al.*, 1998; Wilson, Sullivan, Myers & Feltz, 2004). However this finding can only be associated with the study's sample, high-school athletes, and may not necessarily be the same for different athletic populations. Hays, Thomas, Maynard and Bawden (2007) were the first to investigate sources and types of confidence in world-class athletes. Both Vealey *et al* (1998) and Hays *et al* (2007) identify social support as a source of confidence in athletes, highlighting the presence of a relationship between social support and self-confidence. Using a different sample this contributes to the previous findings of Vealey *et al* (1998), yet both still fail to provide an explanation for how it is that social support influences self-confidence.

A study which considered both social support and self-efficacy hypothesised that at low levels of stressors social support would be insignificant, whereas at high levels social support would play an important role in helping to maintain performance (Rees & Freeman, 2009). It was found that when stressors were high the level of performance was higher, due to increased self-efficacy and its relationship with perceived levels of social support including; informational, emotional, esteem and tangible. Therefore Rees and Freeman (2009) suggest perceived social support has a positive relationship with self-efficacy, which ultimately influences performance. But, yet again, how social support affects self-confidence was not explored.

Previous research has proven that social support affects performance through factors such as self-confidence, but how this works has not been fully investigated, with few studies implementing a multidimensional approach. Therefore the current study aimed to gain a multidimensional perspective of social support, with the purpose being to determine how its constructs; structure, function and perception affect individuals' self-confidence.

CHAPTER III

METHODOLOGY

3.1 METHODOLOGY

The current study utilised a qualitative research design, enabling participants to describe and explain their own experiences and thoughts, adding to the depth and detail of the research. A similar approach has also been used in previous social support and self-confidence studies (Rees & Hardy, 2000; Hays *et al.*, 2009).

3.2 *Participants*

The participants in this study were nine female athletes, aged between 19 and 22 ($M = 20.7$, $SD = \pm 0.87$), all of whom represented and competed for their university in their given sports. All chosen females were team sport participants from three different sports: hockey ($n=3$); netball ($n=3$) and cricket ($n=3$). The inclusion of athletes from different sporting backgrounds aimed to provide a general representation of the sporting population. Individual sport participants were not recruited for the study as a comparison between team and individual sports was not of primary interest. Previous, similar research suggested differences between males and females, in relation to where they derive self-confidence from (Hays *et al.*, 2007; Hays *et al.*, 2009; Lirgg 1991). As this study did not aim to investigate gender differences, only one gender was considered.

3.3 *Procedure*

Prior to participating athletes were provided with an information sheet outlining the aim of the study, the procedure and their role and rights as a participant (see Appendix B). Participants were made aware that, should they wish to, they maintained the right to withdraw from the research at any time, without giving reason. Participants were also reassured that any information shared throughout interviews would be kept in confidence, only seen or discussed by the primary researcher and supervisor. Their names remained anonymous and all responses confidential through the use of a coding system, with no participants referred to by name. Participants were contacted via cold e-mail and were asked if they were happy to participate. After agreeing, participants suggested a time and venue, where they felt most comfortable for interviews to take place. Prior to data collection the information sheet and consent forms were also provided to participants. All

participants signed the respective forms to confirm their consent to participate in the study (see Appendix C).

With consent all interviews were recorded using a dictaphone, lasting between 33 and 77 minutes, and were later transcribed verbatim, by the first author, into a word document (see Appendix D). All participants were guided through the same series of standardised, open-ended questions, ensuring the order and questions were the same, increasing consistency and hence the reliability of the procedure (Gratton & Jones, 2010). The presence of an interview guide was important as it ensures the desired areas of enquiry were covered in the same depth across all participants (Patton, 2002; Kumar, 2011). Transcribing after interviews allowed the interviewer to be more attentive to interviewees during the collection process, as they were not distracted by note-taking (Patton, 2002). These recorded transcripts were given to interviewees post interview, to ensure they agreed with the responses and interpretation of themselves. This process of member checking increased the trustworthiness and validity of the study (Gratton & Jones, 2010).

3.4 Interview guide

Semi-structured interviews were conducted by the first author in order to allow a flexible approach to the data collection (Gratton & Jones, 2010). During interviews probes (eg. elaboration, clarification) were used to improve the depth of responses given and promoted natural conversation (Patton, 2002). Participants were reminded that the interview focussed on their own experiences, so there were no right or wrong answers. To control for guessed responses they were advised to simply say if they could not recall anything, rather than guess (Hindley, 1979). The interview guide (see Appendix E) was prepared prior to interviews and comprised of eight sections, including the key constructs of social support reviewed in previous literature. The first section was led by the primary researcher, explaining participants' rights, the aims and procedures of the study, and the data analysis process. Participants were also provided with a hand-out outlining social support and self-confidence, putting the study into context, and ensuring participants knew what was required of them (see Appendix F). The second section explored the sporting background of the athletes, gaining an insight into participation from an early age. Section three investigated the characteristics of individuals' self-confidence, encouraging them to consider which

sources they derive confidence from. Section four explored the characteristics of individuals' support networks and the impact this had on self-confidence, with section five looking into the functions served by such support networks. Sections six and seven addressed participants' perception of available support, received support and what influence, if any, these constructs had on self-confidence. The final section gave participants the opportunity to add anything not previously discussed, and give feedback about the interview process.

3.5 Pilot study

Similar to previous studies (Rees & Hardy, 2000; Vealey *et al.*, 1998) the interview guide was then piloted prior to data collection, recruiting one female athlete who represented her university in netball. The subject was provided with exactly the same information later given to the actual participants, and gave informed consent for their participation. Although recorded, the interview data was not used as part of the main study. The purpose of the pilot interview was to ensure the guide flowed, was ordered correctly, understandable, and that all questions were suitable. It was also an opportunity for the interviewer to become familiar with the process and practice their interviewing skills. The process allowed the participant to provide feedback about the interview experience, particularly the interviewers' style, body language and the content of the interview guide. Following the pilot study minor alterations were made to the guide, adding some questions and probes, and re-wording parts to ensure questions were clear.

3.6 Data Analysis

Due to the open-ended nature of the questions participants' responses could not be predicted, therefore content analysis was used to analyse the transcripts. The interviews were transcribed and read through by the first author, prior to the data analysis, so they could familiarise themselves with the content. As previously mentioned the transcripts were member checked, with all participants in agreement that they were accurate accounts of the interview process. Content analysis involved the transcripts being searched for prominent patterns or themes (Patton, 2002), allowing them to naturally surface from the recorded responses. Inductive analysis was based upon a deductive framework, with themes allowed to surface, answering the research question, with the aid of an existing framework (Patton, 2002). The

existing framework was evident through the constructs under which the interview questions fell; structure, function, perception and received social support. The inductive analysis highlighted further themes within the interviews, to help gain a better understanding of how social support affects participants' self-confidence and consequently performance. To highlight emergent themes transcripts were coded with shorthand codes recorded in the margins (Patton, 2002). These notes were then grouped into broader themes and reoccurring patterns, with findings only classified as significant if mentioned by all participants. Specific quotes were categorised under different sub headings (see Appendix G), meaning the information could be analysed more effectively. Due to the qualitative nature of the research, and for ease of interpretation, the results and discussion sections are combined.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 RESULTS AND DISCUSSION

The purpose of this study was to gain a multidimensional perspective of social support, examining how structure, function and perception affect athlete's self-confidence. Data for the study was collected through semi-structured interviews, to learn about participants' social support and self-confidence in relation to sport. Emergent themes were identified during the content analysis and are displayed in matrices (see Appendix G). These themes are categorised into perceived available and received support. Social support structure, alone, was not significantly influential to confidence, however the functions served by support networks were. These functions and acts of support were provided to participants; therefore the received section also includes findings relative to the structure and function of social support. These themes will now be presented, and discussed in relation to previous research, with strengths and weaknesses of the study, practical implications and future research directions concluding the section.

4.2 *Perceived available support*

All participants within this study recalled positive childhood memories, showing good family interactions, with little conflict. This is highlighted by participant A's recollection, *'We had a good childhood. My parents always tried to get us out of the house...they would support me joining teams and going to little tournaments'*. Parental support was also highlighted as a central feature throughout all childhood experiences, when participant I stated, *'My parents have always been very supportive, especially my father... my dad was there for every single thing that I ever did'*. When asked to then comment on current perceived available support all participants felt confident in the thought that support was constantly available, and easily accessible, if ever they were to need it. These findings therefore support Sarason *et al's* (1986) claim that perceived support is rooted within early parent-child interactions and, when positive, individuals then rely on such relationships as a stable source of support when needed (Uchino, 2009).

Participants in this study believed that all four dimensions of social support: emotional, informational, tangible and esteem, were available to them from providers already in their support network. In the current study all participants appeared to benefit from the thought that support was available, believing it to positively affect

them as athletes. As participant E suggested: *'knowing that you've got someone looking out for you definitely gives you more confidence, so you go into more situations thinking, it doesn't really matter what happens because, I've always got someone to fall back on'*. This particular example makes reference to perceived emotional support, suggesting that it instils confidence in athletes through the perception that support is available, should an unpredictable situation arise. This corresponds with Cutrona and Russell (1990) who found that emotional support was best suited to athletes during uncontrollable events, as it promotes feelings of comfort and security. These findings also support previous studies within social support, where Freeman and Rees (2010b) found that perceived available support positively predicted, and affected, athletes' self-confidence. However, the responses given clearly distinguished between the four dimensions. Therefore the current findings do not fully support of this research, as many studies considered social support to be uni-dimensional in nature, and failed to differentiate between emotional, informational, tangible and esteem support (Freeman & Rees, 2008; 2009; 2010a; 2010b).

Although all nine participants were happy with the support available to them, it was evident that levels of perceived support differed when participants felt their level of performance had improved. Participant B expressed the view:

We've been promoted so we're playing bigger teams, bigger counties and it's a lot more serious...so I think... support has increased because our coach wants us to do well and stay up in the league, rather than get relegated.

Similar findings emerged from six other participants, all suggesting there to be an increase in perceived available support when their standard of performance improved. These findings correspond with those of Freeman and Rees (2010a), where individuals with higher levels of perceived available support were found to perform better, possibly due to the concept that perceived support encourages athletes to view situations as less stressful (Luszczynska & Cieslak, 2005). However, participants made no reference to self-confidence, failing to support the previous suggestion that self-confidence was boosted by high levels of perceived available support (Freeman & Rees, 2010b). It may be that their self-confidence simply was not affected by the perception of available support, however Bianco and Eklund

(2001) suggested that individuals have great difficulty distinguishing between the two concepts of perceived and received support.

When commenting on the types of support available, athletes perceived more esteem and informational support to be available to them in a competitive environment. Participant A specifically highlighted an increase in esteem support:

I think there's probably more support at competitions...because you've got all the people that come along to watch you and support the team. Whereas at training they won't come and support you...it's nice to feel... you've got all these different people you can look to for support.

Similarly, an increase in informational support was perceived by participant B:

I'd say during training sessions there's not very much informational support available to us...but when it comes to summer, when it's the matches, that's when all the stats and all the goals and things come out that we need to achieve.

These responses suggest that an increase in perceived esteem and informational support positively influenced the athletes during competition. Participants were not phased by the perception that less support was available during training, instead emphasised its importance during competition. For example participant G stated, 'you need that support network more in a highly competitive situation than you would if you were just playing down the park'. This may be because training, in comparison to competition, is viewed as relatively stress free, and consequently athletes seek less support as it is not deemed to be essential. This would fall in line with the earlier suggestion that social support is more important when higher levels of game-related demands are perceived to be present (Rees & Freeman, 2009).

Data collected in this study provides little evidence to support previous findings; that high perceived levels of, emotional, informational, tangible and esteem, support increased self-confidence (Freeman *et al.*, 2011). The perceived availability of esteem and informational support did not directly influence self-confidence; instead it was implied that both types of support are perceived to have an effect when actually received by the athlete. This was illustrated when participant B stated:

...to improve my confidence, in my performance, I mainly get it from people saying good things to me...congratulating me, giving positive feedback or the coach saying something that makes you feel that they believe in you...it makes me know that people know I can do it and...have faith that I can do well and highlights achievements and things I have done well and lets me know what I need to improve.

This finding was consistent across all participants, therefore subsequent findings focus upon received support and its effects on self-confidence. The imbalance in findings may have surfaced because participants' were unable to fully differentiate between the two concepts, perceived available and received support. Bianco and Eklund (2001) experienced a similar difficulty, and other research has suggested that perceived and received support interact in some situations and therefore should not be considered as isolated constructs (Uchino, 2009). Furthermore high levels of perceived support are suggested to enable athletes to be more receptive, and therefore benefit more from received support (Uchino, 2009). So, it may be that participants feel received support is more beneficial, being unaware that, essentially, it is underpinned by perceived support.

4.3 Received support

All participants appeared to have strong social networks, consisting of family, friends, coaches and teammates. The quality of these relationships was described as good, with many network members knowing one another well. Sport was found to promote the construction of such networks. As participant I stated:

Sporting relationships have helped massively because I was always out meeting new people...getting involved with lots of different people... I think it helps communication a lot, especially on court, because you have to learn to communicate with somebody quickly to get your message across...playing sport really does help with that.

This example highlights how sport encouraged good communication and increased individual's ability to socialise with different people. This supports previous research by Cohen *et al* (1986), who found good social skills facilitated the construction of strong support networks. This study identifies sport as an important feature when

developing social skills and networks, and poses the question as to whether these networks would be as effective if individuals had not participated in sport.

