Perceived Social Support And Conflict Resolution In Sportspersons And Non-Sportspersons

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Bachelors of Science in Psychology

By

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Certificate

This is to certify that the dissertation titled, "Perceived Social Support and Conflict Resolution in Sportspersons and Non-sportspersons", is a bonafide record submitted by Diya Pinto Moyalan, SB21PSY056, of St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Sara Sunny and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title or recognition before.

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Declaration

I, Diya Pinto Moyalan, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Sara Sunny, Assistant Professor, Department of Psychology, St. Teresa's College, Ernakulam, it has not been submitted by me to any other university or institution for the award of any degree, diploma, fellowship, title or recognition before.

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Abstract

Perceived social support refers to how individuals perceive friends, colleagues and family members as available to provide functional and overall support during times of need. Conflict resolution involves the management or resolution of conflicts in a constructive manner, aiming to achieve mutually acceptable outcomes. The current study investigated the relationship between perceived social support and conflict resolution in sportspersons and non-sportspersons. The sample consisted of 200 young adults. The data was collected using Multidimensional scale of perceived social support developed by Zimet, Dahlem and Farley and Conflict resolution questionnaire developed by Weeks, Fisher and Ury. Spearman correlation and Mann-whitney U test were used for data analysis. The results revealed that there is a weak positive correlation between perceived social support and conflict resolution. It was found that there was significant difference in perceived social support and conflict resolution in sportspersons and non-sportspersons. Sportspersons were found to have more perceived social support and non-sportspersons were found to have more conflict resolution.

Keywords: *Perceived social support, Conflict resolution*

CHAPTER 1

INTRODUCTION

"The strength of the team is each individual member. The strength of each member is the team." - Phil Jackson

Sports and sportspersons are a source of entertainment, inspiration and national pride. Sport has the power to bring people together and create a sense of community. They teach us important life skills like cooperation, patience and discipline. Sports is an expression of this importance. They are role models who inspire us to push our limits and seek excellence. They make us believe that anything is possible with hard work and dedication. From the legendary Michael Jordan to the iconic Serena Williams, athletes have captured our hearts and minds. They showed us what it means to be a true champion. They overcome difficulties and achieve great things. (Roberts, C. D., & Jones, L. M. 2017)

Sports evolve over time and so do sports. Today our athletes are breaking records and pushing the limits of what we thought was possible. For example, Jamaican sprinter Usain Bolt holds world records in the 100m and 200m races. He won many gold medals at the Olympics and is considered one of the greatest athletes of all time. American gymnast Simone Biles is another example of athletes taking the world by storm. She won many gold medals at the Olympics and was a major force in the sport of gymnastics. Her performance was spectacular and inspired countless young women to take up sports. Sports is also a platform for social change (Johnson, T. R., & Smith, L. E. 2016) Athletes use their platforms to raise awareness about important issues such as racism, gender inequality and mental health. In short, sports and sportspersons are an important part of our lives. They bring us joy, teach us about miracles, and inspire us to be our best selves. They can bring people from different cultures together and create a sense of community. We must celebrate their achievements and continue to support their efforts. As the late Muhammad Ali once said, "Champions are not made in the gym. Champions are made from deep inside, from desires, from dreams, from visions." Sportspeople's performance and well-being are greatly

influenced by social support. ". Along with coaching, teammates and family members can provide social support (Eadie E. Simons &Matthew D. Bird 2022), Emotion, information, or something tangible would be involved. Sports individuals experiencing stress, anxiety, and depression can rely on social support. It can also boost their confidence and self-esteem while playing on the field. Social support can be especially valuable for athletes who are competing in a new environment or are not physically in their home country. "Additionally, social support can assist athletes in managing injuries and setbacks. This will inspire you to conquer difficulties and attain success at their highest level. The provision of social assistance to athletes aiming for a healthy balance between their personal and professional lives can help them avoid mental health issues like burnout (Anderson, H. M., & Clark, R. D. 2017).

Perceived social support and conflict resolution are two important psychological variables that can affect the well-being and functioning of sportspersons and non-sportspersons.

Sportspersons perceive social support to be a crucial factor in their performance and well-being. ' It can help them overcome stress, anxiety and depression while building their self-esteem and confidence as well as feeling connected (Patel, R., & Williams, S. 2017). Social support is crucial for athletes who want to balance their personal and professional lives, as it can help them overcome injuries and setbacks and reduce the risk of burnout.

Conflict resolution is an important part of team sports. Conflicts can arise between teammates, coaches, and other stakeholders, which can affect the team's performance and morale (S. Wachsmuth, S. Jowett, C. Harwood 2018). It can help teams overcome these challenges and work together more effectively. One of the main benefits of problem solving is that it builds trust and improves communication. When conflicts are resolved respectfully and constructively, each other's thoughts and feelings are better understood. This helps create a harmonious environment where everyone feels valued and heard (B. Laursen, W. Collins

2015). Conflict resolution can also help groups identify and resolve problems that may affect their work. For example, if there is a conflict between two players, it may indicate a larger problem such as poor communication or lack of trust. By solving these problems, the team can improve overall performance and achieve goals. Additionally, conflict resolution can help groups develop important life skills such as problem solving, negotiation and communication. These skills are useful both inside and out; It helps people navigate difficult situations and build relationships (Smith, A. B., & Johnson, C. D. 2018).

