



Maximizing the role of coaches in implementing social values in team sports

Maximizar el rol de los entrenadores en la implementación de valores sociales en los deportes de equipo

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Abstract

Introduction: The coach is critical to the success of the training program and serves as the driving force to steer the team in the direction they want. Therefore, coaches are very vital and must understand players, program creation and also program implementation in the field. The program designed by the coach should not only prioritize and improve sports skills. Coaches must also instill values that can uphold the sportsmanship of each individual or team.

Objective: This research aims to find out whether the role of coaches in implementing social values in the sport of football is a key to success and whether there is a difference in increasing social values in football athletes.

Methodology: This research uses a pretest-posttest Control design. These research groups consisted of a treatment group (intentionally structuring football) and a control group (non-intentionally structuring football) with 30 people in each group and were taken using the purposive sampling method.

Results: The results of this research state that the hypothesis calculation using the paired samples t-test is <0.01 , indicating that there are significant results regarding the results of social values in intentionally structuring and non-intentionally structuring football athletes.

Conclusion: According to this study, trainers' role in incorporating social values into training programs is critical to the effectiveness of promoting social values. The social benefits obtained by athletes are not simply obtained naturally (naturally/automatically) but must also be programmed, implemented and evaluated by the coach.

Keywords

The role of the coaches; social values; team sport; football.

Resumen

Introducción: El entrenador es fundamental para el éxito del programa de entrenamiento y actúa como fuerza impulsora para dirigir al equipo en la dirección que desea. Por lo tanto, los entrenadores son muy importantes y deben comprender a los jugadores, la creación del programa y también la implementación del programa en el campo. El programa diseñado por el entrenador no solo debe priorizar y mejorar las habilidades deportivas. Los entrenadores también deben inculcar valores que puedan sustentar el espíritu deportivo de cada individuo o equipo.

Objetivo: Esta investigación tiene como objetivo averiguar si el papel de los entrenadores en la implementación de valores sociales en el deporte del fútbol es clave para el éxito y si existe una diferencia en el aumento de los valores sociales en los atletas de fútbol.

Metodología: Esta investigación utiliza un diseño de control pretest-posttest. Estos grupos de investigación consistieron en un grupo de tratamiento (fútbol estructurado intencionalmente) y un grupo de control (fútbol estructurado no intencionalmente) con 30 personas en cada grupo y se tomaron utilizando el método de muestreo intencional.

Resultados: Los resultados de esta investigación indican que el cálculo de la hipótesis mediante la prueba t de muestras pareadas es $<0,01$, lo que indica que existen resultados significativos en cuanto a los resultados de los valores sociales en deportistas de fútbol estructurantes intencionales y no estructurantes.

Conclusión: Según este estudio, el papel de los entrenadores en la incorporación de valores sociales en los programas de entrenamiento es fundamental para la eficacia de la promoción de los valores sociales. Los beneficios sociales obtenidos por los deportistas no se obtienen simplemente de forma natural (natural/automática), sino que también deben ser programados, implementados y evaluados por el entrenador.

Palabras clave

El papel de los entrenadores; los valores sociales; el deporte de equipo; el fútbol.

Introduction

All of the instructors and sports coaches said that they firmly believe in values education but lack the necessary expertise and instruments (Purnomo et al., 2021). Participants discuss how they may gain useful knowledge on how to create teaching/training sessions that involve values by participating in a values training program (Koh et al., 2016; Purnomo, Winarno, et al., 2024). It was also noted that participants were shown how to teach values by integrating them with motor skill development methodologies. Improving a development objective in order to increase the quality of learning is not an automated process; rather, it is significantly dependent on the competence and expertise of instructors, such as physical education (PE) teachers and PE coaches, in delivering the program (Bailey, 2006; Bailey et al., 2009; Gould & Carson, 2008; Koh & Camiré, 2015).