All participants indicated that just being aware of a support network was not influential to their confidence, however their actual acts of support were. Participant D felt that the absence of her captain resulted in less feedback being given, which decreased her confidence:

The captain... she's the one who I'm closest to...like when she hasn't been there I haven't been as confident... if I'm not doing something right she'll say whereas I don't think other people would necessarily say to me, so I value her.

From this it is clear that, without network members, participants experience a lack of support which, in turn, has a negative impact on their confidence. This indicates that received support does influence confidence, and reinforces the suggestion that socially-integrated athletes are more likely to receive regular feedback (Bianco & Eklund, 2001). Therefore in this study, social networks have been found to provide a strong basis from which support can be generated, however literature suggests this should be carefully tailored to the needs of the athlete to ensure they positively benefit (Cutrona & Russell, 1990; Horowitz *et al.*, 2000).

For all participants, achievement, self-regulation and social climate were highly influential to confidence. When asked to comment on any preparation carried out prior to competition, participant A answered, '*Our coach...he'll take us for a group warm up... we always do a warm up before a match*'. This was the same for all participants, identifying physical preparation as a regular routine, very much aided by coach's leadership and teammates' presence. The participant continued to comment: '*If I'm bowling well and batting well in training then I'm more confident and think I'll perform better in the game. But then, if that's not going well I won't be as confident going into games*'. This suggests successful preparation increases an individual's belief in their ability to perform well, and consequently promotes feelings of confidence during a game. Such evidence supports previous studies, where physical preparation encouraged athletes to believe they were capable of performing maximally (Hays *et al.*, 2007; Vealey *et al.*, 1998). Participant A's response also proposed that poor physical preparation can have a negative effect on confidence.

The support of coaches and teammates during the warm-up procedure is crucial and plays an important role in underpinning good physical preparation, and without this athletes' confidence may be negatively affected. These results support Vealey *et al* (1998) findings, where physical/mental preparation was classified as one of the most important sources affecting sport-confidence.

Eight participants made reference to the achievement section of sport-confidence by discussing how positive demonstration of ability influences confidence. Participant D stated, '*...if I play well in the first 15 minutes... I'm getting possession... and they (the coach) don't pull me off...then I think... I'm doing well, and my confidence is up*'. Similarly, the demonstration of low ability was also suggested to influence confidence. As participant F explained, '*when other people are performing really really well and I'm not performing as well, that knocks my confidence, making me think... should I really be in this team?*' These responses suggest self-belief and confidence are boosted when participants outperform their opponents. However, when being outplayed by the opposition participants experienced feelings of self-doubt which consequently decreased their confidence. This supports Vealey *et al's* (1998) claim that demonstration of ability is a significant source of confidence amongst athletes, and proceeds to suggest that social support influences this source. The coach plays a vital role here, as their decisions regarding substitutions are suggested to reinforce the knowledge that athletes are performing better/worse than their opponents. Therefore, without coach's supervision participants would be less aware of their performance in comparison to others, and consequently demonstration of ability would not be as influential to their confidence.

Social support was described as a source of confidence by all participants, where positive feedback was regularly provided from network members. In this study feedback primarily consisted of informational and esteem support. Although participants appeared to receive all four dimensions of social support; emotional, tangible, informational and esteem, the latter two were most influential to confidence. Their presence was suggested to promote feelings of mastery which then positively affected confidence. This is apparent through participant E's view: '*In training if my teammates say 'aahh great pass' then you do feel more confident and you're more likely to try and do something like that in a game...so it kind of ups your confidence*'. This finding was consistent for all participants, suggesting that esteem support

encourages the improvement of current skills and thus mastery. Feelings of mastery, and the knowledge that others had faith in them consequently increased participants' self-confidence (Vealey *et al.*, 1998). This would support Rees and Freeman *et al.*'s (2007) finding that increased levels of esteem support led to increased confidence. Coaches and teammates are identified, by participants, as the primary providers of esteem support. This suggests that without the support from these network members, mastery is less likely to feature as a source of confidence.

Through the matching hypothesis, social support literature suggested informational support was most beneficial for controllable events, e.g. preparing for a forthcoming season (Cutrona, & Russell, 1990). Analysis of the interview data supports this and suggested informational support was provided through constructive feedback and goal setting. As participant E explained:

...the coach will give you an update every end of the season and tells you points to improve on...it gives you something to focus on so that you can improve... if you do improve it then you get told which is quite nice and definitely boosts your confidence...you know that your skill level has improved... then you feel more confident.

Here, informational support is suggested to positively influence confidence, as feelings of mastery are increased when participants achieve their set goals. This supports the view that mastery is an important source of confidence (Vealey *et al.*, 1998; Wilson, Sullivan, Myers & Feltz, 2004) and also supports the proposition that self-confidence is increased through goal accomplishment (Vealey, 2001). It is important to remember that participants viewed the coach as the main provider of informational support, and without them participants felt they would '*...just be doing the same thing every week, not knowing how to improve*'. Therefore, although skill improvement and mastery experiences increase confidence, this study suggests that social support, essentially, underpins such feelings through the provision of informational support.

The present study found that all participants valued support more from knowledgeable, experienced providers. For participant I, receiving support from an uninformed source had an adverse effect in relation to confidence:

I did used to love playing hockey and my dad used to come and watch and yell at me from the side...he's never played hockey a day in his life so for him to tell me what to do on a hockey pitch was, in my opinion, the most ridiculous thing...so I now don't play hockey and I lost all my confidence... and I blame my dad for that.

Participant G suggested that, '*Teammates, coaches...they're the people I respect feedback coming from because they know what they're talking about*'. These examples illustrate that providers must have a sound understanding of the sport for received support to positively influence participants' confidence. These results support previous literature, where Horowitz *et al* (2000) argued it to be more beneficial to athletes if support providers were knowledgeable and able to respond appropriately. Another possible explanation for the ineffectiveness of certain providers could be that underlying conflict, between recipient and provider, undermine the influence of received support (Uno *et al.*, 2002). However participants did not choose to disclose this information during interviews, therefore such an assumption cannot be made.

Furthermore, it may not be that provider characteristics, alone, affected the value of received support. Instead it may be that the support itself did not match the needs of the participants. For example, participant I voiced:

...my dad thinking he was doing me a favour by coming to watch me play hockey, when in actual fact it decreased my confidence because...he didn't need to try and tell me what to do from the side line; I had my coach there to tell me that.

This agrees with the matching hypothesis proposed by Cutrona and Russell (1990) who suggested that support should specifically match the present demands in order for it to have a positive impact. In this study the difference in received and required support is suggested to have a harmful effect on athlete's confidence. Not only did received support, at times, fail to meet participants' needs, but its delivery also undermined their confidence and self-esteem. Six participants expressed this

opinion, and when asked to give an example of when a coach has affected her confidence, participant E stated: *'When he uses you as an example for something you shouldn't have done in team talks...so he decreases your confidence because you know you've done it wrong but he doesn't really need to point it out'*. Therefore this study found that the delivery of received support also underpins feelings of confidence. The support or feedback itself is not necessarily harmful, but it is only useful to participants if seen as constructive, and if not received in a 'constructive' manner it will not be valued. As participant I stated:

She (the coach) has a habit of saying 'you're playing shit' and I think that that isn't constructive criticism, so it puts me in a bad mood... I don't think she words what she says correctly for coaching and I'd say that has a negative effect.

Previous research suggested that social support had a positive effect when the support provided matched that required by the athlete (Robbins & Rosenfeld, 2001). The findings in this study add to such research, suggesting the delivery of received support effects whether social support positively or negatively influences individuals and their confidence.

4.4 Practical implications

The results of the current study highlight some practical implications regarding how social support can influence athletes' self-confidence. It was noted that perceived available support was beneficial to participants, especially during stressful situations (competition). Freeman and Rees (2010b) support this, having found self-confidence was boosted by high levels of perceived support prior to an important competition. Therefore network members should be aware of how they can promote and provide a supportive environment, where athletes perceive support to be available, should they need it.

It is also evident from the findings that, not only was social support an indicated source of confidence, but its informational and esteem dimensions affected other sources including; mastery, demonstration of ability, physical preparation and coach's leadership. Coaches, teammates and family members should be educated regarding effective goal setting, and feedback provision, to improve the delivery of

support and increase self-confidence, with goal accomplishment previously suggested to increase self-confidence (Vealey, 2001). However, not all athletes will derive self-confidence from the same source; therefore coaches should remain aware of this and acquire the relevant knowledge needed to facilitate all confidence sources (Vealey *et al.*, 1998). Furthermore, support providers need to be mindful that the support given meets athletes' needs, in order for it to enhance their confidence. If this is not the case it may have a negative impact (Cutrona & Russell, 1990). Therefore it is important that support providers communicate and listen to athletes to understand their individual needs and how different support affects their confidence.

With regard to received support, in particular, it is evident that support is valued more from knowledgeable, experienced providers. Therefore coaches and providers must be well educated in the athletes' sport, to ensure their support positively influences self-confidence. The findings also emphasise that the delivery of support affects self-confidence. Therefore practitioners should endeavour to know individual athletes, where they derive confidence from (Vealey, 1998), and the most appropriate approach to use when providing support. This is also supported by Horowitz *et al* (2000) who argued that, providers must have a good empathy with athletes and a full understanding of their needs, in order to deliver appropriate, beneficial support.

4.5 Strengths and weaknesses of the study

The current study had a number of strengths and limitations. A strength being that, due to its qualitative nature the research allowed detailed responses to emerge from participants, developing our understanding of how social support specifically affects self-confidence. Previous studies implemented a similar approach, where the qualitative research design gathered detailed accounts of athletes' experiences (Hays *et al.*, 2009; Rees & Hardy, 2000). Also, with little research being carried out in this field, the study provides a basis from which future research and interventions can be initiated. However these findings should be carefully considered in light of possible limitations. One limitation of the study was that participants struggled to comprehend the difference between perceived available and received support, despite being given an outline of both. During a previous study, Bianco and Eklund (2001) experienced a similar problem. The inexperience of the primary researcher may have affected how much information athletes shared, and whether they

understood what was being asked of them. Also, the interview guide may have failed to sufficiently clarify the differences in perceived and received support, in order to bring about an accurate response.

It should also be remembered that this study consisted only of female participants from three team sports: netball, hockey and cricket. Although many findings were consistent with previous studies, they could have been developed further if a wider range of sports (team and individual) and abilities had been incorporated. As a result of this limitation the present findings cannot be generalised to the wider sporting population as few sports have been examined.

4.6 Future research directions

Future research may wish to investigate gender differences associated with social support and self-confidence. The current study only interviewed females; therefore it may be useful for future research to conduct a comparison study where social support and self-confidence are explored in both males and females. This would provide an understanding of how such support may affect genders differently, with literature having already acknowledged that males and females derive self-confidence from different sources (Hays *et al.*, 2007; Kingston, Lane & Thomas, 2010; Lirgg, 1991; Vealey *et al.*, 1998). Such findings may cause specific interventions to surface for different sources of confidence, and these can then be applied to athletes and their support networks (Vealey *et al.*, 1998).

Much of the previous research by Freeman and Rees (2008; 2009; 2010a; 2010b) considered social support to be uni-dimensional, and did not recognise its separate dimensions; emotional, informational, tangible and esteem. However, Cutrona and Russell (1990) highlight the importance of acknowledging these dimensions, in order for athletes' specific needs to be understood, and appropriate support provided. The current findings support this and seemed to centre upon the effects of informational and esteem support. Therefore future research may aim to examine how the different dimensions affect self-confidence and whether they are deemed facilitative or debilitating. The research should aim to move away from Freeman and Rees (2008; 2009; 2010a; 2010b) global approach, and consider the individual functions of social support, providing a greater insight into how they affect self-confidence. Although all research has limitations, this study, along with others, would strongly

support future research into social support and self-confidence in the field of sport psychology.

CHAPTER VI

CONCLUSION

5.1 CONCLUSION

This study examined how the constructs of social support affect self-confidence in a sporting context. The sample consisted of nine female athletes who participated in team sports including: netball, hockey and cricket. Within this research it was apparent that each construct of social support affected self-confidence differently, some being more influential than others. Participants' self-confidence was influenced by a number of factors including, goal achievement, positive feedback, physical preparation and support providers. Social support underpinned most of these, as well as being a credible source of confidence itself.

The present study identified all three of Vealey *et al's* (1998) broad domains (achievement, self-regulation and social climate) to be affected by social support. In line with Vealey's sources of sport-confidence, mastery, demonstration of ability, physical preparation and social support were the prominent sources of confidence amongst the sample. Perceived available support positively influenced individuals, emphasising help to be accessible if needed. However, when considering confidence the main findings suggest received support as most influential, especially informational and esteem. Both dimensions assisted and reinforced improvement in skill level and performance, which subsequently enhanced feelings of confidence.

Although the presence of such support is suggested to enhance confidence, it is important to remember that social support is not always viewed as facilitative by individuals. The current study supports this view, as some individuals reported it as potentially damaging to confidence when providers are not knowledgeable, offer the wrong support or deliver it in an unconstructive manner. Providers play an important role that must not be overlooked, as their level of expertise and communication with athletes is found to underpin the effectiveness of received support (Horowitz *et al.*, 2000).