Perceived social support can enhance the mental health of sportspersons and non-sportspersons, as it can reduce stress, increase resilience, and buffer the negative impact of low psychological factors, such as hopelessness or pressure (Caleb Adams, P. Coffee, D. Lavallee 2015). It can also improve the conflict resolution skills of sportspersons and non-sportspersons, as it can foster positive communication, trust, cooperation, and empathy among the parties involved in the conflict (Garcia, L. A., & Kim, H. S. 2018). Conflict resolution can also affect the perceived social support of sportspersons and non-sportspersons, as it can influence the quality and quantity of their social relationships, and their satisfaction and compliance with the outcomes of the conflict. Conflict resolution can also have an impact on the mental health of sportspersons and non-sportspersons, as it can reduce the negative emotions, such as anger, frustration, or anxiety, that are associated with the conflict, and promote positive emotions, such as happiness, relief, or gratitude. (Garcia, L. A., & Kim, H. S. 2018)

Perceived Social Support

Perceived social support refers to how individuals perceive friends, colleagues and family members as available to provide functional and overall support during times of need (Ioannou M, Kassianos AP, Symeou M, 2019). It has been implicated as a more robust predictor of

physical and mental health than objective measures of social support (Brissette et al., 2002; George et al., 2009). Moreover, it has been shown that a high level of perceived social support from multiple sources is associated with better physical and psychological health (Fang et al., 2020). Perceived social support refers to an individual's subjective evaluation of the availability and adequacy of assistance and resources from their social network in times of need (Cohen & Wills, 1985). It encompasses an individual's subjective assessment of the emotional, instrumental, informational, and appraisal support they believe is accessible to them from family, friends and other social connections (Procidano & Heller, 1983).

Theories Of Perceived Social Support

Social Cognitive theory. The Social Cognitive theory of perceived social support expands the principles of social psychology and applies them specifically to the understanding and application of social support. This theory was proposed by Bandura (1986) and forms the basis for the expansion of the socio-cognitive theoretical framework that shows the interaction between the individual, his behavior and his environment. According to social cognitive theory, people's perception of social support is affected by cognitive processes such as observation, interpretation and self-belief. Bandura thought that people acquired their knowledge and beliefs about social support through observational learning, in which they observed and modeled the actions and thoughts of others in their relationships. At the core of the theory is the concept of self-esteem, which expresses one's belief in one's ability to use social support and cope with stress. People with high self-efficacy are more likely to believe that social support is available and helpful when needed, Bandura said. In contrast, individuals with low self-efficacy may perceive that social support has little or no effect on coping with problems. (Matthew J. Mimiaga 2009) In addition studies Social Cognitive theory support the role of cognitive processes in the formation of personal emotions. Individuals interpret and evaluate the responsiveness and satisfaction of support through

communication based on their own understanding of the situation and coping resources. Bandura's theory emphasizes the powerful and interconnected nature of cognition in relation to social support, emphasizing that cognition influences how people perceive, interpret, and use information. By understanding the cognitive processes of social support, interventions can be designed to improve people's self-esteem and promote more effective coping strategies in response to stress and depression.

Attachment theory. The theory, developed by John Bowlby, focuses on the early bonds formed between infants and their primary caregivers. Although communication theory has traditionally been applied to the relationship between parents and children, its principles have been expanded to understand how early attachment affects people's memory, emotions, and how they behave in a variety of relationships, including friendships and romantic partnerships. Attachment theory in the context of cognitive social support provides insight into how early attachment shapes the ways people find and interpret meaning in later relationships. Continuity theory suggests that people develop specific attachment patterns based on early interactions with caregivers. The main associations are secure, anxious-ambivalent, anxious-avoidant, and disorganized. These patterns influence how people approach relationships and seek support. People develop internal working models based on early experiences. These mental representations guide people to interpret social context and estimate available support in various situations. Internal operating patterns reflect expectations regarding the trust and performance of others in times of need. (Cherry K, 2023)

Cognitive Appraisal Theory. Cognitive appraisal theory, developed by Richard Lazarus and Susan Folkman, proposes that people interpret and evaluate situations based on their perception of their impact on their well-being and the nature of their resources to resolve their situation. Cognitive evaluation in the context of perceived social support plays a role in the second evaluation stage. When individuals encounter stress, they evaluate the presence

and adequacy of social support as part of their coping strategies. Perceived social support from friends, family, or social interactions was measured in terms of its ability to help relieve stress. (American Psychological Association,2018)

The Buffering Hypothesis. The Buffering Hypothesis relates to social support and was proposed by Sheldon Cohen and Thomas Wills (1985,2012) in an article titled "Stress, Social Support, and the Buffering Hypothesis". The Buffering Hypothesis shows that social support acts as a buffer during times of stress, reducing the negative impact of stressful events on a person's health and wellness. According to this theory, the presence of social support can act in the opposite way, reducing the effects of stress and increasing strength. Community support includes emotional, educational and counselling support received through social media (e.g. family, social media). Friends and community. This theory suggests that the availability and perception of support can influence a person's ability to cope with stress. The Buffering Hypothesis recognizes the importance of knowing about social support and addresses people's beliefs and thoughts regarding the availability of support. Even if not received directly, the experience of social support can be beneficial in coping with stress.

Factors Influencing Perceived Social Support

Many factors influence the perception of social support among athletes and non-athletes. These factors include age, gender, ethnicity, economic status, family support, peer support, coach support, is located. Team Support and Organizational Support .For example, studies have found that younger athletes tend to have more social support than older athletes. (Martin, D. R., & Wilson, J. K. 2018). Similarly, female athletes tend to receive more social support than male athletes. The study found that race and socioeconomic status also affected social support, with athletes from minority groups and socioeconomic backgrounds reporting

lower incentives. Additionally, family support was found to be a significant predictor. Social Support Perceived by athletes, Peer support, coach support, team support and organizational support were also found to be important factors affecting the social support of athletes. Understanding these factors can help create a supportive environment for athletes so they can receive the social support they need to thrive in and outside of sport (Davis, C. L.2019).

