

Research Article

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## Exploring the Dynamics of Violence Display in Adolescent Football Players

Sharifa Anjum <sup>1</sup> Aqsa Shamim Ahmed <sup>2</sup> Muhammad Farhan Tabassum <sup>3</sup> Nisha Riaz <sup>4</sup> Sheeza Komal <sup>5</sup>

**Abstract:** The violence of sports, and football in particular, has received increasing attention due to its implications on the wellbeing of athletes, especially youths. This qualitative research investigates the sociocultural roots of violence in youth football through the experiences of young athletes. Twelve adolescent football players were selected for the study. They participated in semi-structured interviews and in addition to football practices and matches. Interpretative phenomenological Analysis revealed that Violence in football at the youth level is a complex issue that is not only chaotic in nature but also systematically organized through a variety of socialization sources, including the level of schooling, parental supervision, cultural perception of competition and violence, and as well as observing aggressive behavior. Respondents disclose that social dynamics and a number of cognitive factors, but more so during competition, greatly influence the management of aggression on the field. The ability to manage emotions is crucial in curtailing violent behavior, which highlights the relevance of emotional intelligence and self-control in conflict resolution training in sports. Football can positively impact an adolescent's mental and emotional growth despite the violent outbursts. The sport allows players to reflect, control their emotions, and build mental fortitude. Through the difficulties faced in competition, many young athletes are able to learn behavior management, as well as the use of aggression, and how to change their attitude in a positive manner. As a way to promote better emotional well-being within sports, the study urges that parents, coaches, and sports organizations intervene proactively.

**Key Words:** Violence, Football, Aggression, Adolescent, Player

### Introduction

The sociocultural frameworks surrounding sports participation deeply impact and shape the sporting environment, which, for many adolescent athletes participating in recreational or competitive team and individual sports, is filled with varying degrees of violence. This includes physical, emotional, psychological, and, in some cases, sexual abuse (Daignault et al., 2023). Not only does the literature fail to address the social context of violence within sports, but there also exists a lack concerning the examination of aggression and violence in sports, especially in regard to adolescents, which has emerged as a distinct problem within societal and scholarly debates in the last ten years. Aggression stems from gress (to move forth) and depicts a potential psychological state aiming to inflict harm (Koknel, 2000; Oda, 2014). Violence as both an outward reaction and a manifestation of inwardly held negative attitudes is executed either through physical violence or emotional abuse (Nair, 2014). In sporting contexts, such behavior is deeply

<sup>1</sup> M.Phil. Scholar, Department of Sports Sciences & Physical Education, The University of Lahore, Lahore, Punjab, Pakistan. ✉ [anjumshareefa@gmail.com](mailto:anjumshareefa@gmail.com)

<sup>2</sup> Assistant Professor, Department of Sports Sciences & Physical Education, The University of Lahore, Lahore, Punjab, Pakistan. ✉ [aqsa.shamim@sps.uol.edu.pk](mailto:aqsa.shamim@sps.uol.edu.pk)

<sup>3</sup> Associate Professor, Center for Skill Development, The University of Lahore, Lahore, Punjab, Pakistan. ✉ [Farhan.tabassum@sps.uol.edu.pk](mailto:Farhan.tabassum@sps.uol.edu.pk)

<sup>4</sup> M.Phil. Scholar, Department of Sports Sciences & Physical Education, The University of Lahore, Lahore, Punjab, Pakistan. ✉ [nishariaz65@gmail.com](mailto:nishariaz65@gmail.com)

<sup>5</sup> M.Phil. Scholar, Department of Sports Sciences & Physical Education, The University of Lahore, Lahore, Punjab, Pakistan. ✉ [sheenakomal540@gmail.com](mailto:sheenakomal540@gmail.com)

• **Corresponding Author:** Aqsa Shamim Ahmed (✉ [aqsa.shamim@sps.uol.edu.pk](mailto:aqsa.shamim@sps.uol.edu.pk))