The findings of this study can be applied to non-elite, female university athletes. Richman *et al* (1989) suggest that athletes should recognise which types of support will best match their needs and who the most appropriate provider would be, so they can then share this information with their support network. These findings can therefore be applied to coaches and the other network members providing support to athletes. These individuals could be educated in areas such as goal setting, and

psychological variables affecting performance, to enhance the quality of social support provided. This, in turn, may influence athletes' self-confidence as goal achievement is suggested to have a positive effect (Vealey, 2001). It would also be beneficial for coaches to discover where athletes derive their confidence from and familiarise themselves with appropriate interventions which may help to foster such confidence. Similarly, Vealey *et al* (1998) suggested that coaches should create a suitable environment to facilitate athletes' specific sources of confidence. Consequently, the improved support, and its delivery, would positively affect self-confidence. Future research should consider mixed gender samples as males and females are suggested to derive confidence from different sources (Hays *et al.*, 2007; Kingston, Lane & Thomas, 2010; Lirgg, 1991; Vealey *et al.*, 1998). Such research would provide an insight into possible gender differences regarding the value of social support and how it affects confidence. The relationship between self-confidence and the individual dimensions of support should be examined in more detail, moving away from the previous uni-dimensional approach (Freeman & Rees, 2008; 2009; 2010a; 2010b), to consider why some dimensions are more influential than others.

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APPENDICES

APPENDIX A

SOURCES OF SELF-CONFIDENCE

ACHIEVEMENT

MASTERY

Master a new skill

Improve performance of skills

DEMONSTRATION OF ABILITY

Prove I am better than others

Show ability by winning/outperforming opponents

SELF-REGULATION

PHYSICAL/ MENTAL PREPARATION

Prepare myself physically and mentally

Believe in ability to perform maximally

Stay focussed on tasks and goals

PHYSICAL SELF-PRESENTATION

Feel that I look good

Feel good about my weight

SOCIAL CLIMATE

SOCIAL SUPPORT

Know I have people to support me

Get positive feedback and encouragement from others

VICARIOUS EXPERIENCE

Watch others perform successfully

COACH'S LEADERSHIP

Believe in coach's ability to lead well

Trust coach will make good decisions

ENVIRONMENTAL COMFORT

Perform in an environment I like

Follow certain rituals

SITUATIONAL FAVOURABLENESS

Get breaks from officials

APPENDIX B

PARTICIPANT INFORMATION SHEET

**Cardiff School of Sport Ethics Committee
Research Participant Information Sheet**

Project Title: How social support affects self-confidence

This document provides a run through of:

1. Background information and the aim of the research,
2. My role as the researcher,
3. Your role as a participant,
4. Benefits for you the participant,
5. Details of the data collection procedure,
6. Details of how the collected data will then be used

The purpose of this document is to aid you in making an informed decision as to whether you wish to be involved and participate in the research project.

1. Background information

Within sport, social support can have a massive impact upon athletes, their confidence and performance. Some athletes receive more social support than others, and are affected by it in different ways. Therefore I wish to investigate how social support affects self-confidence.

2. My role as the researcher

The research project involves me (Alice Garcia) as the researcher, being the interviewer with you as the interviewee during recorded interviews.

3. Your role as a participant

Your role is to answer the questions asked as honestly as possible. The interview includes questions about the structure, function and perception of social support. The completion of the interview is not compulsory, and if there are any questions you do not wish to answer you are not obliged to respond. If at any point you wish to stop the interview all together that too is fine.

4. Benefits for the participant

Any information gained through this study will provide a better insight into the concepts of social support and self-confidence. It may provide information for how the providers of social support (family and coaches) can support athletes better. The study may then be able to highlight which social support would be most useful to you as an athlete in relation to your confidence.

5. Details of the data collection procedure

As previously explained the data will be collected during one recorded interview, with you as the interviewee. The interview will include questions within the topic of social support, specifically its structure, function and perception in relation to self-confidence.

6. Details of how the collected data will be used

On agreeing to become a voluntary participant you will be giving me access to your response to the interview questions. These may be included in a larger collection of responses, with those from other interviewees. Within your personal data you will

remain anonymous and your responses will only be presented within the total sample of all participants.

Your rights

You are free to enter or withdraw from the study at any time. This simply means that you are in full control of the part you play in informing the research.

Protection to privacy

Great efforts will be made to hide your identity in written transcripts, notes, and documents within the research, and its findings. Furthermore, any personal information about you give will remain confidential according to the guidelines of the Data Protection Act (1998).

Contact

If you require any further details, or are unsure of any aspects of the study please feel free to contact me on the details below.

Alice Garcia
ST10001384@cardiffmet.ac.uk

APPENDIX C

INFORMED CONSENT FROM

INFORMED CONSENT FORM

CSS Reference No:

Title of Project: How does social support affect self-confidence

Name of Researcher: Alice Garcia

Participant to complete this section: Please initial each box.

1. I confirm that I have read and understand the information sheet dated for this evaluation study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that it is possible to stop taking part at any time, without giving a reason.
3. I also understand that if this happens, our relationships with the Cardiff Metropolitan University or our legal rights will not be affected.
4. I understand that information from the study may be used for reporting purposes, but I will not be identified.
5. I agree to take part in this study on how social support affects self-confidence.

Name of Participant

Signature of Participant

Date

Name of person taking consent

Signature of person taking consent

Date

APPENDIX D

EXAMPLE TRANSCRIPTION

SUBJECT B TRANSCRIPT

Interviewer: So, so far from what I've mentioned do you have any questions?

Participant B: *No.*

I: Ok, if not then we can continue. You've got an outline of the different definitions and constructs of social support on your hand out, feel to glance at it umm, or stop and read it at any point during the interview. To start I just want to ask some questions about your sporting background, so what sport do you play and who do you play for?

B: *I play cricket for Oxfordshire women and Charlbury cricket club women too.*

I: Has this always been your main sport or have you participated in other sports?

B: *I started netball before I started cricket and I've always played them side by side, netball's almost like a winter sport and then cricket's for the summer. So I sort of have something all year round.*

I: Ok, and how long have you been involved in sport for?

B: *Ummm in general, I'd say since I was like 10 since I was in primary school, old enough to be able to do team games or anything.*

I: And how committed are you to your sport, so how many hours do you spend training or competing?

B: *Ummm when I'm here at uni I probably spend about 4 hours a week training and then I have matches and then obviously when I'm back home for cricket we always have games all day on Sundays and then training in the week so it's quite a lot of time.*

I: Do you do any extra training or exercise outside of your set training programme?

B: *Yeah I tend to go to the gym 2-3 times a week if I can if I've got enough time.*

I: And who do you train with...do you always train and play with the same team?

B: *Ummm with the cricket we train mainly with the county squad like with our club we don't really train very much so it's normally with the same set of girls, we've grown up playing together since we were young.*

SELF-CONFIDENCE QUESTIONS

I: **Ok, now I'd like to ask some questions about your self-confidence in relation to your sporting performance and where you derive your confidence from. Take a few minutes to think of any specific sporting examples if you need to. Explain how you are made aware of when you have performed well.**

B: *I'd say through your accomplishments so like stats, statistical evidence, so if you've scored a lot of runs or if you've done well. Your coach. With our team the coach highlights individual performances if they have done well in the game so I think my coach has quite a big impact on where I get my confidence from. And also from parents and family that come and watch and then obviously see you do something good and let you know about it.*

I: **Would you say, apart from the stats, the rest of your feedback is fairly verbal?**

B: *I'd say verbal yes, it's told to you after a game.*

I: **And how often do you receive this, every game?**

B: *Yeah I'd say every game you receive feedback. Maybe not from all the people every game but probably from one of those sources per game at least but obviously if you do better then it'll be more.*

I: **And can you discuss the effect this has on your confidence?**

B: *It probably increases my confidence, obviously when you've been told something good about yourself it makes you feel better about yourself and you take it into your next game.*

I: **Now can you explain how you are made aware of things you may need to improve.**

B: *Umm I think through goal setting, like in our cricket team we have individual goals that we need to work on for the season and team goals. So obviously the individual ones are unique to us so maybe they're our areas that we need to improve on. Also maybe like at the end of our games sometimes we have a person that we have to assess in our team, so we peer assess our teammates and then you have to do like positives and then area for improvement so they let you know something that you need to work on. And also from your coach making suggestions.*

I: And that's at the end of every training session?

B: *Every training and games mostly yes.*

I: Does this make you believe in your own ability?

B: *I think it does, I think that when you receive things you need to improve on it helps you to become a better player and that's what your teammates and your coach want you to be so I think them letting you know things that you need to work on almost helps you, it helps me anyway, I become more, I have a greater sense of self-confidence because I know they have belief in me that I can improve something.*

I: Do you perceive support to be available from any other sources apart from the ones you've mentioned?

B: *Not really I wouldn't say, I think I have mentioned them all.*

I: Ok, how does knowing that support is available to you affect your performance?

B: *I think it has a positive effect on me, like I get my confidence from people telling me things, rather than internally so I think that I almost strive off of people telling me things I've done well and things that I need to improve. I think that is how I get better and how I play better I think in games.*

I: Describe your thoughts regarding your ability prior to competition.

B: *I'd say that because I'm almost the leader of the team I always come across quite confident to the other girls because I want to make sure that we're all positive going into the game rather than being one of the people that's really nervous, so I try and come across as really positive and keep everyone quite upbeat. Maybe I'm not*

always feeling confident but I'll always come across as it to the girls so we always go into a game feeling like we can win.

I: Ok, describe your feelings when you perceive yourself to have a greater ability than your opposition.

B: *You obviously feel confident like going into the game if you know you are better than the opponent like you know you should be able to do well. Sometimes maybe I would be a bit nervous because it's like pressure that you should be succeeding. Like in cricket obviously if you're out you're out, like one chance, so there is almost sometimes that little bit more pressure because you're expected to do really well because people know that you're better than the opposition but you have to really concentrate to make sure that you perform to your best ability because you don't want people to judge you if you don't do as well as they think you should.*

I: And how do you gain this perception of your own ability...so is it from past performance, feedback, knowing your opponent?

B: *I'd say it's mainly from past performances like if you've scored runs then people obviously rate you, if you've taken wickets then people rate you, and feedback from your coaches I'd say. Like if I get positive feedback I feel good about how I can play and my ability. I wouldn't say knowledge of opposition because we don't tend to know our opponents because when we go out and play for county we don't really know anyone, so I don't think that has an effect when thinking about my ability.*

8mins 23secs.

I: Does anyone help you gain this perception of yourself?

B: *I'd say my coach is the main person that does, like he's coached me since I was young so he's obviously seen me progress over the years and also I'd probably say my teammates because we've also all known each other since we were young we're all really good friends so I think that being part of the team and being around the girls quite a lot it sort of rubs off on you and you know that they have faith in you to do well and think that you are good enough to be playing in the team.*

I: Talk to me about any physical preparation you do prior to training and competition.

B: *With warm-ups we tend to do a set thing all the time so we have a set routine that we do before every game that gets everyone in the mood to play and in the right frame of mind. With training we tend to focus on different things every week so the coach tries to target people's areas for improvement almost and cover all this through the winter nets so you are able to overcome this in the summer when the games are on.*

I: Ok, and how does this preparation affect your confidence?

B: *I'd say that having the regular routine increases my confidence because obviously when you're there you know what you've got to do and if it's going well and you've gone into a game prior to that and you've performed well then obviously if it's going well when you're warming up 'oh well I can go into the game and do well now'. Yeah, I just think it puts you into the right frame of mind to perform.*

I: Ok cool. Now can you talk about any mental preparation you do prior to training and competition.

B: *I'd say I probably use imagery before I go into a game like when you're getting ready to bat and doing thrown-downs and stuff I'll think of a time when I've batted well and scored runs and I'll try and take that with me when I walk out to the middle to bat. So I use past performances to encourage me to do well and let myself internally know that I can do it.*

I: Again, do you use this regularly?

B: *Yeah I'd say that's a regular thing but that's the only thing I use, I don't really use anything else.*

I: Now that we've discussed those two types of preparation which do you feel is most influential to you in terms of confidence?

B: *I'd say the physical preparation is most important to me just because the fact that it is almost like a ritual and a routine and it gets you, before you turn up your mind might be on something else like what you did yesterday or what you've got planned for the week but I think when we do this warm-up everyone focusses and that gets me in the right mind set to go out and play.*

I: Explain any opportunities you get to observe other people in your sport.

B: *Well my brother plays for a men's team and I go down to that on the weekend if I've got a Saturday off work or something I'll go down for the day and watch. That gives me the chance to watch men's cricket which is a higher standard and look at how they're performing and look at how they're coping with batting against spin or batting against pace and try and take that into my own game. Also with my teammates when I'm not batting and obviously sat on the side you've got chance to watch the other girls batting so seeing how they're coping with the bowlers that you're gonna have to face later on in the game. So I think that does affect my confidence like if my friends are playing against the spinners really well that'll make me think 'aww I can go out there and do that too' rather than if they were struggling I'd really be panicked about going to bat and would maybe have self-doubts that I won't be able to do very well.*

I: How does this then affect your perception of your own performance?

B: *Yeah, like I said if the girls are struggling against the bowling or something then I'll think 'Am I going to be able to actually handle it or am I going to be struggling to' rather than if, because we're all like the same ability so if they were playing really well and scoring lots of runs that would make me think 'aww I really want to get out there and have a go and show them and score runs' because they're making it look easy almost rather than them struggling which would decrease my confidence and make me panic almost and be nervous about going out there.*

I: Now can you describe to me the relationship you have with your coach.