Conflict resolution

Conflict resolution involves the management or resolution of conflicts in a constructive manner, aiming to achieve mutually acceptable outcomes. (Fisher, R., Ury, W., & Patton, B., 2011). It is the reduction of discord and friction between individuals or groups, usually through the use of active strategies, such as conciliation, negotiation, and bargaining. (American Psychological Association,2018). It is a method for resolving disputes, differences, and grievances between two or more parties. It aims to promote mutual understanding, cooperation, and a sustainable solution to the underlying issues, thereby restoring or improving relationships between the parties involved (Deutsch, M. 2006).

Theories Of Conflict Resolution

Conflict curve theory. History is full of conflicts that were eventually resolved, and people debated whether resolutions should be peaceful or coercive. For many people, it is better to avoid crisis and find resolution to conflict. The solution curve of the scientific model encourages both parties to reach agreement. Arguments resolved by force will only lead to new conflicts later. The conflict resolution curve divides conflict management strategies into competition and mediation. At least one side of this curve will have some idea of what the attacker is targeting. They reached similar conclusions about the dangers and benevolence of this in the CRC. The first step towards reconciliation is for the warring parties to agree on at least some negotiation objectives of the Convention on the Rights of the Child. CRC cannot

be used unless the attacker's attack is unique. In this case, an equal amount of damage may occur. This curve shows why peaceful protests can topple government leaders and even force leaders to change policies (Kumar, M 2022)

Dual mode theory. Self-care and caring for others are the foundation of two starting points for solving problems. This theoretical work suggests that the way people choose to deal with conflict is based on these two principles. This concept suggests that for a team to work effectively, the team's employees must have a balance between focusing on their own goals and focusing on the community. A person's unique problem-solving methods emerge at the intersection of these two factors. Depending on their tendency to seek selfishness or skepticism, people can choose one of five different ways to solve problems, as the two points show (Kumar, M 2022)

Conflict Ideas theory. Schelling's "Conflict Theory" examines how people interact and exhibit "conflict behavior" during conflict situations. Behavioral economics forms the basis of this concept. In "Refactoring Behavioral Economics," Stein explains how to get the best out of your enemies by shifting the focus of the Syrian conflict. (Kumar, M 2022)

Social Approach theory. Unlike psychological theory, Baxter and Montgomery's ideas use computational methods to analyze how individuals and groups use language to resolve disagreements and confusion in human interaction. This concept emphasizes the need for communication to remain connected despite the stress that may arise. According to RDT, couples conflict because their personalities are inconsistent and their interactions are negative or volatile. (Kumar, M 2022)

Factors Influencing Conflict Resolution

There are many factors that affect how we deal with the problem. These characteristics include strength, resilience, culture, history, relationships, values, experience, and maturity.

For example, your perspective on a problem comes from who you are and your relationship with others. If your relationship is good, you are usually ready to accept a good solution. If you have a bad relationship, you or the other person may interpret everything as bad. It will definitely affect the way you communicate, both positively and negatively (Smith & Jones, 2018; Wang & Liu, 2020) Additionally, there must be awareness that the conflict has arisen, intervention by a third party (such as a personal representative or senior management to adjust the conflict), a desire by one or both parties to intervene, agreement to make a plan to resolve the difference, and agreement to resolve the conflict. Monitoring the impact of change and problem solving processes (Wang & Liu 2020)

Power. Power can play a big role in resolving problems. For example, if one party has more power than the other, they will be able to dictate the terms of the decision.

Temperament. People's character and personality also affect how they solve problems. Some people are more aggressive, while others are indecisive.

Culture. Cultural differences can also affect conflict. For example, some cultures value direct communication, while others may prefer indirect communication.

Context. The context in which the conflict occurs is also important. For example, a conflict that occurs in a workplace may be handled differently than a conflict that occurs in a personal setting.

Relationship. The relationship between two parties can affect the conflict. For example, conflicts between friends may be handled differently than conflicts between strangers.

Value. Human values can also play a role in conflict resolution. For example, people who value fairness may be more likely to form a relationship with someone they perceive as unfair.

Experience. Experience can influence people's problem solving. For example, people who have had negative problem-solving experiences in the past are more likely to avoid future problems.

Growth Experience. Finally, a person's growth can also affect the way they deal with problems. For example, people who grew up in conflict-ridden families are more likely to avoid conflict among themselves.