Teachers can design and program learning with the aim of improving the quality of student learning at school. Some of the benefits of preparing learning programs to improve quality are providing students with opportunities to participate in sports (Marheni et al., 2021, 2022, 2024). Furthermore, this is separated into two broad groups: sport for sport results and sport for sport development. Sport for social outcomes is also known as sport and development, sport for development, and development through sport (Astle et al., 2018). Several developed and developing countries in the world are currently also implementing the concept of sports development through sport, such as in South Korea (Ha et al., 2015).

The current problem with sport is that sport is not merely developed to improve performance (sport for sport outcomes), but rather sport can be developed as a medium for the development of other sectors (development societal outcomes) (Astle et al., 2018). For example, South Korea has changed its sports development paradigm from development of sport to development through sport so that South Korea becomes a truly developed country. (Ha et al., 2015). Apart from that, in his writing Côté & Hancock, (2016) reported that sports activities have a good impact on individual performance, participation and personal development (3P). Recently it has also been reported that sport contributes greatly to increasing competence, self-confidence, character, caring, personal relationships, contribution and creativity (Dimitrova & Wiium, 2022; Marheni et al., 2024).

Based on the explanation above, improving the quality of learning or sports activities both outside and inside school is the key to teachers and coaches. Therefore, once again the trainer is the key to success in developing the program being created. Where do you want the program to go, what are the learning objectives and so on? These are your rights and are in accordance with what the trainer/teacher has planned.

Based on the results of the expert research above, sports development concepts that aim to develop other fields should be implemented in Indonesia. One of them is the development of social values through sports activities. If we refer to South Korea, how they have developed from development of sport to development through sport, Indonesia can also incorporate social values into values and must be instilled through sports activities.

At least in relation to the program to incorporate values through sports (development through sport), teachers are the main target who must learn, understand and be able to apply them in the field. As a result, the teacher's role in delivering deliberate teaching integrates studies on the link between the classroom environment and learning outcomes in a list of distinguishing characteristics of successful intentional teaching (Epstein, 2007): (a) High expectations: Teachers believe that children may achieve significant educational goals; (b) Planning and management: Teachers have specific strategies in place for introducing lesson content and sequencing children's learning; (c) Learning-oriented classrooms: Children, like instructors, regard the classroom as a place of learning; (d) Engaging activities: Teachers understand how children learn and that activities and concepts that are relevant to their experiences are more likely to pique their attention; (e) Thoughtful questions: Teachers ask questions to learn about what their students are thinking and to promote their thinking processes; (f) Feedback: Children naturally want teachers to provide helpful and constructive feedback, and great teachers understand when and how to do so.

Based on the explanation above, the role of teachers and trainers is the key to successful learning. So, the ability of a teacher and trainer must really understand and understand what must be done in each lesson/exercise. Apart from that, a teacher or trainer will be able to run better and optimally if he carries



out learning planning that is determined in advance starting from preparation, implementation to evaluation.

The Concept of Social Values in Sports

The most compelling evidence pertains to health advantages, including the prevention or reduction of physical and mental health issues and the reduction of health-care expenses. Sports injuries have some negative health consequences, particularly for young people, but the favorable health advantages of exercise are higher, apply to the whole population, and are especially essential for elderly individuals. There is also compelling evidence that sports engagement boosts pro-social conduct while decreasing crime and anti-social behavior, especially among young males (Taylor et al., 2015).

According to sociological study, social capital is formed when values are experienced concurrently (Bourdieu, 1986). Achievement in competition, respect for variety, and amicable interactions with others are among the sports values that best predict the development of social relationships (Darajat et al., 2024; Prüschenk & Kurscheidt, 2020). That promotes Olympic principles. Remembering that social capital may lead to the formation of friendships (Trepte et al., 2011), Respect is reciprocated in social interactions in a gaming setting, as well as by exhibiting brilliance in athletic performance (Prüschenk & Kurscheidt, 2020) a deeper look at sport's key ideals as a precursor to social capital (Ribeiro et al., 2023).