B: *I think I have quite a close relationship with my coach, he's coached me since I was probably about 13 so he's seen me grow up and improve my performance. Also as captain of the team I have quite a close relationship with him like looking at team selection and stuff, so things not directly on the cricket field but off the cricket field as well, so we're quite close in that manner that we sort of have a one on one relationship where we go through and select the team that's gonna play and like plan the warm-ups and plan what we're gonna do at sessions to improve and look at the goal setting as well.*

I: So are you only really connected through sport would you say?

B: *Yeah I'd say, I don't really see him out of sport.*

I: **And is he present at all training sessions and competitions?**

B: *Yeah he comes to all our training sessions and to all our games so he's always around watching and helping us out.*

I: **Can you give a specific example of when your coach has supported you?**

B: *I'd say maybe when I wasn't doing that well maybe like two seasons ago when I was struggling to score runs like he helped me out with my weaknesses and provided me with one on one sessions so he was there to help me through a time maybe when I was struggling and not playing as well as I could. Also maybe when things weren't going quite so well in the field or maybe we were playing a much better team than us and obviously with field placing's its hard and all the girls are telling you what to do and I think times when I have been struggling he's taken me aside at a drinks break and given me a few tips like 'maybe try this, or maybe try that' which shows he got confidence in me to lead the team and also helping me out and giving me a hand to almost get back in control if things aren't going quite right.*

16mins 33secs.

I: **And would you say this has helped to increase your confidence?**

B: *Yeah I'd say it's positive because it shows that he has faith in me to do well and also shows that he wants me to improve and he wants me to play well in games and that's why he's given me that one on one time.*

I: **Can you describe your training environment.**

B: *I'd say it's quite a positive environment, we all get on really well and we all have a laugh so it's positive, we're always buzzing and everyone's always looking forward to coming together and playing and stuff, so I think it's really positive and everyone gets on really well so it's always good.*

I: **Do you train with people of a similar ability to you?**

B: *Yeah all the girls are obviously in the county women's team so we're all on the same level.*

I: Are parents or anyone else ever present?

B: *Yeah we have a good fan base because there's not that many older people it's all people that are aged like 16 to 23/24 so we always have a massive support at games, parents always come down and they all know us and they all want us to do well as well. My parents come down to most games and our coaches are always there as well.*

I: How do they support you when they come and watch?

B: *My parents come down to watch but since I've been able to drive I tend to drive to the games, but before when I was younger they used to take me anywhere I needed to go, like they would drive me all over the country to play and to training and stuff. But obviously as I've got older I've become a bit more independent but they've still come to games and stuff. With my coach, the coach doesn't really help with transport if we are travelling far but the managers do tend to help out with transport like if girls are struggling or if I can't drive that far I know I've always got people around me that can help me out and give me a lift.*

I: How does your support in a competitive situation differ from that in your training environment? So are the same people present?

B: *I'd say more people are present at competitive situations like at training situations its normally just us girls and then our coach, like parents don't really tend to stay they'll go off and do their shopping or whatever, but at competitive games and stuff we always have loads of people there always wanting us to do well. So it's always increased at game situations which I think is good for us because it always spurs us on, like gives us that extra bit of arousal to do well and perform.*

SOCIAL SUPPORT STRUCTURE QUESTIONS

I: Ok, I'd now like to ask some questions about your social support network. Some of these questions relate to earlier experiences in your childhood up until present day so take a moment to think back to your family environment during early childhood if you need to. Describe what your general family environment was like during childhood giving some examples of typical family activities. 20mins 06secs.

B: *We've always been quite a sporting family like when I was younger I got into cricket through my brother who used to go when he was like 7 down to training and my dad used to help out with the coaching at the club so I'd always be taken along so I thought 'awww I'll get involved'. We've always done quite a lot of sport as a family like we'd always go to matches as a family so if my brother played football I'd be going along with him and I think our lives when we were younger revolved around mine or my brother sports so we'd always be in a competitive environment, around matches and stuff. I think that's how I've grown up taking part in quite a lot of sport.*

I: And your parents were a main source of support?

B: *Yeah definitively, they encouraged me to get involved and take part.*

I: You've touched upon it a bit then but can you describe your early sporting environment, giving examples of any typical sporting examples.

B: *When I was in primary school I started playing netball for a club, I was only 11 and I've stayed at that club till I came to uni so I've grown up in that netball club. At school I played in all the teams and I always competed for the school and like I said I went to my brother's cricket and I was like 11/12, just started secondary school and I just started taking part and getting involved and then the coach was like 'aww you should get involved with the girls' and it's all sort of escalated from there really.*

I: And would you say the coaches encouraged you?

B: *When I was younger obviously at club I played with the boys so the coaches there encouraged me to go and trial for the county girl's teams for the U13 when I was only like 11 so I was almost playing up an age group. And it was my coaches at the club that encouraged me to go to the county trials and pushed me to get involved.*

I: Explain how these early experiences have affected your ability to form social relationships with others.

B: *I think being part of a team or playing sport it's a good thing. I think being around other people it increases your ability to co-operate from an early age and communicate with people and gives you an opportunity to make friends out of school with people that have similar interests to you.*

I: Do you feel your family environment promoted this as well?

B: *Yeah definitely I think my family always wanted me to get involved in stuff and I think like as a family just generally being involved in sport almost increased my ability to make friendships with other people almost and be outgoing and not be one of those people that's really quiet and won't speak to anyone and just sits in the corner.*

I: Tell me about the individuals you feel you are closest to in your social life.

B: *I'd say I'm quite close to my family, like we've always been quite a close family, I'm close my brother and I'm close to both my parents so I think we have quite a tight knit bond. Me and my brother aren't the sort of people that will fight, we have quite a lot in common so we've always got on really well. I'd also say my teammates like quite a lot of the girls I play with for my team I've known since I was like 13 so quite a lot of them we're all really good friends, so we all want each other to do well we all get on really well so it's not a chore to go to training its always something to look forward to because you know you've got people there that you want to spend time with.*

I: Are any of the individuals you've mentioned within your social support network interconnected, so do they know each other?

B: *Well obviously my coach and my teammates know each other because we've all grown up through cricket together. My family know my coach as well because my brother's played county cricket throughout his childhood, and my coach has coached him as well over time so he knows both of us quite well on a one to one basis.*

I: Is there anyone else you feel you are close to in a sporting context.

B: *I'd say some of my teammates' parents, like our team managers are two of the girls' parents, they're obviously around quite a lot at games, filling in all the paper work and stuff and they've sort of seen me grow up as well over time and some of their daughters I'm really close with so I'll like go round their house and I'll chat to the parents like they're part of my family. Like I think we're all really close like at the games because we do have a lot of support, everyone knows you and every gets on.*

I: Ok which individual or relationship do you value most with regards to supporting your sporting performance?

B: *I'd say that I probably value support from my friends the most, like my teammates just because of how long we've known each other and I know that we are genuinely friends like it's not like we've been put together and we all just have to get on, we all do care about each other and we want each other to do well. So I think that I value the support from my teammates the most in my game.*

I: Do they provide feedback to you, help your preparation etc?

B: *in preparation we all do it together so we all get in the right frame of mind. With feedback I'd say that if you've done well we all let each other know, like if someone's batted really well everyone will go out of their way to say like 'aww really well played, you did really well, you batted really well, bowled really well'. Like everyone does go out of their way to say it and I think that's really positive and it's not fake it is genuine and I think that's a good thing.*

I: If this individual was not part of your support network how do you think this would impact you?

B: *I think it would maybe not make me want to participate as much just because maybe it would make it a chore almost to be going along, something that you have to do instead of wanting to do it. But I don't think it would impact my ability that much because I have got other social support around me because I am close with my coach and my family I think that I'd still part-take within the sport and I'd still do it but maybe I wouldn't enjoy it as much and it wouldn't be as fun and enjoyable to take-part in.*

I: Explain who you would call upon for help if you ever needed it and why.

B: *I'd probably say it's more than one person, I'd probably say that I'd either go to my coach or my family rather than my teammates. I think I wouldn't go to my teammates because I wouldn't want to let on that I almost had a problem and needed like, and I wouldn't want them to almost judge me for something, so I'd rather go to my coach who it would be like more confidential, or my family obviously because we're really close and they know me so I think they'd be honest, but I*

wouldn't go to my teammates because I wouldn't want them all talking about it, or for it to be drawn on as a big thing.

I: Explain how these people could help you.

B: *I think by providing encouragement about how you could improve or what you need to do to solve whatever the problem is, or they could provide you with one on one like if I ever had a problem with my technical cricket performance I know that my dad and my brother would always be willing to take me off down the nets and work on whatever I wanted so they'd always be there to give me help if I wanted it.*

I: And does this change your perception of your own ability to cope?

B: *I think it does, I think knowing that I have a lot of people there for me is a positive, I think that if I was just on my own I would panic if I had a problem or I wouldn't enjoy sport as much as I do. So I think having those people around me almost makes me enjoy what I do more and puts less pressure on me because I know that I've got all these people that have faith in me.*

I: And can you describe how you would contact the individuals you require support from.

B: *Obviously with my family it would just be verbally, I'd just have a chat to them. With my coach I know that I could always just phone him or e-mail him, whatever it wouldn't be hard to contact them. And I know that if I did need to get hold of my coach I could do it within a day it wouldn't be something like I'd email them and have to wait a week for a response I know that he'd reply straight away.*

FUNCTIONS OF SOCIAL SUPPORT

I: That's the end of that section. So now we've discussed the individuals within your support network I'd like to explore which types of support these individuals offer to you as a performer, and whether this support matches your needs. The four types of social support are emotional, informational, tangible and esteem. I will just give you a brief definition of each now..... Emotional support is when others are there during times of stress, offering reassurance and showing that you are cared for. For example, your parents offering a listening ear after you have been dropped from a team. Informational support

refers to the guidance or information provided to an individual. For example, it could be video footage of your technique, or a league ranking table. Tangible support, can be defined as physical assistance, for example, the offer of a financial grant to fund competitions or training, or transportation. Esteem support refers to boosting a person's self-confidence and esteem through positive reinforcement and encouragement, for instance a coach saying; "come on, you know you're better than them" during a match to instil belief into individuals. These are all outlined on your hand-out if you need to look at them feel free, but only give examples of the ones that are specific to you don't feel like you need to talk about them all. **31mins 34secs.**

B: *Ok.*

I: **Describe your needs within a training situation.**

B: *I think it depends on what I'm focussing upon like if we're focussing upon like fielding I'd rather be with a big group of people but if we're doing something that is more technical like looking at playing specific batting shots then I'd rather be on my own like I don't mind being on my own with my coach, I'm comfortable with that and I don't find it intimidating or anything.*

I: **Describe your needs during a competitive setting.**

B: *I think when it comes to games and stuff I like to have a set routine, I think everyone should arrive on time, I like knowing when we're starting the warm-up, what we're doing, making sure that we do the same every week. Because I am captain I do have quite a lot on my plate so I've got to think about the toss, where I'm guna put the field, placements, who I'm guna bowl, what the batting orders guna be so I do like to have my coach there with me to help me out because if he wasn't there then I'd have too much on my plate and I wouldn't know where to start really. In regards to parents when I was younger I relied more upon my parents watching me but as I've got older I don't feel that I need them there, like if they're not there then I don't think it has a massive impact on my performance. Whereas when I was younger I felt like I really needed them there for me to do well like they always made me improve but not so much anymore.*

I: **Describe what you feel you need in order to most improve your performance.**

B: *I think that to improve my performance and my confidence in my performance I mainly get it off people saying good things to me, like people congratulating me or positive feedback or the coach saying something that makes you feel that they believe in you.*

I: How does this then affect you?

B: *I think it makes me know that people know I can do it and people have faith that I can do well and like highlights achievements and things I have done well and letting me know what I need to improve.*

I: Explain who in your social network would be most appropriate to seek such support from.

B: *I'd say my coach is a main person that I would get it from just because he's really knowledgeable like he's got a lot of cricket knowledge and stuff that he says you know it's true rather than some parent telling you that you've done well when they don't have a clue about cricket, it's just what they've seen. I think the knowledge of the individual is really important. Also I think I seek it from my teammates just because like I've said we are all really close and I know that if they saying something its genuine it's not fake, like they're just saying it to say it, I know that it is really true.*

I: Can you describe an example when social support has increased your self-confidence?

B: *I'd say going into a big game, we had a big game last season and beforehand my coach gave me an individual pep talk and that sort of increased my confidence in myself because I was feeling really nervous that game but I didn't wana let it on too much to the other girls him like taking me aside and saying that, it didn't get rid of my nerves but it decreased them and made me feel less apprehensive about actually going into the game and made me think that I could do it.*

I: Can you think of any examples when social support has done the opposite and maybe decreased your self-confidence?

B: *Ummm I'd say maybe like other parents getting involved, like sometimes we've had conflicts where parents have got involved with team selection and stuff and you just don't need it. And I think that, I love having all the other parents around but*

sometimes maybe comments they make or things that aren't really justified can decrease your confidence, and my confidence in myself, like maybe if I haven't set the field great then come parents going round saying 'aww she needs to do this, she needs to do that' like that isn't very nice and they don't have loads of knowledge so they shouldn't really be saying stuff like that.

I: So, with these examples in mind which type of social support do you value most in relation to your self-confidence?