Types Of Conflict Resolution

Competition. This style views conflict as a battle of wills where one person will win and one person will lose. It's less about solving problems and more about figuring out who's going to get them this time. Ultimately, this can damage the foundation of the relationship, as partners increasingly see each other as rivals for control of the relationship (Swetha Amaresan, 2022)

Avoiding. This style tries to act as if conflict does not exist. Avoidance often stems from the fear that conflict will damage or even end the relationship. But this is not a long-term solution because you cannot solve the problem if you are not willing to confront it. It can also weaken the relationship because unresolved issues cause stress for both parties and become difficult to ignore. (Swetha Amaresan, 2022)

Collaborating. Collaborative couples view conflict as "us versus the problem." Instead of competing with each other, they work as a team to identify ways to solve the problem so that both parties win. It produces the best results, but it also requires great strength, patience and understanding, especially when there is no obvious win-win solution (Swetha Amaresan, 2022)

Accommodating. Partner chooses to ignore own needs or concerns in order to maintain peace. This will be good for minor problems like where to eat. But this is not a long-

term solution to the big problem because it only "solves" the problem for the partners whose needs are met. The person making the compromise may still feel that the problem cannot be resolved (Swetha Amaresan, 2022)

Compromising. Compromising is mediation between two opposing parties. It still positions the partners as rivals, but instead of fighting to win, they negotiate for peace. This is more of a draw than a win-win; both parties were only partially satisfied. Compromise is a good option for difficult situations where there is no win-win situation. But when couples rely too much on harmony, both partners begin to feel like they're sacrificing too much for the relationship (Swetha Amaresan, 2022)

Statement of the problem

To investigate the relationship between perceived social support and conflict resolution in sportspersons and non-sportspersons.

Rationale of the study

A study conducted by Kogler et al. (2017) investigated the function of social support in sports teams and how it affects the wellbeing of athletes. According to the study, athletes' perceived social support and mental health outcomes were significantly predicted by team cohesion and teammates' support. A study conducted by Liang et al. (2016) examined coping mechanisms and social support systems in athletes and non-athletes. While both groups used social support to deal with pressures, the study discovered that athletes depended more on teammates for emotional support, revealing the disparities in support networks between athletes and non-athletes. The relationship between athletes' and non-athletes' perceived social support and mental health was examined in a study by Rees et al. (2019) The study demonstrated the beneficial effects of supportive environments on psychological well-being

in a variety of demographic groups by finding that people who felt more social support also reported higher levels of psychological well-being.

Furthermore, studying how non-athletes perceive social support and dispute resolution enables a more comprehensive comprehension of these concepts in a variety of life contexts. People outside of sports participate in a variety of social networks, including those with family, friends, and coworkers, each having unique dynamics for support and dispute resolution, even if sports provide an organized setting for social contact. By contrasting their experiences with those of athletes, we can better grasp the similarities and contrasts between these situations and social dynamics in many circumstances. In conclusion, examining how athletes and non-athletes perceive social support and resolve conflicts fills a significant vacuum in the literature and has the potential to improve our knowledge of interpersonal dynamics in a variety of contexts. This study aims to provide guidance for tactics that improve interpersonal relationships and promote mental well-being in a variety of populations by clarifying the distinct contributions that participation in sports and non-sport situations make to social support and dispute resolution.

CHAPTER II
REVIEW OF LITERATURE

This chapter discusses the existing and significant literature on the study variables to help inform the present research.

In the study "Coach-athlete relationship, social support, and sport-related psychological well-being in National Collegiate Athletic Association Division I student-athletes" conducted by Eadie E. Simons &Matthew D. Bird (2022) it was found that that athletes' well-being is impacted by stressors such as the interaction between coaches and athletes and social support; nevertheless, the majority of study in this field focuses on the connection between these factors and burnout. The relationship between the coach and the athlete as well as social support were found to be positively connected with well-being, however there were no discernible differences.

Nafisa Arif Pambudi (2022) conducted a study on Social Support as a Predictor of Athletes Achievement Motivation:A Correlation Study at the Glagah Wangi Demak Athletic Club and it was found that how important social support is for athletic athletes' accomplishment drive The impact of social support, of an athlete's achievement drive, is noteworthy. Greater accomplishment motivation is correlated with improved social support.

The study "Managing Conflict in Coach—Athlete Relationships" conducted by S. Wachsmuth, S. Jowett, C. Harwood (2018) explains that in order to resolve disagreement, participants turned to friends, family, teammates, employees, and sport psychologists for outside assistance. Coaches gathered information from staff members and other athletes, while players mostly relied on friends and family for support. It emphasizes how crucial it is to communicate, exercise self control, look for outside assistance, and comprehend one's own roles in order to properly manage disputes

"The critical role of conflict resolution in teams: a close look at the links between conflict type, conflict management strategies, and team outcomes" is a study conducted by Kristin Behfar, R. Peterson, E. Mannix, W. Trochim (2018), which emphasizes the significance of content focus, deliberating over decisions, allocating work according to expertise, taking the initiative to resolve conflicts, and creating strategies for each group member. Feelings of intimacy, trust, and respect between coaches and athletes define the perceived social support. These relationships are critical to the athletes' growth and performance. Conflict resolution questionnaire by week, fisher and ury was used to assess their conflict resolution.The findings imply that effective organizations are proactive in foreseeing and resolving problems as well as having certain dispositions toward conflict resolution.

The study "Social support, conflict, and the development of marital dysfunction" conducted by L A Pasch, T N Bradbury (2018) it was found that the independent of negative actions during discussions of marital problem-solving, wives' supportive behaviors predicted marital outcomes two years later. Couples who performed poorly in both areas of support were especially vulnerable to marital dysfunction in the future. Social support conversations about individual, nonmarital issues and couples with deficiencies in both domains were especially vulnerable to future marital dysfunction. Programs to avoid marital distress and evaluations of marriages should include social support interactions.

In the study "Athletes' experiences of social support during their transition out of elite sport: An interpretive phenomenological analysis" conducted by Christopher J. Brown, Thomas L. Webb, Mark Robinson, Rick Cotgreave (2018) explains that the conflict resolution centers on the differences in athletes' capacities to ask for and seek out help; some find this challenging because of stigma, while feeling understood and cared for allows for effective support and promotes progress during the transition from sport to other endeavors.