In sports, common ideals may be employed as positive motivators. Sports may promote new ties among players, which is known as social capital (i.e., value gained by connections, relationships, and social networks) (Ribeiro et al., 2023). Concurrent with the growing awareness and use of sport as a policy instrument to accomplish larger societal goals, there has been an increase in academic interest and evaluative study on sport's social impact. Another study's findings address critically analyzing literature in five areas: health, crime, education, social, and welfare (Taylor et al., 2015).

Sport and subjective well-being have been shown to have substantially lower evidence in the field of social impact, reflecting the relatively recent establishment of this topic (Taylor et al., 2015). The majority of research has concentrated on the favorable association between sports engagement and measures of life satisfaction and pleasure. Several research in the social and sports domains have clarified the difficulties produced by sports and reached better and more acceptable findings between sports and subjective well-being (Fujiwara et al., 2014). The issue of causality is a major concern in evaluating evidence of the social impact of sport (Coalter, 2009).

All subjects in schools, including physical education and sports, should place this mandate at the center of the educational process. This includes physical education, which is defined as 'structured and supervised physical activity undertaken in school during school hours (Bailey, 2006) is considered to play an important role in this process, as it allows prolonged interaction between students and teachers (Bailey et al., 2009). PE when well structured, provides an appropriate context for fostering the development of moral character in children (Shields & Bredemeier, 1995).

In a recent literature review, sport can be a conducive platform for the development of competencies, including values, which can be beneficial for adolescents' personal growth. The term values used in this text refers to fundamental principles and beliefs that act as general guidelines for behavior, standards used to judge certain actions as good or desirable (Halstead & Taylor, 2000). Given the potential of physical education in schools in developing the values systems of the younger generation, it is not surprising that educational policy makers and curriculum developers want to use physical education to contribute to the development of the younger generation (Coakley, 2011). For generations there has been a perception in society that participation in physical education is inherently good and leads to positive development outcomes (Coakley, 2011).

Method

Design

The method used in this research is an experiment with a multiple treatment and control design with pretest-posttest (Cook et al., 2002). The assumption underlying the choice of design is that there are two groups given social values intervention in this study, intentionally structuring football learning



group, and non-intentionally structuring football learning group. This research was conducted entirely within the school environment (especially in physical education learning). Outside of learning and school is no longer the responsibility of the researcher (including daily habits carried out in the community environment). This design is one of the pretest-posttest control group designs (Fraenkel et al., 2012). Here are the design drawings used:

Table 1. Research Design

Group	Pretest	Treatment	Post Test
Intentionally Structuring	O1	X1	O2
Non-Intentionally Structuring	O3	-	O4

Note:

- O1 : Pretest of intentionally structuring learning group
- O2 : Posttest of intentionally structuring learning group
- O3 : Pretest of non-intentionally structuring learning group
- O4 : Posttest of non-intentionally structuring learning group
- X1 : Group treatment of learning intentionally structuring social values

Procedure

The research procedures were meticulously designed to ensure the validity and reliability of the findings. Below is an overview of the key steps involved in the research procedures:

Intervention Implementation: The interventions involved the implementation of specific structural strategies in soccer groups. In the intentionally structured groups, the coach or facilitator used techniques specifically designed to promote social values such as teamwork, collaboration, and mutual respect. These techniques included activities that encouraged positive interactions, role-sharing, and group reflection to strengthen social bonds and understanding between players. In contrast, the unstructured groups did not receive such interventions and simply followed standard practices without an emphasis on developing social values. This difference in approach aimed to evaluate the extent to which intentional structure can influence group dynamics and the internalization of positive values, as well as its impact on team performance and player relationships. For further details, please see Table 2 regarding examples of programs implemented in this training:

Table 2. Training Program

Aspect	Intentionally Structuring	Non-Intentionally Structuring
Main Focus	Implementing social values (teamwork, respect, collaboration) through specific techniques.	Following standard practices without emphasis on social values.
Coach's Role	Actively designing and leading activities that promote social values.	Supervising training without specific interventions.
Activities	Group reflection sessions, cooperative games, and role assignments.	Regular technical and tactical soccer drills.
Objective	Building positive group dynamics and internalizing social values.	Improving individual skills and team performance.
Evaluation	Monitoring the development of social values and team dynamics.	Focusing on physical and technical outcomes without evaluating social values.