B: *I'd say that the esteem would probably be the one that I'd highlight that helps me the most I think like people saying positive things to me and congratulating me or like highlighting something that I've done well increases my self-confidence going into the next game and I think that is what I strive on rather than things being given to you, I'd rather someone say something nice to me, like I don't need to be given stuff I rather someone say something and that would have a deeper effect.*

PERCEIVED SUPPORT QUESTIONS

I: Ok cool. When examining social support and its affect upon performance it is proposed that the belief that support is available can boost athlete's self-confidence. It's not actually been received but it's the thought that it's available. So the next set of questions will explore your appraisal of social support during sport based and what you perceive to be available to you. So, generally what support do you think is available to you in relation to sport?

37mins 48secs.

B: *I'd say that tangible is very much available to me, like with our training you obviously have to pay for the indoor nets and as a student obviously I can't afford to spend this money so I know that my parents are always there to offer and they'll pay for any kit I need or anything. Also I think that there is a lot of informational support around like we do have goal setting and we do look at stats and stuff when we are performing and stuff like that. We do also have a lot of esteem support, that's the main one I get my confidence from so I think the esteem is the greatest like everyone's always congratulating you or highlighting what you've done well.*

I: Does your level of perceived support vary depending upon the situation? So is it different for training and competition?

B: *Yeah I'd say during the training session there's not very much informational support available to us I think that it's very much we just go and we train and that's it. But when it comes to summer when it's the matches that's when all the stats and all the goals and things come out that we need to achieve and the video footage would be at a game rather than at training, we don't have anyone recording us which I think would be beneficial but it's just not available.*

I: Describe how knowing this support is available effects the way you view situations.

B: *I think it makes me feel more positive, I think knowing that I've got people there to help me increases my almost want to do the sport knowing that I've got all these people around me that want me to do well or will help me out with the stats or are there to offer their transport, come to pick me up and stuff. I think it increases my want to do the sport and makes me want to go rather than going and not really enjoying it, no one complimenting you, no one wanting to help you I think that would be really negative and I'm glad it's not like that.*

I: Describe how your perception of available support has changed from when you first started participating in sport.

B: *I think as I've got older my social support with my parents has maybe got slightly less just because I've become more independent and so, like I know that they're always there for me but they're maybe not there for me as much as they used to be when I was younger. Emotional, I think that it's probably increased because as I've got older I've become more mature and people know me more rather than when I started and I was really young and immature. I'd say informational has also increased as playing for the women's team is taken a lot more seriously than playing for the girls' team like we've been promoted so we're playing bigger teams, bigger counties and it's a lot more serious than it used to be. So like informational has increased because our coach wants us to do well and like stay up in the league rather than get relegated.*

I: Have these changes in social support affected your self-confidence?

B: *I think they've probably increased my self-confidence like they've made me realise and made my perception of my own ability improve. I think the game being*

taken more seriously and still being part of it like still being a regular member of the team has increased my confidence and obviously being made captain last year that has made me feel confident that my teammates will come to me for advice and will believe in me to lead the team and also my coach having faith in me to lead the team. Obviously because I'm quite young, our older captain was like 30 so she was more mature and had had a lot more experience than me but I'm still quite an inexperienced player in comparison to her so it's put a lot of faith in me and has increased my confidence quite a lot.

I: And just generally describe how you feel when participating in sport.

B: *I'd say that I feel confident when I'm participating in sport like when I step out onto the pitch I'm one of the extroverts, one of the people that's encouraging everyone, wanting everyone to do well. I think when we are playing harder teams I do get nervous and like apprehensive but I try not to show it so I come across as like fine to the other girls but deep down I'm panicing or getting frustrated or nervous or whatever about going out to perform. But generally I feel I do come across as quite a positive person. **43mins 09secs.***

RECEIVED SUPPORT QUESTIONS

I: Ok. So this is now the last section. Received support refers to what individuals actually say or do when they offer support. The following questions aim to find out what social support you actually receive in sport. It may be similar to what you perceive to be available so don't worry if you feel you mention the same things. Within sport explain what social support do you actually receive?

B: *I'd say that I probably receive all the dimensions of social support. I'd probably say that the esteem and informational are the two biggest ones that I receive. Like I've mentioned with the esteem about like the coach and my teammates and stuff, we're always there offering encouragement and if someone hasn't done well we'll always go out of our way to let them know that we know they can do it and that they are a worthy member of the team. I think also with informational we receive quite a lot in the summer season, maybe not in the winter, but I think that in the summer the*

informational, we do receive a lot of it and I think that it has a positive effect on our performance.

I: Does having this support affect your self-confidence?

B: *I think it increases my self-confidence like knowing that people are around me and knowing that have faith in me and will be there to help me if I've ever got a problem, that has a big effect on my performance I think and increases my confidence a lot.*

I: And do you feel the support you receive matches what you need?

B: *Yeah, I'd say it does. I don't think there are any of the dimensions that I don't have available to me if I need them. I think the ones that I'm less reliable on there are available to me but I maybe tend to not use them as much as I could. Like maybe in the future I could use the emotional more than I do at the moment to become a better player.* **45mins 28secs.**

I: Would you change the support you receive if you could and if so, why?

B: *I think that like I said maybe in the future maybe more emotional support would benefit me. I think that maybe having people there if I do have a problem maybe being available to go and speak to them and actually using it would benefit me more, but I think at the moment if I do have a problem I'll deal with it in my own way rather than going to see other people, but maybe in the future if the emotional support was more widely offered maybe if it was advertised more or if emails were sent out like 'aww has anyone got any problems' then I would use it more. But I don't think it's that advertised at the moment so I don't tend to go out of my way to seek it.*

I: Has the support you've received changed from when you first started participating in sport?

B: *Yeah I think that my tangible support has increased I think that transportation and stuff from other parents and stuff has increased, but I think within my own family maybe it's decreased a bit. So it's like the source of it has almost changed. I think that my esteem has increased a lot like everyone knows each other a lot more now, like when we were younger we were all young and weren't really friends we were just there to play but now everyone has an honest interest in everyone and everyone's*

really good friends, we've known each other so long that everyone cares for each other and I think that's a good thing.

I: Describe the consistency of the support you receive. Is it there every training and every competition, does it vary?

B: *Yeah I'd say that it's pretty standard, I always have quite a lot of support, training and at games. I think at games, like I've said before, the parents tend to be there more which obviously like having a big crowd affects how you perform and your confidence and stuff.*

I: Do you feel you've ever received too much or too little support?

B: *I think maybe at times in the past I could have received a bit too much support whichs maybe, at times, has decreased my confidence or my want to take part in the sport. Maybe when I was about 16/17 my parents really wanted me to do loads and maybe that at the time wasn't that beneficial because it almost made me consider maybe giving up my sport just because I did it too much and over did it and just went to the nets too much and maybe it became more of a chore than actually being an enjoyable thing to do.*

I: Which types of received support are most effective to you and your self-confidence.

B: *Like I said before I think the esteem, like people giving me encouragement and highlighting things that I've done well are the main things that I strive upon. I think that they increase my confidence as well. Also I'd say that informational increases my confidence, like if I've batted well my coach will sometimes provide us with wagon wheels showing us where we've scored our runs. That gives me confidence that I have a strong ability to play different shots and obviously scoring runs is a positive thing and having the statistical back up to show that you have done that like really increases your confidence and backup the fact that you can do it.*

I: And once again if this support wasn't there how do you think it would affect your self-confidence?

B: *I think maybe not having the stats to back up the performance would decrease my self-confidence because there's not that information there that proves that you've*

done something. Like having the numbers proves that you've scored the runs like if that wasn't available to you then maybe when you were feeling that you couldn't do something or you were struggling with like bowling or you had a bad game you wouldn't have those good things to go back and look at. Also with the esteem I think that if I didn't receive that then that would decrease my self-confidence more so because it would make me feel like maybe people didn't believe in me and it would put doubts in my mind and make me feel more nervous when I was going into games.

I: Ok I think I have covered everything that I need to. Is there anything that you feel is particularly relevant to your social support that you have not yet mentioned?

B: *No I don't think so.*

I: Is there any feedback you would like to give regarding the interview process as a whole?

B: *It's very well structured.*

I: Ok good, I now need to transcribe this interview and ensure it is an accurate account of this recording. Once I have done this I will send you a copy to read and double check that you agree that it is a fair representation of yourself. Thanks again for your time, it is very much appreciated. 51mins 17secs.

APPENDIX E

INTERVIEW GUIDE

INTERVIEW GUIDE

Name:

Age:

Sport:

Date:

Start time:

Finish time:

Introduction

Hello, I'm Alice Garcia and I am currently a third year student at Cardiff Metropolitan University, studying Sport and Exercise Science. Firstly I would like to thank you for giving up your time to participate in this study. By interviewing sports people, like yourself, I hope to gain a more detailed, in depth understanding of your personal experiences regarding social support. The purpose of the study is to understand your experience of the different constructs of social support: structure, function and perception, and how these may affect your self-confidence in a sporting context.

This study forms the basis of my undergraduate dissertation, and the information gained from interviews will be transcribed and analysed as a part of this section of work only. The interview will be recorded using a dictaphone so I am able to recall what is said. To reinforce what has already been stated in the consent and information forms, any information you share with me during this interview will remain confidential and you will remain anonymous even though direct quotes may be referred to.

Please remember that your participation in this study is voluntary and you are free to answer only select questions and can stop the interview at any point should you wish to. I am trying to gain an insight into your own experiences, so there are no right or wrong answers, and if you cannot remember something just let me know and we can move on. Take your time if you need to think before responding and try to provide honest answers. Feel free to ask questions of me, to clarify questions or ask for any

to be repeated. After the interview you will have the opportunity to add anything you feel is particularly relevant that was not mentioned during the interview.

(Recorded)

Do you have any questions so far about anything I have mentioned? If not then we can continue with the interview. You have an outline of the definitions and different constructs relating to social support (participant provided with a copy, see Appendix D), feel free to use this to help you during the interview.

Demographic information

To start the interview I would like to ask you some questions about your sporting background.

- What sport do you play? Who do you play for?
Probe: Has this always been your main sport, or have you participated in other sports?
- How long have you been involved in sport?
- How committed are you to your sport? How many hours do you spend training or competing?
Probe: Do you do any extra training or exercise outside of your set training programme?
- Who do you train with? Do you always train/play with the same team?

Self-confidence

Okay, I would like to ask some questions about your self-confidence in relation to your sporting performance and where you derive your confidence from. Take a few moments to think of specific sporting examples if you need to.

- Explain how you are made aware when you have performed well.
Probe: In what form do you receive this information? Who? How often?
- Discuss the effect this has on your confidence?

- Explain how you are made aware of what you need to improve?
Probe: How do you receive this information? Who? How often?
- Does this make you believe in your own ability?
- Do you perceive feedback to be available from any other sources?
Probe: Who?
- How does knowing this support is available affect you/ your performance?
Probe: Is this effect different in comparison to that caused by what you actually receive?
- Describe your thoughts regarding your ability prior to competition.
Probe: How does the ability of the opposition affect you? Can you give any examples?
Probe: More and less able opposition.
- Describe your feelings when you perceive yourself to have a greater ability than your opposition?
- How do you gain this perception of your own ability?
Probe: Past performances? Feedback? Knowledge of the opposition?
Probe: Who helps you with this? How?
- Talk to me about any physical preparation you do prior to training and competition.
Probe: E.g. training, warm-up.
- Does anyone help you plan or perform this? Who, how do they help?
Probe: Is this a regular routine, or does it vary? If so, how?
- How does this preparation affect your confidence?
- Talk to me about any mental preparation you do prior to training and competition.
Probe: E.g. Imagery, self-talk. Does anyone help you plan or perform this? Who, how do they help?

Probe: Is this a regular routine, or does it vary? If so, how?

- How does this preparation affect your confidence?
- In terms of confidence, which is most influential your physical or mental preparation?

Probe: Why?

- Explain any opportunities you get to observe others perform in your sport?

Probe: Who do you watch? How often? Who helps you do this?

- Describe how this makes you feel.

Probe: Nervous? Confident? Would you rather not do it?

- What support do you receive to allow you to do this?

- How does this support affect your perception of your own performance in comparison to others?

Probe: Do you view yourself as more/ less able

- Describe the relationship you have with your coach.

Probe: Only connected through sport? How often do you see them? Every training/competition?

- Give examples of a time when they have supported you.

Probe: Do you perceive this as positive or negative? Why?

- Give examples of when your coach's support has increased your confidence?

Probe: And decreased?

- Describe your training environment.

Probe: Who do you train with? Are they of similar ability to you? Are your coaches/ parents present?

- Describe how these individuals support you?

Probe: Eg. are they available for you to talk to, help you with travel, film you during training to provide feedback.

- How does this environment affect your confidence? *Why?*
- Does your support in a competitive situation differ from your training environment?
Probe: Different people? Different type? How do you perceive the opposition?
- Describe how this environment affects your confidence.

Social support

Existing social support

Okay, I would like to ask you some questions relating to your social support network. Some of these questions relate to earlier experiences from your childhood, up to the present day. Take a few moments to think back to your family environment during early childhood if you need to.

- Describe what your general family environment was like during your childhood, giving examples of any typical family activities.
Probe: What sort of parental support did you have? (Or from siblings)
Probe: Do you remember there being any conflict?
- Describe what your early sporting environment was like, giving examples of any typical sporting activities.
Probe: Were you a member of a club, was it through your school, did you compete with your school?
Probe: What sort of coach support did you have?
- Explain how these early experiences have affected your ability to form social relationships with others? Eg. communication, build rapport, be sensitive to others.
Probe: Family environment and sporting environment?
Probe: Why?
- Tell me about the individuals you feel you are closest too in your social life?
Probe: Family, friends, partner, coach, teammates etc.