According to the findings in Christopher J. Brown, Thomas L. Webb, Mark Robinson, and Rick Cotgreave (2018), social support is essential to an athlete's adjustment to life after retiring from competitive sport.

B. Laursen (2017) conducted a study on "The perceived impact of conflict on adolescent relationships" and stated that disagreements with friends and romantic partners are also linked to better relationships and less negative influence. Perceptions of disagreements between friends and romantic partners among adolescents were linked to less negative affect, increased levels of ongoing social contact, and better relationships after the disagreement. Friendship and romantic partner conflicts were more frequently linked to improved relationships after the disagreement, higher levels of ongoing social activity, and lower levels of negative affect.

The study "Athletes' perceptions about the availability of social support during within-career transitions" conducted by Caleb Adams, P. Coffee, D. Lavallee (2015) explains that in order to provide athletes with social support during the normal within-career transitions from junior to senior levels in sports organizations, the study highlights the critical role that parents, coaches, and teammates play. It was felt that coaches offered a lot more social support than teammates did. The conflict resolution centers on the crucial responsibilities that teammates, coaches, and parents have in giving athletes social support as they move from one vocation to the next. Parents, coaches, and teammates were found to have significant influence on the availability of different types of social support. Coaches were judged to provide significantly more social support than teammates.

"Interpersonal conflict during adolescence" is study conducted by B. Laursen, W. Collins (2015) which offers a different explanation for conflict behavior in adolescence: the social relational model. The social relational model is founded on the ideas of equity and interdependence. The study examines the variations in conflict behavior between age groups and in teenage relationships, focusing on the impacts and affects of setting on conflict behaviors. Additionally, it makes the case for a social relational model as a substitute explanation for teenage conflict behavior.

"The Relationship between Conflict Management, Social Support among University Students" is a study conducted by Sehrish Hassan, M. Aqeel, Waqar Hussain (2015) and it was found that females exhibited higher levels of social support, indicating that interventions that prioritized social support would be more beneficial to female students. There was no discernible correlation between conflict management styles and social support. Compared to male students, female university students had higher levels of social support. An intervention that focuses on conflict management can help both male and female students, yet it may benefit females more when it comes to social support.

S. Rodriguez (2014) conducted a study on "Social Support and Career Thoughts in College Athletes and Non-Athletes" and it was found that the student athletes and non-athletes in the study differed significantly from one another, and social support was highly correlated with thinking about careers. Athletes and non-athletes showed notable variances, and social support was found to have a substantial association with career thoughts.

In the study "Social Support from Parents and Friends and Emotional Problems in Adolescence" conducted by Marianne Helsen, Wilma A. M. Vollebergh, Wim Meeus (2014), the independent support networks of friends and parents are discussed, with parental support serving as a more reliable predictor of emotional difficulties in adolescence. The degree of

perceived parental support affects the impact of friends' assistance. Parental support is a strong predictor of emotional issues during adolescence. Perceived social support is the subjective assessment of the assistance one receives from friends and parents.

The study "Impact of Perceived Social Support on Psychological Well-being of Teenagers" conducted by Sumaya Batool, Alay Ahmad (2013) explains that teenagers' psychological well-being is significantly predicted by their perception of social support. Compared to teenagers with both parents alive, teens with one living parent have lower levels of perceived social support and psychological well-being. The findings have important ramifications for family and adolescent counseling. Teens' psychological well-being is significantly predicted by their perceived social support, and those who only have one living parent exhibit lower levels of both psychological well-being and perceived social support than do those who have both parents alive. In this study, Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet & Farely,1988) was used to measure social support.

"The Impact of Social Support on Student Athletes' Satisfaction in Individual Sports" is a study conducted by D. Rhind, S. Jowett, R. Lorimer (2011) addressed that the main effect model of social support and the moderating effect of competitive level in the relationship between student athletes' perceived social support and their level of satisfaction. According to the study, participants' opinions of the support that was available to them greatly influenced how satisfied they were with external agents, and participants' opinions of social support also strongly predicted how satisfied they were with both external agents and individual performance.

In the study "Injured athletes' perceptions about social support" conducted by D. Clement, V. Shannon (2011), the study highlights the role that social support plays in reducing the negative effects of stress on the health of wounded athletes, with an emphasis on the help that athletic trainers may provide. When compared to help from coaches and teammates, athletes view social support from sports trainers as more fulfilling and having a more positive impact on their wellbeing. Out of the findings in this study conflict resolution was found to be one of the factors that moderately influences perceive social support that they assume they get from coaches, teammates and peers. According to the study, sports trainers' social assistance has the biggest influence on injured athletes' recovery and general wellbeing.

CHAPTER III
METHODOLOGY

This chapter describes the aim, objectives, hypothesis, study design, sample and sampling design, tools and statistical analysis of the study.

Aim

To examine the relationship between perceived social support and conflict resolution among sportspersons and non-sportspersons.

Objectives

- To find the relationship between perceived social support and conflict resolution.

- To find the difference in perceived social support and conflict resolution among sportspersons and non-sportspersons.

Hypothesis

H1: There is a significant relationship between perceived social support and conflict resolution.

H2: There is a significant difference in perceived social support among sportspersons and non-sportspersons.

H3: There is a significant difference in conflict resolution among sportspersons and non-sportspersons.

Research design

Cross sectional Research Design was opted for the study.

Correlational analysis and Mann-Whitney U test was used.