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routinized, especially in contact sports like football, where aggression is regarded as central to athletic performance and success (Sheldon & Aimar, 2001). The fallout of this normalization is severe and includes physical injury, long-term psychological injury, and harm such as anxiety, depression, and trauma (Parent & Fortier, 2018). This also affects the academic achievement of adolescents (AHMED et al., 2020). Historically, football started as a largely unsupervised, violence-prone activity in the 19th and early 20th centuries and has since evolved into a more regulated sport. However, both sanctioned and unsanctioned violence remains an issue within the sport at all levels. There is a growing concern not just for physically aggressive acts but also for passive emotional abuse, bullying, psychological violence, and even mental aggression that remains unnoticed but deeply affects the mental health of adolescent players (Olhert et al., 2019).

Several scholars have focused on the sociocultural factors contributing to violence in sports (Faraz et al., 2024). Marwat et al. (2022) posit that aggression and violence are part of human nature and, as such, are prevalent in sports and are exhibited by players, coaches, and fans. Parent & Fortier (2018) have also noted concern over the normalization of brutality and violence masquerading as a sport in society. Lindsay et al. (2023) documented psychological, poly-victimization, and general abuse as primary forms of victimization occurring among 14 to 17-year-old athletes, further underscoring the scope and depth of violence in youth sports. Other scholars, including Segura et al. (2019), studied the political violence within Argentine football fandom, highlighting the impact of external social factors on violence in sports. Urzeală & Teodorescu (2018) focus on young athletes and delve into Bandura's social learning theory, as well as the frustration-aggression hypothesis, to make sense of why kids and teens internalize violent behaviors. As noted, the violence exhibited towards young players escalates in hierarchical sporting contexts where power dynamics discourage reporting.

Parent & Fortier (2018) highlight the lack of accountability in these contexts exacerbated by authority figures, such as coaches, who serve as perverse sources of emotional and sexual harassment. The reviewed literature articulates that violence within adolescent football is multifaceted as it stems from intricate socio-culturally constructed institutional configurations. Mitigating such violence entails diverse approaches, integrating emotional and ethical education, advanced policies, organizational culture shifts, and other practices that fortify the safety of all athletes. Although violence reduction measures such as rule changes, sensitization campaigns, and educational initiatives have been implemented, aggressive behavior and violent acts in sports, especially in football, remain a major challenge. This sheer violence indicates that there is something more deep-rooted that needs to be looked into. Therefore, analyzing the aggressive behavior of teenage football players is foundational in developing relevant and effective solutions. The study seeks to examine the problem of violence in youth football by analyzing social, psychological, and personality factors that play a role. This study aims to examine the interplay of social relations, educational activities, culture, and socio-psychological dynamics with respect to the violence experienced by young athletes in sports. The violence pathologies require multifactorial understanding and constructive solutions. The violence pathologies require multifactorial understanding and constructive solutions; therefore, the sport needs a proactive youth policy that enables comprehensive safeguarding, befitting holistic child development through the integration of physical, mental, and emotional dimensions into the character-building process.

## Research Questions

To address this overarching aim, the following research questions have been explored:

- ▶ How did individual characteristics, such as personality traits or previous experiences, contribute to the display of violence in adolescent football players?
- ▶ What were the emotional and psychological motivations behind the display of violence in adolescent football players?

## Method

### Research Design

The research design adopted a qualitative approach, using Interpretative Phenomenological Analysis (IPA) for the analysis, which deals with the comprehension of a person's experience and the meaning associated with it. This approach was chosen because it helps in understanding the subjective accounts of adolescent

footballers about violence, taking into account the psychological, social, and emotional dimensions that may affect their violent acts. Semi-structured interviews were conducted to enable detailed discussions, guiding the respondent but allowing them independence in narrating their stories while ensuring issues of aggression in football were still discussed.

### **Participants and Recruitment**

Participants were selected using purposive sampling to gather relevant details on the chosen subject. The study population constituted 12 (6 males and six females) adolescent football players aged between 12 and 18 years with a minimum of two years' competitive experience. Participants were chosen from those who had experienced violence and aggression in a football match as a target or as an aggressor so that an adequate understanding of the context was ensured.