Data Collection: Data collection in both groups, both structured and unstructured, was conducted in two stages: pre-test (before the intervention) and post-test (after the intervention). In the pre-test stage, a validated measurement instrument, such as the Social Values Scale for Sport (SVSS), was used to assess baseline levels of social values such as teamwork, respect, and collaboration. This data was collected through questionnaires or observations given to players and coaches to understand the baseline conditions before the intervention was carried out. After the intervention was completed, a post-test stage was conducted using the same instrument to measure changes in social values. In the structured group, the intervention was in the form of activities specifically designed to promote social values, while the unstructured group simply followed standard exercises without any specific intervention. The post-test data was then analyzed and compared with the pre-test data to assess the effectiveness of the intervention in improving social values. This process ensures that the changes seen can be measured objectively and consistently.

Respondent

Sample size is a critical component of experimental research as it directly impacts the reliability and validity of the study (Binu et al., 2014; Oakes, 2017). A larger sample size generally leads to more accurate and generalizable results, while a small sample size may produce results that are not representative of the population being studied (Brysbaert, 2019). In order to determine the appropriate sample size for an experiment, researchers often conduct power analyses to calculate the minimum number of participants needed to detect a meaningful effect (Brysbaert, 2019; Oakes, 2017).

In addition to its impact on the reliability of study findings, sample size also affects the ability to detect statistically significant differences between groups or conditions (Binu et al., 2014). Selecting an appropriate sample size is crucial for the accuracy and relevance of experimental research findings (Binu et al., 2014). Based on this viewpoint, the researcher utilized a purposive sampling approach on a sample of 60 participants. Purposive sampling is a sampling technique that is used for specific reasons.

The sampling of 60 participants (mean age 16.4 years) in this study using purposive sampling technique was based on several specific reasons:

- **Group Representativeness:** The number of 60 participants allows for an equal division between structured and unstructured groups (30 participants per group), thus ensuring a fair and representative comparison between the two groups.
- **Data Depth:** With 60 participants, researchers can collect data in sufficient depth to analyze changes in social values without losing focus on data quality. This number is considered optimal for exploring group dynamics in detail.
- **Time and Resource Efficiency:** The number of 60 participants was chosen to ensure that the study could be completed in a reasonable time with the available resources, while still maintaining the validity and reliability of the data.
- **Specific Criteria:** Purposive sampling allows researchers to select participants who meet certain criteria, such as age, skill level, or soccer playing experience, so that the research results are more relevant to the study objectives.

Instrument

In this study, the assessment of social values in sports contexts was conducted using the Social Values Scale for Sports (SVSS), a validated instrument consisting of five dimensions. As reported by Purnomo et al. (2024), the SVSS demonstrated a high level of reliability, with a coefficient alpha of 0.924. This reliability measure indicates a strong internal consistency among the items comprising the SVSS, affirming its suitability for assessing social values within the scope of sports participation.

The SVSS served as a pivotal tool for gauging the acquisition and expression of social values among the research participants. Each dimension within the scale offers nuanced insights into various aspects of social behavior and interaction within sports settings, thereby facilitating a comprehensive understanding of individuals' attitudes and behaviors toward social values in sports contexts.

For further details on the specific items comprising the SVSS and their corresponding dimensions, please refer to Table 2 provided below. This table offers a comprehensive overview of the research instrument, delineating the constructs under examination and providing clarity on the measurement items employed to assess social values among the research sample.