- How would you describe the quality of your relationship with these individuals?
Probe: Are many of these individuals you have mentioned interconnected (do they know each other?)
- Tell me about individuals you feel you are closest to in a sporting context.
Probe: Coach, physio, teammates etc.
- How would you describe the quality of your relationship with these individuals?
Probe: Are many of these individuals you have mentioned interconnected (do they know each other?)
- Which individual or relationship do you value most in regard to supporting your performance?
Probe: Why? Do they provide feedback, aid your preparation?
- If this individual was not part of your support network describe how this would impact you in relation to sport? (Eg. would you question your ability; would your preparation for training or competition be different; would the feedback you receive change?)
- Explain who you would call upon for help, and why.
Probe: More than one person?
- Explain how they could help you.
- How does this change your perception of your own ability to cope?
- Explain a problem you've had and a particular individual who has helped you? (Sport and non-sport related)
- Describe how you would contact the individuals that you require support from.
Probe: In person, by telephone etc.
Probe: Explain how easy this process would be.

Functions of social support network

Okay, so we have discussed the individuals within your support network. I would now like to explore which types of support these individuals offer to you as a sports performer, and whether this support matches your needs. The 4 dimensions of social support are: emotional, informational, tangible and esteem.

Emotional support is when others are there during times of stress, offering reassurance and showing that you are cared for. For example, your parents offering a listening ear after you have been dropped from a team. *Informational support* refers to the guidance or information provided to an individual. For example, it could be video footage of your technique, or a league ranking table. *Tangible support*, can be defined as physical assistance, for example, the offer of a financial grant to fund competitions or training, or transportation. *Esteem support* refers to boosting a person's self-confidence and esteem through positive reinforcement and encouragement, for instance a coach saying; "come on, you know you're better than them" during a match to instil belief into individuals.

These 4 dimensions are outlined on your hand-out, take a moment to look at them before responding if you need, but only give examples of any that are relevant to yourself.

- Describe your needs within a training situation. (Eg. do you need to be with teammates/ alone; do you need direction from your coach; do you need feedback to help you improve?)
- Describe your needs during a competitive setting. (Eg. do you need a set routine/ eating pattern; do you need coach/ parents present; do you need knowledge of the opposition; do you need feedback after?)
- Describe what you feel you need in order to most improve your performance?
Probe: Financial help, transport, family/friends to watch you, positive coach/ teammate feedback etc.

- How would this help your performance? (Why?)
Probe: would it aid your preparation; your knowledge of your ability, your achievements or your areas for improvement.
- Explain who in your support network would be most appropriate to seek such support from, and why.
- Thinking about social support describe an example when it has increased your self-confidence in relation to a sporting need.
Probe: Who helped you? What did they do?
- Can you think of any examples when social support has done the opposite and decreased your self-confidence?
Probe: Absence of support, or did someone do something that didn't meet your needs?
- With these examples in mind which type of social support do you value most in relation to your self-confidence? Why?

Perceived availability of support

When examining social support, and its effect upon performance, literature proposes that the belief that support is available can boost athletes' self-confidence levels. The next section of questions will explore your appraisal of social support during sport.

- Generally what support do you think is available to you in relation to sport?
Probe: What types of support? (Refer to hand-out)
Probe: Available from who? Are they within your normal social network or new people?
- Explain how this perceived support varies depending upon your situation (eg. during training, at competitions etc).
Probe: What do you perceive available in training. What do you perceive available during competition.

- Describe to me how knowing support is available affects the way you view situations?
Probe: Eg. less stressful/ able to deal with stress better, do you feel alone, or threatened by opposition?
- Explain how this affects your self-confidence?
Probe: does it reinforce your preparation, or your knowledge of your own/ team's ability?
- Describe other support you feel you would benefit from that is not available?
Probe: In training and competition?
- Describe how your perception of available support has changed from when you first started participating in sport?
Probe: Increased/ decreased as you have: improved/ got older/ moved away from home/ moving to a new team/ change in coach?
- Explain how this has affected your self-confidence?
Probe: changed the perception of your ability, your preparation, your social support.
- Describe how you feel when participating in sport?
*Probe: Are these feelings positive (eg. confident or excited) or negative (eg. nervous or stressed).
Probe: Is this affected by social support (and how?)*

Received support

Received support refers to what individuals actually say or do when offering support. The following questions aim to find out what social support you actually receive within sport.

- Within sport explain what social support you receive? (Refer to your hand-out)
*Probe: Who gives you this support?
Probe: Are they from your existing network or are they new?*

- Describe which people provide which types of support?
Probe: Does having this support affect your self-confidence?
- Do you feel the support you receive matches what you need?
Probe: Are you satisfied with this support?
- If you could change the support you receive what would you change and why?
Probe: Does it match what you perceive is available?
- Has the support you receive changed from when you first started participating in sport?
Probe: Give a specific example?
Probe: Have the providers of support changed?
- Describe the consistency of the support you receive?
Probe: Has it increased or decreased? Every training/competition.
Probe: Do you feel you have ever received too much or too little support? (examples)
- Explain which types of received support you feel are most effective to increase your self-confidence? Eg. Increased/decreased/too confident?
Probe: Can you give specific examples of this? (eg. in training/ competition)
Probe: Were certain types of support/providers more effective than others?
- Explain how if you did not receive this support it may affect your self-confidence? Eg. poor performance, lack of correct preparation, feeling threatened by opposition?
Probe: Was there ever a time when you received too much support?

Conclusion

I think I have covered everything that I need to. Is there anything that you feel is particularly relevant to your social support that you have not yet mentioned? Is there any feedback you would like to give regarding the interview process as a whole? I now need to transcribe this interview and ensure it is an accurate

account of this recording. Once I have done this I will send you a copy to read and double check that you agree that it is a fair representation of yourself. Thanks again for your time, it is very much appreciated.

APPENDIX F

SOCIAL SUPPORT HAND OUT

Social Support Hand-out

This hand-out briefly outlines the three main constructs of social support. Please feel free to look at it during the interview if it helps you.

Structure- represents social ties, who these social relationships are with and the quality of these relationships.

For example a structural aspect of social support could stem from an athlete's relationship with their parents, coach, teammates or partner.

Functional- refers to the functions provided through these relationships, so what type of support is it that they provide.

For example someone being there to listen to any problems or concerns that an individual may have.

Comprises of four dimensions:

- **Emotional-** others offering reassurance and showing you are cared for and loved.
- **Informational-** guidance or information provided to an individual.
- **Tangible-** physical assistance eg. Financial help, transportation etc.
- **Esteem-** positive reinforcement and encouragement to boost individual's self-confidence and esteem.

Perception- relates to an individual's perception of support available to them. Can also relate to their perception of support they have actually received and how the individual then appraises (views) situations.

Received support- relates to the support an individual is actually given.

APPENDIX G

QUOTES MATRICES

RECEIVED SUPPORT			
SUBJECT	RAW QUOTES	UNDERSTANDING (In my own words)	THEME
A	<p><i>Our coach will... say everyone will have to be ready to warm up by half 9... and he'll take us for a group warm up... we always do a warm up before a match...warming up makes you feel good because if you've had a bowl before and it was going well then when you come into bowl in a game you know that it should be alright and on the spot.</i></p> <p><i>Knowing that my action's alright and that my bowling's good and has got a nice rhythm...I'd feel more confident if I knew that was all alright.</i></p> <p><i>If I bowl well in the warm-up I'll be more confident that I'll bowl well during the match. But then on bad days say if I was warming up... and it was going all over the place and not at all where you want it to go then it can have a bad effect because in the game I'll just be worrying about how bad it was in the warm up. So trying to get it to go well in the warm-up will help me to stay positive and believe in my ability.</i></p> <p><i>If I'm bowling well and batting well in training then I'm more confident and think I'll perform better in the game but then if that's not going well I won't be as confident going into games.</i></p>	<p>Coach and teammates aid participant's physical preparation, and the presence of a warm-up is consistent. Suggests that physical preparation promotes feelings of mastery.</p> <p>Feelings of mastery during physical preparation can positively affect confidence.</p> <p>Physical preparation positively influences self-confidence.</p> <p>Physical preparation promotes feelings of mastery.</p>	<p>Coach is a provider. Social support aids physical preparation.</p> <p>Physical preparation influences confidence. Physical preparation influences mastery.</p> <p>Physical preparation influences confidence.</p> <p>Physical preparation influences mastery and confidence.</p>

	<p><i>He sends me like little strengths and weaknesses and things to work on and that, and if he wasn't there... I probably wouldn't be working on anything so I'd probably end up going backwards or something...so it's good that he's there to set us goals and stuff.</i></p> <p><i>People give me information on what I can do technically to improve.</i></p> <p><i>Coach says to us when we're batting we should all sit together as a team...all watch together and also support the batters...we shout from the side-line...So if they hit a good shot you can shout encouragement or if they're struggling say like, 'don't worry keep going you're doing alright'.</i></p> <p><i>If they're bowling and you're fielding right at the boundary he'll come round and talk to you and will say little things that I find really helpful... he'll say things that make me feel better and you can then see it in my actions...I'll relax.</i></p> <p><i>My captain, she's really supportive...She has come up to me a few times and reinforced that I can do it... and that she knows I can do it... I'm good enough to do it and she has confidence in me. Knowing that as a captain she's got the confidence in me to perform then that helps me with my confidence and performance.</i></p>	<p>Coach is a provider of informational support, through the provision of feedback and goal setting.</p> <p>Informational support is received in the form of feedback to help improve performance.</p> <p>Coach encourages teammates to provide esteem support to each other.</p> <p>Coach provides positive encouragement and feedback which can have a positive effect upon the performer.</p> <p>Captain is a provider of esteem support through the provision of positive reinforcement. This support then positively effects confidence.</p>	<p>Coach is a provider. Informational support promotes improvement.</p> <p>Informational support promotes improvement.</p> <p>Teammates are providers. Esteem support.</p> <p>Coach is a provider. Esteem support.</p> <p>Captain is a provider. Esteem support influences confidence.</p>
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	<p><i>With travelling we always work out where the games are... and we'll arrange with each other how to get there, and I get lifts with quite a few of the girls.</i></p> <p><i>For our county games... we get financial help... the county will put on a coach...and they'll pay for a hotel so we can stay in the hotel so we're not tired from driving on the day of the game. So I find that really helpful because otherwise not many of us would probably be able to afford the petrol money and the money for the hotel.</i></p> <p><i>There's been a few times...when he's said things that he probably could have worded in a much better way.</i></p> <p><i>If someone that I didn't really know said something... I probably wouldn't listen.</i></p> <p><i>I did have a stage where I had about 4 or 5 different coaches all trying to tell me different things which...was quite hard because...I'd be trying to do everything to please everyone.</i></p>	<p>Teammates are providers of tangible support through the form of transport.</p> <p>Club/organisation provides tangible support through transport and also financial help, paying for accommodation costs.</p> <p>The way support is delivered can have a negative impact.</p> <p>Support from individuals known by the athlete is more valued.</p> <p>It is possible for athletes to receive too much support and this can have a negative effect.</p>	<p>Teammates are providers. Tangible support.</p> <p>Club is a provider. Tangible support.</p> <p>Delivery of support.</p> <p>Knowledge of the provider.</p> <p>Receiving too much support.</p>
	<p><i>With warm-ups...we have a set routine that we do before every game that gets everyone in...the right frame of mind...having the regular routine increases my confidence because... if it's going well when you're warming up you think 'oh well I can go into the game and do well now'.</i></p>	<p>Teammates aid participant's physical preparation, and the warm-up is seen as a set routine. Suggests that physical preparation promotes feelings of mastery and increases confidence.</p>	<p>Physical preparation influences mastery. Physical preparation influences confidence.</p>