### **Procedure**

This research was done at Pak Turk Maarif Schools in Lahore because they had systematic football training programs, and there was a pool of teenage players aged between 12 and 18 who participated in physical activity at both leisure and advanced levels. The research was conducted on a closed campus, which consisted of classes and sports fields open for use during the study to ensure a safe and secure environment for data collection. Data collection was achieved through semi-structured interviews. Open-ended interviews were conducted for participants to narrate their experiences of violence associated with football matches, and training session observations provided a view of participants' behavior under pressure. The sample was formed by selecting participants through purposive sampling with criteria of a minimum of two years of active competitive exposure to violence as either aggressors or victims to ensure rich context data.

### **Data Analysis Using IPA**

Data analysis contended with the steps of IPA, which focuses on participants' individual experiences. After transcribing the interviews and collecting observational data, the researcher approached the data with the intention of knowing the data by reading it repeatedly. A Few notes were taken to capture the comments that could be descriptive, technical, and conceptual, which were later used to form themes. Relationships of these themes were analyzed, especially the impacts of peer pressure, emotion regulation, and coaching behaviors on aggression and violence. The credibility of the findings was further improved with the aid of member checking by returning to the participants to confirm the interpretation of the data.

The methodology provided a comprehensive account of the primary psychological, social, and emotional drivers of violence among adolescent football players and how they personally perceive and make sense of these actions and behaviors.

### **Reflexivity**

Reflexivity is a fundamental component of qualitative research, encompassing Interpretative Phenomenological Analysis (IPA) by recognizing the possible impact of researchers on both the study process and outcomes. Researchers utilize reflexivity as a vital approach to maintaining rigor, trustworthiness, and quality in qualitative research (Dodgson, [2019](#)). This study examines the influence of reflexivity in determining the research design, data collecting, and data analysis in investigating the dynamics of violence among adolescent football players using Interpretative Phenomenological Analysis (IPA). During the process of data analysis, the principle of reflexivity was employed to ensure an unbiased attitude towards the data. This involved maintaining an open mindset and allowing themes and patterns to emerge naturally without pushing any preconceived preconceptions onto the data. The interpretations were subject to continuous scrutiny as we actively sought comments from fellow academics in order to enhance the legitimacy and integrity of our findings. The presentation of the study's results was also influenced by reflexivity. We made a concerted effort to ensure transparency in our explanations of the research methodology, our positions as researchers, and the potential impact of our personal biases on the findings of the study.

Results

**Table 1***Demographic Details on the Male Football Players*

Respondents	Age	Related to Football as a	Playing Level	Playing Category	Playing Experience
1	17	player	O Levels	under 19	
2	16	player	O Levels	under 19	6 Years
3	17	player	O Levels	under 19	5 Years
4	16	player	school	under 19	8 Years
5	15	player	school	under 19	7 Years
6	15	player	school	under 19	5 Years

Note: This table presents information about male football players' ages, playing levels, categories, and playing experience are all displayed in this table. Every player is younger than 19 and comes from an institution. The athletes compete at the school or O-level levels.

**Table 2***Demographic details on the Female Football Players*

Respondents	Age	Related to Football as a	Playing Level	Playing Category	Playing Experience
1	16	player	O Levels	under 19	3 Years
2	17	player	O Levels	under 19	4 Years
3	17	player	O Levels	under 19	7 Years
4	15	player	school	under 19	2 Years
5	15	player	school	under 19	4 Years
6	16	player	school	under 19	2 Years

Note: The table presents information about Female football players, including their age, playing level, category, and playing experience. All players are from the same institution and are under 19 years of age. The players are either at the O-level or school level.