Table 2. Research Instruments

No	Dimension
1	Cooperation (Lewandowski, 2015; MacRae, 2018)
2	Communication (Al Jahwari et al., 2017; McManus & Donovan, 2012; Xiao & Chen, 2009)
3	Connecting with others (Carrillo & Rubel, 2019; Schultz et al., 2011)
4	Teamwork (Britton et al., 2017; McEwan et al., 2018)
5	Trust (Józefowicz, 2020)

Data Analysis

Prerequisite Test

The normality test is a crucial statistical procedure aimed at assessing whether a dataset follows a normal distribution. This determination is essential for selecting the appropriate statistical tests, as many parametric tests rely on the assumption of normality for accurate results. In this study, the author employed Lilliefors' normality test, a variant of the Kolmogorov-Smirnov test tailored for small to moderate sample sizes. By subjecting the data to Lilliefors' test, researchers can ascertain the degree to which their dataset adheres to a normal distribution, thus ensuring the validity of subsequent analyses.

Hypothesis testing

The hypothesis test conducted is a paired samples t-test aimed at comparing the outcomes between intentionally structured and non-intentionally structured football learning groups. This statistical analysis assesses whether there is a significant difference in the mean values of a dependent variable (such as social values) between the two conditions.

The null hypothesis (H_0) states that there is no difference in the mean scores of social values between intentionally structured and non-intentionally structured football learning groups. In contrast, the alternative hypothesis (H_1) suggests that there is a significant difference in the mean scores between these groups.

The paired samples t-test is particularly suited for situations where each subject or participant is measured twice, once under each condition (intentionally structured and non-intentionally structured). In this case, each participant's social values are measured both before and after exposure to each type of learning group structure.

The t-test calculates the t-value, which represents the difference between the mean scores of the paired samples (intentionally structured and non-intentionally structured), adjusted for the variability within the samples. This t-value is compared to a critical t-value derived from the t-distribution with a specific degree of freedom, typically determined by the sample size.

If the calculated t-value exceeds the critical t-value at a chosen significance level (e.g., $\alpha = 0.05$), the null hypothesis is rejected, indicating that there is a significant difference in the mean social values between intentionally structured and non-intentionally structured football learning groups. Conversely, if the calculated t-value does not exceed the critical t-value, there is insufficient evidence to reject the null hypothesis, suggesting that there is no significant difference in mean social values between the two groups.

Results

Hypothesis testing is used to prove the hypothesis proposed by the author based on the problem formulation. The statistical approach used to test the hypothesis is the difference test (t test). This test aims to determine significant differences between two groups, namely the intentionally structured and non-intentionally structured football groups.

Before the hypothesis testing stage, prerequisite tests are carried out, namely normality and homogeneity tests as the main requirements in subsequent testing. In table 3 below you can see the results of the normality test (Shapiro-Wilk).

Table 3. Normality test (Shapiro-Wilk)

	W	p
Team Sports	0.990	0.897

Note. A low p-value suggests a violation of the assumption of normality

If the results obtained from the normality test are greater than 0.05, it generally indicates that the data follows a normal distribution (Jeng, 2006). This means that the data is symmetrical and evenly distributed around the mean. As a result, parametric statistical tests can be used with confidence to make in-

ferences about the population. When the p-value is greater than 0.05, it suggests that there is no significant deviation from normality, and thus the assumption of normality can be considered to hold for the data (Fernandez, 2020).

Based on the explanation above, and also the results of the prerequisite analysis calculations for the normality test in table 3 with a value > 0.05 , it can be concluded that the research results have a normal distribution.

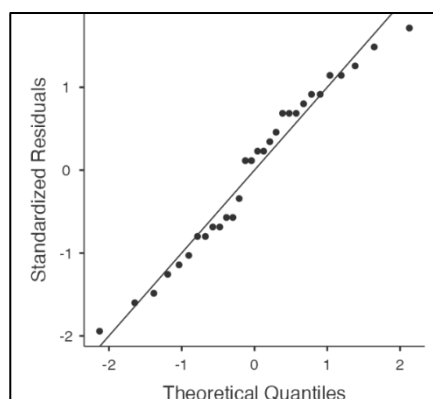
Table 4. Homogeneity of Variances Test (Levene's)