Operational definitions

Perceived social support is operationally defined as the sum of the scores obtained on 12-itemMultidimensional scale of perceived social support (MSPSS) developed by Zimet, Dahlem and Farley, 1988)

Conflict resolution: Conflict resolution is operationally defined as the sum of the scores obtained on 41-item conflict resolution questionnaire (CRQ) developed by Roger Fishers, William Ury.

Sample

A sample of 200 participants (100 sportspersons and 100 non-sportspersons) within the age group of 16-25 participated in the study.

Population

Young adults from Kerala.

Sample design

The sampling design opted for this study was purposive sampling.

Inclusion criteria

- Individuals within the age group of 16-25

- Individuals who are playing sports and not playing sports.

Exclusion criteria

- Individuals who are not currently active in sports.

Tools used

Socio-demographic data sheet

The socio demographic sheet was provided to gather the details of the participants with respect to their age and whether they are sportsperson or not.

Multidimensional scale of perceived social support (MSPSS)

The Multidimensional Scale of Perceived Social Support (Zimet et al., 1988) is a 12-item measure of perceived adequacy of social support from three sources: family, friends, & significant other; using a 5-point Likert scale ranging from strongly disagree to strongly agree). Based on a number of investigations, it has been determined that this scale has good reliability and validity. The internal consistency of the MSPSS as indicated by Cronbach alpha (0.93) is high. The MSPSS scale exhibited an excellent construct validity and was retained and assessed through confirmatory analysis.

Conflict resolution questionnaire (CRQ)

CRQ [Weeks (1994), and Fisher and Ury (1991)] is a 41-item measure to examine how they dealt with conflict. Each item is measured on a 5-point response format ranging from 'Almost never' to 'Almost always'. Based on a number of investigations, it has been determined that this scale has good reliability and validity. Its Cronbach alpha reliability is 0.78. The scale exhibited good content validity.

Procedure

The data in the present study has been collected from the population by giving out questionnaires. An informed consent form was provided at the beginning of the questionnaire to make sure that the confidentiality of the participants data was maintained. This was followed by a few questions that collected the demographic details of the participant. The

Multidimensional scale of perceived social support was followed by Conflict resolution questionnaire (CRQ). The questionnaires were scored according to the scoring guidelines given in them and the final results was obtained using SPSS software version 29.0.2.0

Ethical considerations

- Research participants were not subjected to harm in any ways whatsoever.

- Respect for the dignity of research participants was prioritised.

- Full consent was obtained from the participants prior to the study.

- The protection of the privacy of research participants was ensured.

- Adequate level of confidentiality of the research data was ensured.

- Anonymity of individuals and organisations participating in the research was ensured.

- Any deception or exaggeration about the aims and objectives of the research was avoided.

- Any type of communication in relation to the research was done with honesty and transparency.

- Any type of misleading information, as well as representation of primary data findings in a biased way were avoided

Statistical analysis

The data collected from the participants was analysed using SPSS software version 29.0.2.0. As the population is not normally distributed, the correlation analysis was done using Spearman correlation. Mann-Whitney U test was done to compare the perceived social support and conflict resolution among sportsperson and non-sportsperson population.

Normality test:

Table 1

Summary of Kolmogorov-Smirnov test of Normality of perceived social support and conflict resolution

Variables	sig
Perceived social support	0.001
Conflict Resolution	0.60

The Kolmogorov-Smirnov test of Normality of perceived social support and conflict resolution shows that variables are not normally distributed in the sample ($p < 0.05$)

CHAPTER IV
RESULTS AND DISCUSSION

The chief objective of the present study was to determine the relationship between perceived social support and conflict resolution in sportsperson and non-sportsperson. Spearman Correlation was used to find the relationship between the two variables and Mann-Whitney U test was used to find out the differences in two populations.

Descriptive statistics

Table 2

Mean and standard deviation of Perceived social support and Conflict resolution

Variables	N	Mean	SD
Perceived Social support	200	67.00	10.320
Conflict Resolution	200	138.24	14.396

Here, the mean and standard deviation of Perceived Social support is 67.00 and 10.320 respectively. The mean and standard deviation of Conflict Resolution is 138.24 and 14.396 respectively.

Correlation analysis

H1: There is a significant relationship between perceived social support and conflict resolution.

Table 3

The table shows the correlation between perceived social support and conflict resolution.

Variable	Conflict Resolution
Perceived Social support	0.10

From the table it is understood that he p-value is higher than 0.05 which indicates that the correlation are not statistically significant. The correlation coefficient value [r=0.10] signifies that there is a weak positive correlation between the two variables. Therefore, one cannot confidently conclude that there is a meaningful relationship between PSS and CR based on the provided data. Hence, Hypothesis 1 is rejected.

There could be other reasons that influence the correlation making it weak. In the study conducted by Gere J, Schimmack U, Pinkus RT, Lockwood P (2014) it was found that the weak positive correlation observed between perceived social support and constructive conflict resolution behaviors can be attributed to several factors such as cultural influence, social learning, self-construal, individual differences etc. Cultural Influence, cultural norms and values can shape individuals' perceptions of social support and their approach to conflict resolution. Social Learning, people often learn about conflict resolution behaviors through

socialization processes, including interactions with family members, peers, and other significant individuals in their social networks. Self-construal, The mediating role of self-construal, suggests that the way individuals perceive themselves in relation to others may influence how they navigate conflicts. Individual Differences in personality, coping mechanisms, and past experiences may moderate the relationship can also be a factor for this weak positive correlation between the variables.