**Table 3***Subordinate Themes, Codes, and Frequency of Violence in Males Playing Football*

Subordinate Themes	Themes	Codes	Frequency
Psychological and Emotional Resilience	▶ Emotional Regulation	▶ Emotional regulation, mental strength, composure, self-awareness, Anger management, De-escalation	9
	▶ Managing Frustration	▶ Frustration, Aggression management, Reflection on behavior, self-control under pressure	7
	▶ Emotional Triggers	▶ Anger, Frustration, Nervousness, Stress, Anxiety	5
	▶ Reflection and Learning from Challenges	▶ Learning from mistakes, Reflection on behavior, Personal growth	6
Social and External Influences on Performance	▶ Social Influences	▶ Teammates, Coaches, peer influence, Audience pressure, Social Support, Family Expectations	9
	▶ Team Dynamics	▶ Teamwork, collaboration, pressure, External expectations	6
	▶ Influence of Opponents	▶ Aggression, rough play, physicality, competitive nature	7
Conflict and Aggression Management	▶ Aggression and Violence	▶ Verbal and physical aggression as a response, Violence, Defensive reaction	10
	▶ Conflict Resolution	▶ Sportsmanship, Fair play, Retaliation, Managing Conflicts, Aggression triggered by teammates	7
	▶ Sportsmanship and Integrity	▶ Sportsmanship, Self-control, Avoiding physical harm, Respect for boundaries, Fair play	9

Subordinate Themes	Themes	Codes	Frequency
Impact of Winning and Losing	► Psychological Effects	► Motivation, Confidence boost, Frustration in losing, Learning from loss	7
	► Reflection on Outcomes	► Reflection on failures, Humility, Learning from mistakes, Improving after loss	7
Personal Development and Reflection	► Emotional Reflection	► Personal growth, Reflection on emotions, Regret, Emotional restraint, Learning from experiences	8
	► Self-awareness	► Reflection on behavior, Self-improvement, and Understanding limits	6
External Pressure and Stress	► Influence of External Pressure	► Audience pressure, Family pressure, Social environment, Performance anxiety	8
	► Stress Management	► Anxiety control, Focus, Confidence, Stress relief, Emotional release	7

### Superordinate Theme 1: Psychological and Emotional Resilience (Frequency: 9)

The prevalence of patience, handling emotions, and anger management emphasize how crucial it is to remain composed under duress, particularly in high-stress scenarios like football. These participants place a strong emphasis on controlling psychological factors like stress, anger, and irritation, highlighting the necessity of endurance to successfully handle trying situations. The most frequently occurring code, emotional control, was found to be present in several replies, suggesting that emotional resilience on the field is mostly dependent on one's capacity to remain composed.

### Superordinate Theme 2: Social and External Influences on Performance (Frequency: 9)

Behavior on the pitch was greatly influenced by instructors, colleagues, familial standards, and spectator influence. Codes like team dynamics and outside aspirations highlight how social factors, social pressure, and teamwork can impact an athlete's feelings and effectiveness. Specifically, the impact of teammates and instructors is frequently discussed in relation to offering assistance and influencing conduct, highlighting the significance of interpersonal relationships in controlling feelings and behavior.

### Superordinate Theme 3: Conflict and Aggression Management (Frequency: 10)

Understanding aggression and violence, whether it is responding to aggression with violence or containing one's anger with competitiveness, is an area of interest for all participants in this theme. Anger as a stimulus is predominant among participants, as shown by their constant reference to aggressive circumstances, be it verbal or physical. All the same, virtues like sportsmanship and self-control are also predominant, showing the opposing sides of aggressiveness and playing ethically. The theme's frequent mention suggests that football athletes pay attention and focus on the control and regulation of violence and conflicts.

### Superordinate Theme 4: Impact of Winning and Losing (Frequency: 7)

Winning and losing have critical psychological consequences; losing is emotionally painful while winning tends to raise self-trust. Participants focused heavily on winning as well as losing, suggesting that the sport's psychological and emotional impacts are tied to self-growth. The concepts of learning from failures and contemplating the outcomes point to a more positive approach toward failure, which can be viewed as an abundance of insight instead of frustration.

### Superordinate Theme 5: Personal Development and Reflection (Frequency: 8)

In the comments, two overarching concepts arose: personal growth and self-analysis of one's emotional responses. Self-awareness and psychological self-reflection were frequently cited as means for enhanced control over emotional responses. An integration of sports and conflict resolution is captured in the focus of the participants on their prior actions and their attempts to use those actions in adapting to new situations.