	F	df	df2	p
Team Sports	3.31	1	58	0.074

Note. A low p-value suggests a violation of the assumption of equal variances

When the results obtained from the homogeneity test are greater than 0.05, it generally indicates that the variances of the different groups being compared are equal (Shaughnessy et al., 2000; Shreffler & Huecker, 2024). This is an important assumption for many statistical tests, such as the t-test and analysis of variance (Kim & Park, 2019). When the p-value is greater than 0.05, it suggests that there is no significant difference in variance between the groups, and thus the assumption of homogeneity of variance can be considered to hold (Shaughnessy et al., 2000).

Figure 1. Q-Q Plot



Having homogeneity of variance allows for greater confidence in the results of statistical tests, as it ensures that the comparisons being made are not biased by unequal variances (Andres et al., 2018). This enables valid inferences to be drawn about the differences between groups based on their means.

Based on the explanation above, and also the results of the prerequisite analysis calculations for the homogeneity test in table 4 with a value > 0.05 , It can be concluded that the research data has a homogeneous distribution. In addition to reviewing the findings presented in tables 3 and 4 above, you'll find comprehensive results of normality and homogeneity tests in figure 1 below. This supplementary analysis provides a deeper understanding of the distributional characteristics and equality of variances within the dataset, augmenting the interpretation of the primary outcomes.

Based on the Figure 1. Q-Q Plot above, it can be seen that the distribution of the data that has been processed shows that it is on a diagonal. So, it is certain and convincing that the results of this research are normally distributed and homogeneous.

The following section presents the computed outcomes derived from hypothetical. Through meticulous calculations and rigorous simulations, these results offer insightful projections, allowing for a comprehensive exploration of potential outcomes under varying conditions. Each set of hypothetical results is meticulously crafted to elucidate the potential impacts and implications across different scenarios, providing valuable insights for decision-making and strategic planning.

The t-test analysis unmistakably reveals a significant distinction in the impact exerted by intentionally structured and non-intentionally structured football learning groups on the enhancement of social values. This conclusion is drawn from a meticulous comparison of the calculated t-value with the critical t-value from the table. Such a comparison underscores the substantial effect of group structuring on the

promotion of social values within the context of football learning environments, providing valuable insights into the effectiveness of intentional structuring strategies in fostering positive social development. The results of these calculations can be seen in table 5 below.

Table 5. Paired Samples t-test Results

Group		statistic	df	p
Intentionally Structuring	Non-Intentionally Structuring	13.7	29.0	< .001

Note. $H_a \mu$ Measure 1 - Measure 2 $\neq 0$

Based on table 5 above, the paired samples t-test conducted on the research data comparing intentionally structured and non-intentionally structured football groups yielded a significance level (p-value) < 0,05. This indicates a statistically significant difference in the impact of these two group structures on the enhancement of social values among participants.

The results suggest that intentional structuring of football learning groups leads to a discernible increase in social values compared to non-intentionally structured groups. This finding underscores the importance of deliberate structuring strategies in fostering positive social development within sports contexts.

The significance level < 0,05 indicates that the observed difference in mean scores between the two group types is unlikely to have occurred by random chance alone. Instead, it suggests that the difference is likely attributable to the influence of intentional structuring on social value outcomes. These results have implications for the design and implementation of football learning programs, emphasizing the importance of thoughtful group structuring to promote desired social outcomes among participants.

Discussion

Learning programs that are deliberately prepared and implemented have more impact than those that are not prepared and programmed. This is in accordance with several research results on life skills which explain that groups with deliberate programs get changes and improvements in life skills after implementing and carrying out deliberate and programmed programs (Yulianto et al., 2023). Sport is broadly defined here as physical activity, directly with a competitive component that is organized in such a way that the programs designed must also take into account the younger generation (Newman et al., 2018). Development is an experience that occurs as a holistic process that prepares young people to be intellectually, emotionally, morally, physically, and socially competent to handle adolescent obstacles (Yulianto et al., 2023).