<p>B</p>	<p><i>The physical preparation is most important to me...it is almost like a ritual and a routine.</i></p> <p><i>You obviously feel confident like going into the game if you know you are better than the opponent like you know you should be able to do well...(how do you gain this perception of your ability?) it's mainly from past performances, like if you've scored runs... if you've taken wickets...and feedback from your coaches...if I get positive feedback I feel good about how I can play and my ability.</i></p> <p><i>When I'm not batting...you've got chance to watch the other girls...if the girls are struggling against the bowling...then I'll think 'Am I going to be able to actually handle it or am I going to be struggling too'... them struggling which would decrease my confidence and make me panic almost.</i></p> <p><i>In our cricket team we have individual goals that we need to work on...they're our areas that we need to improve on... we peer assess our teammates... positives and then areas for improvement...when you receive things you need to improve on it helps you to become a better player and that's what your teammates and your coach want you to be so I think them letting you know things that you need to work on almost helps you...I have a greater sense of self-confidence because I know they have belief in me that I can improve something.</i></p>	<p>Routine physical preparation.</p> <p>Participants gain confidence through demonstration of ability against others (opposition), and they gain this perception of their own ability through informational support from the coach in the form of feedback.</p> <p>If demonstration of ability is not good in comparison to others then it can have a negative affect and bring about self-doubts and negatively affect confidence.</p> <p>Informational support in the form of goal setting is provided by teammates to help improve performance which has a positive effect on the performer.</p>	<p>Physical preparation.</p> <p>Demonstration of ability influences confidence. Coach is a provider.</p> <p>Demonstration of ability influences confidence.</p> <p>Teammates are providers. Informational support promotes improvement.</p>
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	<p><i>If I've batted well my coach will sometimes provide us with wagon wheels showing us where we've scored our runs. That gives me confidence that I have a strong ability to play different shots...and having the statistical back up to show that you have done like really increases your confidence and backs up the fact that you can do it...not having the stats to back up the performance would decrease my self-confidence because there's not that information there that proves that you've done something.</i></p> <p><i>I almost strive off of people telling me things I've done well and things that I need to improve. I think that is how I get better and how I play better I think in games.</i></p> <p><i>If someone's batted really well everyone will go out of their way to say... 'really well played, you did really well, you batted really well, bowled really well'.</i></p> <p><i>Not having the stats to back up the performance would decrease my self-confidence because there's not that information there that proves that you've done something.</i></p> <p><i>Teammates...always there offering encouragement and if someone hasn't done well we'll always go out of our way to let them know that we know they can do it and that they are a worthy member of the team.</i></p>	<p>Informational support from the coach is received in the form of statistical feedback to highlight good performance, which promotes mastery and positively influences confidence.</p> <p>Informational support through feedback promotes mastery.</p> <p>Teammates offer esteem support through positive reinforcement and encouragement.</p> <p>Not having informational support would negatively impact confidence.</p> <p>Teammates offer esteem support through positive encouragement.</p>	<p>Coach is a provider. Informational support highlights good performance. Informational support influences mastery and confidence.</p> <p>Informational support promotes mastery.</p> <p>Teammates are providers. Esteem support.</p> <p>Informational support influences confidence.</p> <p>Teammates are providers. Esteem support.</p>
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	<p><i>People saying positive things to me and congratulating me or like highlighting something that I've done well increases my self-confidence.</i></p> <p><i>With the esteem...if I didn't receive that then that would decrease my self-confidence more because it would make me feel like maybe people didn't believe in me and it would put doubts in my mind.</i></p> <p><i>Managers do tend to help out with transport...if I can't drive...I know I've always got people around me that... give me a lift.</i></p> <p><i>Other parents...sometimes maybe comments they make or things that aren't really justified can decrease your confidence...it isn't very nice and they don't have loads of knowledge so they shouldn't really be saying stuff like that.</i></p> <p><i>My coach... he's really knowledgeable like he's got a lot of cricket knowledge and stuff that he says you know it's true rather than some parent telling you that you've done well when they don't have a clue about cricket, it's just what they've seen. I think the knowledge of the individual is really important.</i></p>	<p>Esteem support is provided through positive feedback and encouragement which then positively influences confidence.</p> <p>Lack of esteem support negatively affects confidence and brings about feelings of self-doubt.</p> <p>Club offer tangible support through the provision of transport.</p> <p>Support advice from unvalued/unknowledgeable people can have a negative effect on confidence.</p> <p>The knowledge of the provider is very influential to how much their support is then valued.</p>	<p>Esteem support influences confidence.</p> <p>Esteem support influences confidence.</p> <p>Club are providers. Tangible support.</p> <p>Knowledge of provider influences confidence.</p> <p>Knowledge of the provider.</p>
	<p><i>For matches we always arrive do our warm-up, it's always set... it makes you feel good about the stuff you know you can do.</i></p>	<p>Regular physical preparation in a set routine. Suggests that physical preparation promotes feelings of mastery and confidence.</p>	<p>Physical preparation influences mastery. Physical preparation influences confidence.</p>

<p>C</p>	<p>(Describe your feelings when you perceive yourself to have a greater ability than your opposition) It makes you feel good about the stuff you know you can do.</p> <p><i>Before the season...we've got these talent profiles to fill in so we know through the year what we need to work on.</i></p> <p><i>Coaches... give you information to improve and help you.</i></p> <p><i>We are told (by the coach) to sit down and sit as a team and support our team.</i></p> <p><i>If I've bowled really well and he (the coach) will like come up to me and say 'aw you bowled really well'.</i></p> <p><i>They'll (teammates) say 'well done, well bowled'.....which boosts my confidence really because they can like pick you up if you're not having a good game and praise you if you are doing well.</i></p> <p><i>My mum would like sit down and listen and offer advice, which she does anyway.</i></p>	<p>Demonstration of ability in relation to opposition can positively influence feelings of confidence.</p> <p>Informational support provided through the form of profiling and goal setting to improve areas for development.</p> <p>Coaches provide informational support.</p> <p>Coach encourages esteem support amongst the team.</p> <p>Coach is a provider of esteem support through positive feedback.</p> <p>Teammates offer esteem support through positive reinforcement and encouragement which positively effects confidence.</p> <p>Emotional support received from parents.</p>	<p>Demonstration of ability influences confidence.</p> <p>Informational support promotes improvement.</p> <p>Coach is a provider. Informational support.</p> <p>Esteem support.</p> <p>Coach is a provider. Esteem support.</p> <p>Teammates are providers. Esteem support influences confidence.</p> <p>Emotional support. Parents are providers.</p>
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	<p><i>Because my coach knows what he's talking about I think that probably increases my performance confidence.</i></p>	<p>Support from knowledgeable providers positively effects confidence.</p>	<p>Knowledge of provider influences confidence.</p>
D	<p><i>We always warm-up...we've always got a set routine, if you don't do that routine then you just feel out of it...if you're running late I don't like it because everything that you normally prepare for, you're rushed and you don't feel ready to play unless you've done everything, I personally feel anyway. That preparation is key... (who is this lead by?) Mostly by our coach... she's not always there so it's directed by the captain... the captain has a lot to do if the coach isn't there.</i></p> <p><i>If you are able to practice everything...then in a game you're guna be like 'right we practiced this, this went well'. If I'm passing well then your confidence is up instantly...whereas if you only get 10 minutes to practice then you're not guna feel that confident because you haven't been rehearsing what you're going to do in the game.</i></p> <p><i>I prefer to go through the motions of doing it, I prefer to practice everything that I've got to do rather than think about it...I'd rather do it and see the outcome.</i></p>	<p>Warm-up is led by leaders of the team, the coach or the captain. This preparation is regular and positively affects the performer.</p> <p>The presence of good, regular physical preparation, guided by the coach or captain, leads to feelings of mastery which then positively influence confidence. However if the preparation is not in place then confidence can be negatively affected.</p> <p>Physical preparation aids feelings of mastery, allowing the participant to experience good accomplishments.</p>	<p>Coach and teammates are providers. Social support aids physical preparation.</p> <p>Physical preparation promotes mastery and influences confidence.</p> <p>Physical preparation promotes mastery.</p>

	<p><i>I personally think that if I play well in the first 15 minutes and they don't pull me off and I'm getting possession then I'm like 'right I'm doing well' and my confidence is up.</i></p> <p><i>Pre-game we have our units; attack, mid and defence...you'll have a briefing and they'll (the coach) say 'right today you're expected to do this this and this...this is what I want you to focus on' and we have 3 key points...so I think that really helps, I think it mostly comes from your coach.</i></p> <p><i>The captain...when she hasn't been there I haven't been as confident I don't think...if I'm not doing something right she'll say whereas I don't think other people would necessarily say to me, so I value her.</i></p> <p><i>We talk as a team...we'll always be like 'come on girls up the intensity, we're a bit flat now at the moment', so just things like that to gee each other up a bit.</i></p> <p><i>As a club we've got to go and watch every other team.</i></p>	<p>Showing themselves to be better than the opposition can positively influence confidence.</p> <p>Coach provides informational support through briefing talks where goals are set for the performer.</p> <p>Captain is the provider of informational support as she provides feedback to help improvement. If this feedback wasn't present it may negatively affect confidence.</p> <p>Teammates provide esteem support by encouraging each other in a constructive manner.</p> <p>Esteem support within the club is encouraged.</p>	<p>Demonstration of ability influences confidence.</p> <p>Coach is a provider. Informational support.</p> <p>Captain is a provider. Social support influences confidence. Informational support influences confidence.</p> <p>Teammates are providers. Esteem support.</p> <p>Esteem support. Club encouraged.</p>
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	<p><i>In training if they're (teammates) like 'aw great pass' then you do feel more confident and then you're more likely to try and do something like that in a game... they're quite positive people to be around so it kind of ups your confidence as well when you're playing with them.</i></p> <p><i>Our boy coach...he knows his stuff, obviously because he plays such a high standard (for wales) and the way he explains it and relates it and tells us is really really good.</i></p> <p><i>They're employed by the university, they're getting paid to do it so they must know their stuff so, especially Ben, when he says to do something you do it because you know it's right because he is one of the top performers.</i></p>	<p>Teammates provide esteem support through positive feedback which can then improve performance and feelings of mastery which positively affect confidence.</p> <p>Receives good quality support from a knowledgeable/experienced coach.</p> <p>Support from experienced providers is valued much more.</p>	<p>Teammates are providers. Esteem support promotes mastery. Mastery influences confidence.</p> <p>Knowledge of provider is influential.</p> <p>Knowledge of provider is influential.</p>
	<p><i>We have the team unit briefings...and you get told what your key aims for the match are...and then you go into the warm up...if we do that then you know that you're prepared well so you go into it thinking that you've got every chance. But if you arrive late or something and the warm-up's not as good then we just never start well and you're not confidence at all because you haven't warmed up properly and stuff.</i></p>	<p>Physical preparation is aided by teammates. Physical preparation positively influences confidence. When it's not utilised it can have a negative effect.</p>	<p>Teammates aid physical preparation. Physical preparation influences confidence.</p>

<p>E</p>	<p><i>I need to...train well on the Monday to play well on the Wednesday...it increases your confidence definitely, knowing that you've trained well and that you're prepared.</i></p> <p><i>Luke (the coach) will give you an update every end of the season and tells you points to improve on...it gives you something to focus on so that you can improve and then quite often if you do improve it then you get told which is quite nice and definitely boosts it (confidence)...you know that your skill level's improved and stuff then you feel more confident.</i></p> <p><i>The girls that are better players also help you and teach you skills...There's a girl who plays for Wales, Alex, who's really good at showing you what to do and when to do it and talking you through it... it definitely increases your confidence because it makes you think that you're a good player and that you're there for a reason.</i></p> <p><i>It's a really good club, the atmosphere, so you watch all the other teams...it's directed by the coach and the captain... we love having support and friends cheering for you on the side-line and so if they come to us it's nice to go to them as well, so it's kind of enforced that we have to go.</i></p>	<p>Physical preparation can positively influence confidence.</p> <p>The coach provides informational support through constructive feedback. This informational support then encourages improvement which positively effects confidence.</p> <p>Teammates are providers of informational support which promotes improvement in the participant's performance. The improvement then positively influences confidence.</p> <p>Coach and captain encourage esteem support between all teams within the club.</p>	<p>Physical preparation influences confidence.</p> <p>Coach is a provider. Informational support promotes mastery. Mastery influences confidence.</p> <p>Teammates are providers. Informational support promotes improvement. Improvement positively influences confidence.</p> <p>Esteem support.</p>
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	<p>(When asked to provide an example when their coach has increased their confidence) <i>When I got player of the match he (the coach) voted for me and told me what I'd done well and emailed me the next day saying well done.</i></p> <p><i>I'd say it's quite often you turn to your friends if something's going wrong or if you need advice.</i></p> <p><i>When he uses you as an example for something you shouldn't have done, in team talks sometimes...so he decreases your confidence because you know you've done it wrong but he doesn't really need to point it out.</i></p> <p><i>Informational support, it's better to hear it from the coach because sometimes you just listen to them more because they're in a more of an authoritative position.</i></p>	<p>Coach provides esteem support through positive feedback and encouragement.</p> <p>Friends provide emotional support, not necessarily just in relation to sport.</p> <p>Delivery of the support can negatively influence confidence, it's not necessarily the feedback being given, it's more the way it is delivered.</p> <p>Value informational support more from respected/ knowledgeable individuals.</p>	<p>Coach is a provider. Esteem support.</p> <p>Friends are providers. Emotional support.</p> <p>Delivery of support.</p> <p>Knowledge of the provider is influential.</p>
	<p><i>Our coach, he's the one that sort of tells us what we need to do before we play...we do exactly the same thing...if we have a really intense warm-up and you know that everyone's really up for it that helps my confidence and thoughts about how I think the game's gonna go, but if we have a warm-up where no one's that intense or we don't have accurate passes... then you think 'oh god we're gonna get smashed today'.</i></p>	<p>Coach's guidance aids physical preparation. A good team warm-up positively influences confidence levels, whereas a poor warm-up has a negative effect.</p>	<p>Social support aids physical preparation. Physical preparation influences confidence.</p>

F	<p><i>Well we watched the 2's match the other day...they don't have as much technical ability...they just don't have as much control over the ball and stuff so that makes you think 'aww maybe I'm in a higher team because I've got better ability than that'...our coach and our captain put quite a lot of, not pressure, but they do make us go to watch those.</i></p>	<p>Coach and captain encourage participant to watch others. Watching others play at a lower standard than yourself can positively influence beliefs regarding your own ability.</p>	<p>Demonstration of ability influences confidence.</p>
	<p><i>When other people are performing really really well and I'm not performing as well, that knocks my confidence, thinking 'aww should I really be in this team?'</i></p>	<p>When not performing as well in comparison to other people confidence can be negatively affected.</p>	<p>Demonstration of ability influences confidence.</p>
	<p><i>We all had separate individual meetings with our coach and he puts like things we think we're good at and things that we need to improve on. So that was really good and was focussed on four things that we should look at and try and get better at next term...the feedback he gives you, if it fits with your own perception of how you've played all season that makes you believe in yourself more.</i></p>	<p>Coach offers informational support through individual feedback, highlighting areas for improvement. If this matches participant's opinion then it positively affects confidence.</p>	<p>Coach is a provider. Informational support promotes improvement and influences confidence.</p>
	<p><i>The other day we were meant to be receiving the ball in flow, running with the ball, and I over ran it so he was like 'you've gotta make sure you time your running better'...so he kind of gives you feedback.</i></p>	<p>Coach provides informational support through constructive feedback.</p>	<p>Coach is a provider. Informational support.</p>
	<p><i>Everyone encourages each other so even if you're trying really hard and you don't think you're performing very well you still get told that you're doing ok so, that's good for your confidence in the long run.</i></p>	<p>Teammates provide esteem support through positive encouragement which then influences feelings of confidence.</p>	<p>Teammates are providers. Esteem support.</p>