### Superordinate Theme 6: External Pressure and Stress (Frequency: 8)

The social context, the family, and the audience constantly maintained an external behavior influence. The external expectation creates emotional and psychological stress, which suggests that footballers have to deal with outside pressure in addition to managing their emotions during play. This example demonstrates the difficulty of managing both internal and external aspects by the use of stress management techniques involving psychological alleviation and stress panicking.

Overall, we conclude that the unified materials highlight some important emotional and cognitive contextual factors that impact female football athletes. One prominent theme is coping strategies, where players manage emotions like frustration and anger by using self-soothing strategies, deep breathing, or focusing on the game. This self-regulation is important for personal and physical health and performance on the pitch. Social factors, especially those related to the teammates' and coaches' support of aggression, are very important to the context of social support.

While unproductive group work may foster hostility and tension, supportive communication is known to promote better self-regulation. As many responses have shown, resolving conflicts seems to be the most self-restrictive way of aggressive behavior. Another common stressor is family and friends or the imposed expectations and the perceived standards of performance. This social pressure leads to anxiety, tension, and fear, which is associated with the need to perform and to win acceptance.

Lastly, one of the most salient outcomes of the participants' experiences is their personal growth. The thoughts of self-assertive action, learning from mistakes, and endurance building were discussed so much, suggesting their emotional and psychological growth. Combined, these themes suggest that the emotional experiences of women football players stem from social support, emotional regulation, coping, and self-growth.

**Table 4**

*Subordinate Themes, Codes, and Frequency of Violence in Females Playing Football*

Superordinate Theme	Subordinate Theme	Code	Frequency
Emotional Regulation and Coping	Emotional Regulation	▶ Self-calming, reframing in intense situations	6
		▶ Managing aggression, time to cool down	5
		▶ Football is an emotional outlet, frustration outlet, and physical release	6
Psychological and Social Impact	▶ Intensity of competition	▶ Adrenaline rush, tiebreaker pressure	5
	▶ Psychological Transformation	▶ Focus on winning, on-field vs off-field persona	4
		▶ External pressure and anxiety, pressure from others, performance anxiety	6
	▶ Social influence on performance	▶ Teammate demotivation, influence of teammates on performance	5
Aggression and Violence	▶ Frustration from unfairness	▶ Unfair play, frustration	5
	▶ Aggression and retaliatory behavior	▶ Retaliation, "eye for an eye"	6
	▶ Post-conflict Reflection	▶ Regret, reflection on aggression	5
Conflict and Relationships	▶ Impact of violence on relationships	▶ Witnessing aggression, violence after conflict	5
	▶ Prevention of violence through team dynamics	▶ Role of coaches/teammates in violence prevention, supportive environment	6

Superordinate Theme	Subordinate Theme	Code	Frequency
Emotional Regulation and Response to Pressure	▶ Emotional Turbulence and Aggression in Football	▶ Anger and aggression, emotional conflict with teammates, regret and reflection	6
	▶ Managing Stress and Pressure	▶ Pressure from performance expectations, coping strategies, fear of mistakes	6
Social Dynamics in Aggression and Conflicts	▶ Influence of Teammates and Coaches	▶ Encouragement vs. discouragement, impact of team support on performance	5
	▶ Opponent Behavior and Triggers for Aggression	▶ Injustice and unfairness, violent behavior from opponents, desire for justice	5
	▶ Reflection and Regret after Aggressive Incidents	▶ Regret and apology, reflecting on aggression, emotional growth	5
Football as an Emotional Outlet	▶ Football as an Outlet for Stress and Emotion	▶ Emotional release, anger as a byproduct of stress	6
	▶ Emotional Resilience in Response to Winning and Losing	▶ Winning as validation, resilience in the face of loss	6
Influence of Social Dynamics	▶ Positive Influence of Teammates and Coaches	▶ Encouragement, support, mentorship, teamwork	6
	▶ Impact of Opponents' Behavior	▶ Unsportsmanlike conduct, the challenge of managing negative emotions	5
Growth and Reflection	▶ Reflection on Mistakes	▶ Regret and apology for aggressive behavior, learning from mistakes	5
	▶ Commitment to Improvement	▶ Accountability, commitment to improvement, personal growth	6
Violence and Aggression in Football	▶ Witnessing and Experiencing Aggression	▶ Verbal and physical aggression from opponents, teammates	6
	▶ Managing Aggression on the Field	▶ Calm communication, regret after aggressive moments	5
Pressure and Performance	▶ Impact of External Pressure	▶ Pressure from spectators, self-expectations, feeling judged	6
	▶ Coping with Performance Pressure	▶ Staying focused, anxiety, extra care to avoid mistakes	6