Prepared and programmed learning programs have significantly influenced the field of education (Abakah et al., 2022). These programs are designed to provide structured, self-paced learning experiences for students, allowing them to focus on specific areas of study at their own convenience (Evans & Acosta, 2020; Hardcastle et al., 2015).

Implementing a deliberate program into every football practice can yield significant benefits in terms of increasing social values (Berry et al., 2008; Li, 2021). By incorporating specific drills and exercises that focus on teamwork, communication, and leadership development, players can develop important social skills that extend beyond the football field (Conroy & Coatsworth, 2006; Olsen et al., 2005; Soligard et al., 2009). Additionally, structured programs can create a sense of accountability and responsibility among team members, leading to a more cohesive and supportive team environment (Camiré et al., 2013; Conroy & Coatsworth, 2006; Hardcastle et al., 2015; Papacharisis et al., 2005). This deliberate approach to practice can foster a culture of respect, empathy, and collaboration, ultimately contributing to the development of strong social values among the players (Conroy & Coatsworth, 2006; S. Danish et al., 2004; Soligard et al., 2009).

Sport has been considered as an appropriate setting for supporting adolescent development, and some sport researchers are thinking about the advantages of adopting the framework for good adolescent development in life (Bean & Forneris, 2017). Sports activities at school by teachers or coaches making deliberate program interventions so that students and athletes can explain how they learn the positive



values contained in physical education when interacting with teachers and coaches at schools participating in the program, then students and athletes can apply the values obtained in everyday life even outside the school environment so that parents can see and observe how their children transcribe (Bean et al., 2018; Koh et al., 2017).

Sports activities at school by teachers or coaches carry out deliberate program interventions so that students and athletes can explain how they learn social values (Hardcastle et al., 2015; Papacharisis et al., 2005). These interventions can include team-building activities, group discussions on sportsmanship and fair play, and opportunities for players to take on leadership roles within their teams (S. Danish et al., 2004; S. J. Danish et al., 1993). By incorporating these deliberate program interventions into sports activities, students and athletes can develop a deeper understanding of social values and learn how to apply them both on and off the playing field (Madrona et al., 2019; Perkins & Noam, 2007). It is through these intentional efforts that the true impact of sports on social development can be realized.

Conclusions

Based on the research results and previous discussion, it can be concluded that a job will not get maximum results if it is not planned, not programmed, and not carried out deliberately (the same goes for social values). In this research, a result was obtained which states that if social values are programmed deliberately/intentionally structured, they will have a very good impact compared to those that are not. The implementation of intentional structuring on social values certainly lies with the coach in implementing the program for his athletes. Incorporating social values in football must be deliberate, programmed and implemented well to produce better results. There are no results that are obtained accidentally (not programmed and not implemented), whether it is values or skills in sports.

However, this study has several limitations that should be addressed in future research. First, the sample size of 60 participants, while sufficient for initial insights, may not be representative of broader populations. Future studies could expand the sample size to include more diverse groups, such as different age ranges, skill levels, or cultural backgrounds, to enhance the generalizability of the findings. Second, the study focused primarily on short-term outcomes of structured interventions. Longitudinal research is needed to assess the sustainability of these social values over time and their long-term impact on athletes' behavior and team dynamics. Third, the reliance on self-reported data through instruments like the SVSS may introduce bias. Incorporating additional qualitative methods, such as interviews or observational studies, could provide a more comprehensive understanding of how social values are internalized and manifested. Lastly, this study was conducted in a specific context (football). Future research could explore the applicability of these findings to other team sports or settings to determine whether the results are sport-specific or universally applicable. Addressing these limitations could provide deeper insights and more robust recommendations for coaches and practitioners aiming to integrate social values into sports programs. In addition, considering that sports activities will have many impacts on other values. So, it does not rule out the possibility of further research in exploring research related to values in sports.

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Conflict of Interest

The authors state that there is no conflict of interest.



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