The correlation may be weak if the perceived social support does not align with the actual effectiveness or quality of support received. Someone might perceive they have a lot of support, but if it's not helpful in resolving conflicts, the correlation could be weaker. People vary in how they perceive and utilize social support. Some individuals may rely heavily on social support networks to resolve conflicts, while others may prefer to handle conflicts independently. This can also be a reason to weaken the correlation between the variables.

Mann- whitney U test

H2: There is a significant difference in perceived social support among sportspersons and non-sportspersons.

Table 4

The table shows the result of Mann-Whitney U Test comparing difference in Perceived social support among sportspersons and non-sportspersons.

Variable	Mean Rank		*U*	*z*	*p*
	Sportsperson	Non-sportsperson			
Perceived social support	113.95	87.06	3655.500	-3.287	0.001

Mann-Whitney U test was conducted to analyse the significant difference in Perceived social support among sportspersons and non-sportspersons. The p-value obtained from the table is 0.001 which is less than 0.05 which means there is a statistically significant difference between the ranks of the sportsperson and non-sportsperson groups. Hence, the hypothesis 2 is not rejected. From the above table, the mean rank of the sportsperson group is 113.95, while the mean rank of the non-sportsperson group is 87.06. Thus we can understand that perceived social support in sportsperson is higher than that of non-sportsperson.

In a study done by Eime et al. (2013), it was found that adolescents who participated in sports reported higher levels of social support compared to non-sporting peers. The researchers suggested that the team environment and camaraderie in sports may contribute to

greater perceived social support among participants. In another study done by Kinnafick et al (2018), it was found that social support networks within sports settings maybe higher than social support of non-sportspersons.

Mann- whitney U test

H3: There is a significant difference in conflict resolution among sportspersons and non-sportspersons.

Table 5

The table shows the result of Mann-Whitney U Test comparing difference in Conflict resolution among sportspersons and non-sportspersons.

Variable	Mean rank		U	z	p
	Sportsperson	Non-sportsperson			
Conflict Resolution	82.66	118.35	678.500	4.362	<.001

Mann-Whitney U test was conducted to analyse the significant difference in conflict resolution among sportspersons and non-sportspersons. The p-value obtained is less than 0.05 indicates that the difference between the two groups is statistically significant. Hence, Hypothesis 3 is not rejected. From the above table, the mean rank of the sportsperson group is 82.66, while the mean rank of the non-sportsperson group is 118.35. Thus we can understand that conflict resolution in non-sportsperson is higher than that of sportsperson.

In a study done by Kaushal et al. (2014), it was found that non-athlete students, particularly females, exhibited higher levels of cooperation and compromise in conflict resolution compared to athletes and male students. This suggests that factors beyond sports participation, such as gender norms and socialization, may also influence conflict resolution skills. In another study done by Martin and Misra (2015), it was found that non-athletes tended to employ more collaborative and integrative conflict resolution strategies, while athletes were more likely to use competitive or avoiding strategies.

CHAPTER V

CONCLUSION

Conclusion

The study examined the relationship between perceived social support and conflict resolution in sportspersons and non-sportspersons. Spearman Correlation analysis revealed a weak positive correlation between the two variables, which was not statistically significant, indicating no meaningful relationship. However, Mann-Whitney U tests showed significant differences in both perceived social support and conflict resolution between the two groups. While perceived social support was higher among sportspersons, non-sportspersons demonstrated better conflict resolution skills, favoring collaborative approaches. Thus, while there's no guarantee that perceived social support influences conflict resolution, differences between sportspersons and non-sportspersons exist in both variables.Perceived social support seem to be higher in sportsperson as there is an impact caused by teammates, coaches and camaraderie between them. Conflict resolution seem to be higher in non-sportsperson as non-athletes tended to employ more collaborative and integrative conflict resolution strategies, while athletes were more likely to use competitive or avoiding strategies (Martin and Misra 2015).

Findings

- There is no significant relationship between perceived social support and conflict resolution.

- There is significant difference in perceived social support in sportsperson and non-sportsperson.

- There is significant difference in conflict resolution among sportsperson and non-sportsperson.

Limitations

- There might be inherent differences between sportspersons and non-sportspersons that could affect the generalizability of the findings.

- Reliance on self-reported data for perceived social support and conflict resolution strategies can introduce social desirability bias, where participants may respond in a manner they believe is socially acceptable rather than reflecting their true experiences or behaviors.

- Factors such as age, gender, socioeconomic status, and cultural background could influence how individuals perceive social support and approach conflict resolution.

- Factors such as personal relationships, family dynamics, or external stressors could confound the relationship between perceived social support, conflict resolution, and participation in sports or non-sport activities.

Implication

- The results of this study can help design focused support initiatives that are adapted to the unique requirements of athletes and non-athletes. For instance, programs meant for athletes can stress peer support and teamwork, whereas those meant for non-athletes might concentrate on support systems at work or in the home

- The research's conclusions can improve business, community, and sports teams' organizational procedures. Sports leagues, for example, might create rules to promote a positive team environment, and companies could introduce dispute resolution courses based on the study's recommended best practices.

- Comprehending the function of social support and conflict resolution in contexts beyond sports can enhance endeavors focused on advancing mental health. Interventions to support

mental health in athletes and non-athletes can be designed by identifying factors that lead to higher levels of social support.

- Differentiating between people' perceptions of social support and conflict resolution abilities can reveal places that may be deficient in resources and assistance. The findings of this study can help guide initiatives to close gaps and advance fairness in the availability of resources for conflict resolution and support networks.