	<p><i>He (the coach) does give you encouragement as well when you do a good pass or you do a good strike at goal or like receive the ball really well he'll say 'aww that was brilliant well done'.</i></p> <p>(when asked to provide an example when their coach has increased their confidence) <i>He'll be like 'great work rate, well done, really great tackle' and say your name so you know you've been recognised, so that's good.</i></p> <p><i>My teammates... they're really good players, when they praise you, you're like 'ok cool, because she's good at that particular skill and she's just told me I'm good at it as well' so that helps your confidence a lot more.</i></p> <p>(after previously highlighting that they receive informational and esteem support) <i>If I didn't have that support I wouldn't be as confident in my ability, I probably wouldn't have improved as much, and it definitely makes you more motivated like you want to keep improving and keep improving.</i></p> <p><i>Maybe if my friends from school knew more about hockey, like I could talk to them in more detail about it, but as they don't know anything I'd keep it quite simple and quite brief, so maybe I'd change them being able to relate to me a bit more.</i></p>	<p>Receive esteem support through the coach providing positive feedback regarding performance.</p> <p>Coach provides esteem support through individual, positive feedback.</p> <p>Esteem support received from positive reinforcement from teammates. This then positively influences confidence.</p> <p>If esteem and informational support was not received then less improvement would be made which would negatively influence confidence.</p> <p>Friends are identified as close members of the participant's network, however they have little hockey knowledge so the support they offer is limited.</p>	<p>Coach is a provider. Esteem support.</p> <p>Coach is a provider. Esteem support.</p> <p>Teammates are providers. Esteem support influences confidence.</p> <p>Esteem and informational promote improvement. Mastery influences confidence.</p> <p>Knowledge of the provider.</p>
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<p style="text-align: center;">G</p>	<p><i>We always meet half an hour before the game and we go for a little jog...then do stretches...then when we do the skills things, get a ball involved... I would say it affects my confidence...because we're all kind of doing it together, we have a routine, we all know what it is and we're all clear on what we want to achieve from the game.</i></p> <p>(When asked what is most effective to increase your confidence) <i>I would say probably esteem, so reinforcing that your technique is good, that you had a good game, that you did well against your opposition.</i></p> <p><i>There's quite a lot of feedback from the captain...they're also expected to pick on what was good, what was bad, what individuals can work on in training.</i></p> <p><i>With my teammates... I happily receive any criticism from them because I view them as friends...I'd say that the relationship between the team is quite good and we openly say to each other 'look this part of your game wasn't particularly good you need to work on it' and people wouldn't take that the wrong way...it probably increases it (confidence) because I know I can rely on them, I can trust them, like I said I can rely on them to say if I had a bad performance and what I can do to improve it.</i></p>	<p>Teammates aid physical preparation, and the physical preparation done can then affect the game.</p> <p>Esteem support is provided through positive reinforcement and feedback highlighting that the participant performed well against the opposition and also promoting feelings of mastery.</p> <p>Team captain provides informational support through feedback and highlighting areas for improvement.</p> <p>Teammates provide informational support through constructive feedback to help them improve (promote mastery). This process is helped by the fact that they are viewed as 'friends' so their opinion is valued.</p>	<p>Teammates are providers.</p> <p>Esteem support influences demonstration of ability. Demonstration of ability then influences confidence.</p> <p>Captain is a provider. Informational support.</p> <p>Teammates are providers. Informational support promotes improvement.</p>
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	<p><i>There was a lot of people on the fourth team and also in the third team that thought I shouldn't be there and made it quite clear that they thought that as well, so I kind of thanked my coach in that way because she obviously saw something in me and had faith in me that I could do well which was why she put me into that team... when you're playing in a team with people that you know don't particularly want you there and don't think you're good enough it does knock your confidence.</i></p> <p><i>I think with myself I need somebody to tell me that I'm doing something right because otherwise I would just doubt myself all the time.</i></p> <p><i>They do say (the coach) that it's good to support the other teams in the club...they always make it clear where the other teams are playing, what times.</i></p> <p><i>There's been a few occasions where they've said things that are quite simple, like 'you need to snatch the ball in' and obviously that's quite obvious in netball and the fact that they're emphasising that to me makes me think 'well am I not doing that, what am I doing?'</i></p> <p><i>In sport...I would go to the people within my team, the friends I have within my team... Because they can relate to my thoughts and feelings regarding sport.</i></p>	<p>Esteem support received from coach through team selection process can boost and positively influence confidence. A lack of esteem support is suggested to do the opposite and negatively affect confidence.</p> <p>When received esteem support can positively affect participant by eradicating self-doubts.</p> <p>The coach encourages esteem support within the club and between players.</p> <p>The delivery of the support can affect athletes negatively by causing feelings of self-doubt. It's not necessarily what they are saying, but the way in which it is delivered.</p> <p>Support from knowledgeable, experienced people is more valued.</p>	<p>Coach is a provider. Esteem support influences confidence.</p> <p>Esteem support influences confidence.</p> <p>Coach encouraged esteem support.</p> <p>Delivery of support influences confidence.</p> <p>Knowledge of the provider.</p>
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	<p><i>Teammates, coaches...they're the people I respect feedback coming from because they know what they're talking about.</i></p>	<p>Support from knowledgeable providers is more valued.</p>	<p>Knowledge of the provider.</p>
	<p><i>Warm-up as a team to show that we're a unit.</i></p> <p><i>It does give you an ego boost to think I'm tactically better than them, technically better than them...and make them play bad and make me look better.</i></p> <p><i>After every match we (the team and the coach) always have a discussion after to see what went wrong and what went well... it has a positive effect (on confidence) because you know that you're playing well.</i></p> <p><i>I played one quarter and I came off and she straight away always says a positive about my performance and will say why and how I'm doing it, so acknowledging that I'm doing it so it makes me keep doing it on court... she's always keeping you updated with your performance.</i></p> <p>(Example of when their coach has decreased their confidence) <i>When I play for a quarter or two quarters and she takes me straight off without giving me any feedback as to why I'm coming off... I haven't got a reason for why I come off so sometimes it may actually be my performance and I don't know why.</i></p>	<p>Teammates aid physical preparations.</p> <p>Confidence is positively affected when the participant shows greater ability than opposition.</p> <p>Coach and teammates provide informational support through feedback, which promotes feelings of mastery.</p> <p>Coach provides informational support through feedback which then promotes improved performance.</p> <p>When informational support is not received it has a negative effect on confidence because as it hinders improvement.</p>	<p>Teammates provide support.</p> <p>Demonstration of ability influences confidence.</p> <p>Coach is a provider. Informational support promotes mastery and influences confidence.</p> <p>Coach is a provider. Informational support promotes improvement.</p> <p>Informational support influences confidence.</p>

<p>H</p>	<p><i>Informational...I would much rather someone come up to me before a match and say 'here are your 3 goals, this is what I want you to do' and then obviously after the match talk to me about it after...If I didn't have anybody telling me what techniques I did well or what techniques I did wrong, or tactics, then I'll just be doing the same thing every week and not knowing how to improve.</i></p> <p><i>I also try and watch the seconds and firsts play...sometimes the coaches do say to you, you have to go and support the firsts and stuff because they've got a big home game, so it's not on my own accord a lot of the time...it is just giving them a confidence boost so they know their friends and people are coming to watch and support them.</i></p> <p><i>My dad coming to watch and shouting me on and especially being there if there's no other parents...it kind of gives you a bit of an ego boost that all the other families aren't around to watch.</i></p> <p><i>Even coming off after a quarter, just to say that you have done well, not having that can bring you down.</i></p> <p><i>With matches and stuff everyone will share lifts.</i></p>	<p>Informational support is given through setting goals and then reviewing them after a match. If informational support was not present then participant's would find it hard to improve performance.</p> <p>Coach encouraged esteem support amongst players and within the club. Esteem support from other players can positively influence confidence.</p> <p>Esteem support provided by parents, watching matches and giving encouragement from the side-line. Positively influences confidence.</p> <p>A lack of positive feedback (esteem support) can negatively affect confidence.</p> <p>Teammates provide tangible support through help with transport.</p>	<p>Informational support promotes improvement.</p> <p>Esteem support.</p> <p>Esteem support influences confidence.</p> <p>Esteem support influences confidence.</p> <p>Tangible support.</p>
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	<p><i>Coach organises the finance and the transport.</i></p> <p>(An example of when social support has decreased confidence) <i>Sometimes coming off from a match and dad's picked me up and said he's watched the last 5 minutes and he's said that I didn't play well, or one of my teammates didn't play well but obviously he hadn't seen the whole match and he doesn't understand wholly the game of netball.</i></p> <p><i>The coach, if she's angry that we lost or frustrated, and she's not actually giving us any feedback it's just continuous talking...sometimes that gets you down, you as an individual, and as a team, just feel like you're doing everything wrong and it's just negative comments all the time.</i></p>	<p>Coach provides tangible support through financial help and transport.</p> <p>Receiving feedback from unknowledgeable individuals is not always valued due to their lack of understanding for the game.</p> <p>Receiving feedback can negatively influence confidence through the way it is delivered. It may not be the feedback that is provided it may be that its delivery makes criticism not always seem constructive.</p>	<p>Tangible support.</p> <p>Knowledge of the provider.</p> <p>Delivery of support.</p>
	<p><i>The warm-up is conducted by me and the vice-captain, because I'm captain of my team...the two of us take on that responsibility...I think it's vital to warm-up before a game, because you've had connection with the ball, and I think if you haven't warmed up...you're cold then that massively affects performance and self-confidence.</i></p>	<p>Physical preparation aided by teammates and captains. Physical preparation promotes feelings of mastery and influences confidence.</p>	<p>Physical preparation aided by social support. Physical preparation promotes mastery and influences confidence.</p>

<p>I</p>	<p><i>You know you're playing well because you're consistently getting goals in and you feel good about it...because you're probably playing an opposition that aren't quite as good as you.</i></p> <p>(Example of when a coach has supported them) <i>If I do something well and she's offered support by praising or feedback.</i></p> <p><i>Other teams in the club...especially the first team, if they're playing at different times and we're at home then we always go and support our other teams in the club.</i></p> <p><i>Friends and housemates come to watch at game day and spur me on.</i></p> <p><i>Probably support from the side-line and teammates...You'd be playing on your own effectively, you might as well take up an individual sport if you're not getting that support from teammates and coaches.</i></p> <p><i>If I respected my coach...her feedback I'd value it more...my coach is... a former player of the club and is a year older than me and I knew how she played and what team she played for therefore I don't really respect her because I know that she wasn't a very good player herself, or I didn't rate her as a player.</i></p>	<p>When playing an opposition that aren't as good as you participant experiences feelings of mastery and therefore confidence is positively influenced.</p> <p>Coach provides esteem support through giving praise and feedback.</p> <p>Coach encouraged esteem support within the club and between players.</p> <p>Friends provide esteem support through going to watch games and encouraging the athletes.</p> <p>Teammates are providers of support; their support is viewed as important.</p> <p>The knowledge/ experience of the providers effects how much they are respected and how much their feedback is then valued.</p>	<p>Demonstration of ability and mastery influences confidence.</p> <p>Coach is a provider. Esteem support.</p> <p>Esteem support.</p> <p>Friends are providers. Esteem support.</p> <p>Social support is viewed as important.</p> <p>Knowledge of the provider.</p>
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	<p><i>She (the coach) has a habit of saying 'you're playing shit' and I think that that isn't constructive criticism so it puts me in a bad mood because I don't think she words what she says correctly for coaching and I'd say that has a negative effect.</i></p> <p><i>I did used to love playing hockey and my dad used to come and watch and yell at me from the side of the pitch, and he's never played hockey a day in his life and so for him to tell me what to do on a hockey pitch was, in my opinion the most ridiculous thing and so I now don't play hockey and I lost all my confidence...I felt like I couldn't perform and I blame my dad for that.</i></p> <p><i>My dad thinking that he was doing me a favour by coming to watch me play hockey when in actual fact it decreased my confidence because he went about yelling at me in the wrong way...he didn't need to try and tell me what to do from the side line; I had my coach there to tell me that so yeah.</i></p> <p><i>I'd say I've received too much support from my dad trying to be supportive and in actual fact deterring me away from a sport and making me not want to play it anymore.</i></p>	<p>The delivery of support can have a negative effect on players, it's not necessarily what she says, it's just not delivered in a constructive manner.</p> <p>Support is not valued from unknowledgeable providers and it can negatively affect athletes' confidence.</p> <p>The delivery of support and also the knowledge of the provider effects confidence.</p> <p>Receiving too much support, possibly from the wrong people, this can have detrimental effects to performance and participation.</p>	<p>Delivery of support.</p> <p>Knowledge of the provider.</p> <p>Delivery of support and knowledge of the provider effects confidence.</p> <p>Can receive too much support.</p>
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