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APPENDICES

Appendix A

Informed Consent

Hello, I am Diya Pinto Moyalan, final year B.Sc. Psychology student from St. Teresa's College. As part of my final year research, I am conducting a study Perceived social support and conflict resolution in sportsperson and non-sportsperson under the guidance of Assistant Professor Ms Sara Sunny. Your participation in this survey is completely voluntary and there are no foreseeable risks associated with this project. Kindly be rest assured that all information collected would be used for academic purposes only and will remain strictly confidential. Please feel free to answer questions honestly and openly as your responses will be kept anonymous.

Thank you in advance.

Please put a tick mark if you agree to participate in this study,

I agree ☐

Appendix B

Socio-demographic Details

Name:

Age:

Gender:

Are you a sportsperon:

If yes, specify your sport:

The aim of the study is to find the relationship between perceived social support and conflict resolution in sportsperson and non-sportsperson. The questionnaire consist of 53 questions. This will take only a 5 minutes of your time.

Appendix C

Conflict Resolution Questionnaire

Rate the following statements using the 5-point likert scale where,

1. Almost never

2. Occasionally

3. Half the time

4. Usually

5. Almost always

Indicate your response beside each statement. Please ensure that your response is as precise as possible. Thank you

1.I feel that conflict is a negative experience

2. When i resolve a conflict, it improves my relationship

3. I am afraid to enter into confrontations.

4. I feel that in conflicts someone will get hurt.

5. When i prepare to meet to discuss a conflict i try to arrange for a mutually acceptable time and setting.

6. I feel it is important where conflict takes place.

7. I try to make people feel comfortable when meeting with them about a conflict.

8. When i start to discuss a conflict with other party i choose my open statement carefully to establish positive realistic expectations.

9. I state my true feelings when dealing with conflict

10. During a conflict i ask questions to clarify a statement that i am not sure of.

11. I try to be aware of how my negative a positive self perceptions influence the way i deal with a conflict.

12. In conflict my reactions are based on how i think the other party perceives me.

13. I feel that only my needs are important.

14. I feel for a relationship to last, the need of both parties must be considered.

15. In a conflict i strive to distinguish between real needs and desires.

16. In order not to harm the relationship, i am a temporarily put aside some of my own less important personal wants.

17. I share my positive attitude, hoping they will do the same.

18. I find it necessary to overpower others to get my own way

19. I am aware of the other person may need to feel in control of the conflict.

20. In a conflict, i believe there should be no upper hand.

21. I find it easy to forgive.

22. I bring up old issues from the past during a new conflict.

23. When dealing with a conflict, i consider the future of the long term relationship

24. In conflict i try to dominate the other party

25. I listen with an open mind to alternative options.

26. I feel there is just one way to solve a problem.

27. When dealing with a conflict, i have pre-conceived notions about the other party where i am unwilling to let go of.

28. I can accept criticism from others.

29. I feel that winning the war is more important than winning the battle.

30. I strive for a complete and genuine resolution of a conflict rather than settling for a temporary agreement.

31. When dealing with a conflict i have a pre-determined solution to the outcome.

32. I feel the need to control an argument.

33. If i had my way, i win, you lose.

34. When in conflict with someone, i ask them to explain their position.

35. I bargain to resolve conflict.

36. I end of the conflict it matters to me that the other persons need have been met as well as my own.

37. I express anger constructively.

38. In difficult conflicts, i would consider requesting a 3rd part facilitator.

39. I overlook my partners anger in order to focus on the real issue to conflict.

40. I feel that it is ok to agree to disagree on specific issues in a conflict.

41. How often do you feel you are affective at resolving conflicts in a way that builds your long term relationship with other parties?

Appendix D

Multidimensional scale of perceived social support (MSPSS)

Rate the following statements using the 7-point likert scale where,

1. Very strongly disagree

2. Strongly disagree

3. Mildly disagree

4. Neutral

5. Mildly agree

6. Strongly agree

7. Very strongly agree

1.There is a special person who is around when i am in need.

2. There is a special person with whom i can share joys and sorrows

3. My family really tries to help me.

4. I get the emotional help & support i need from my family.

5. I have a special person who is a real source of comfort to me.

6. My friends really try to help me.

7. I can count on my friends when things go wrong.

8. I can talk about my problems with my family.

9. I have friends with whom i can share my joys and sorrows.

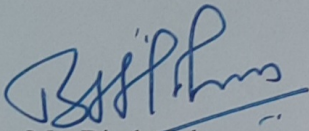10. There is a special person in my life who cares about my feelings.

11. My family is willing to help me make decisions.

12. I can talk about my problems with my friends.

Certificate

This is to certify that the dissertation titled, "Perceived Social Support and Conflict Resolution in Sportspersons and Non-sportspersons", is a bonafide record submitted by Diya Pinto Moyalan, SB21PSY056, of St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Sara Sunny and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title or recognition before.
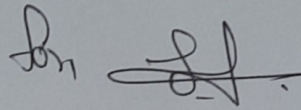
Date: 22|04|2024

Ms. Bindu John   Ms. Sara Sunny
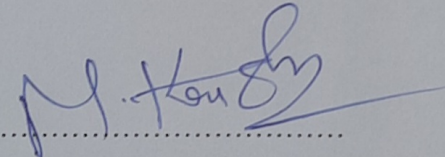
Head of the Department   Assistant Professor

Department of Psychology   Department of Psychology

St. Teresa's College, Ernakulam   St. Teresa's College, Ernakulam

External Examiner 1: ………………………………………

External Examiner 2: ………………………………………..

Internal Examiner: ………………………………………