### Superordinate Theme 1: Emotional Regulation and Coping

The theme that stands out the most is dealing with emotions, such as self-soothing and football as a means of emotional release, which occur in all six responses. This suggests that to manage self-regulation processes like rephrasing and violent impulse control, inordinate emotions in the context of football were routinely managed by physiological self-regulation strategies. The athlete's inclination to positively channel their annoyance and rage into physical activity is quite evident in the numerous mentions of the physical release of emotions and football as a means of relaxation.

### Superordinate Theme 2: Psychological and Social Impact

Social pressure and anxiety could be observed in all six of the responses, while the enthusiasm of other players and outside pressure to perform are additional factors worth noting. This shows that the respondents are very emotionally strained by their peers, teachers, and parents. Furthermore, most of the respondents stressed negative social impact as evidenced in discouragement by fellow teammates, showcasing the social environment in football attends to the players directly.



### **Superordinate Theme 3: Aggression and Violence**

A number of participants voiced their rage over what they considered injustices, and defended aggressive action that underscored a dominant pattern of violence and counter violence. The emphasis on 'after conflict' and 'sorrow' suggests that participants often go through a phase of regret subsequent to the aggressive behavior in the game. Nonetheless, the concept of revenge and the all too common notion of an eye for an eye speaks to how athletes often respond to perceived injustice in a sporting contest, which reveals the problem of managing aggression in stressful situations.

### **Superordinate Theme 4: Influence of Social Dynamics**

The importance of cooperating with others was something constantly discussed; so too was the importance of instructors and peers. Instructors and peers were often highlighted by athletes regarding their roles in violence prevention and emotion regulation. There needed to be some form of guidance and mentoring in place to help control violence. On the contrary, some of the competitors were very unsportsmanlike, violent, and retaliatory, which had their negative effects too.

### **Superordinate Theme 5: Football as an Emotional Outlet**

Another common aspect is football as a means of emotional relief; quite a number of the participants talked about using the game as a way to release stress and anger. Football players have indicated that this type of exercise helps them to alleviate the emotional stress of daily routine, and these releases resulting from involvement in the sport are believed to be beneficial for the athlete's health. The notion of psychological stamina, in regard to both a achievement or a defeat, speaks of how football is a vehicle for mental recovery and self-growth, teaching the athletes to deal with unsuccessful and discouragement.

### **Superordinate Theme 6: Growth and Reflection**

Another common aspect is football as a means of emotional relief; quite a number of the participants talked about using the game as a way to release stress and anger. Football players have indicated that this type of exercise helps them to alleviate the emotional stress of daily routine, and these releases resulting from involvement in the sport are believed to be beneficial for the athlete's health. The notion of psychological stamina, in regard to both a achievement or a defeat, speaks of how football is a vehicle for mental recovery and self-growth, teaching the athletes to deal with unsuccessful and discouragement.

### **Superordinate Theme 7: Violence and Aggression in Football**

A multitude of public discussions have been held regarding the broad theme of violence and aggressive behavior across sports, and many athletes remember both verbal and physical aggression from opponents and other teammates. Managing violence on the pitch is also an important strategy, as during stressful periods, a lot of competitors found it difficult to remain calm and function effectively. Such management provides an insight of witnessing violence as aggression and enables one to appreciate the level of aggressiveness within a certain sport, but participants furthered their reflection by explaining the attempt to self-improve their emotional responses.

### **Superordinate Theme 8: Pressure and Performance**

The outside relatives, friends and personal objectives are strongly emphasized as alive forces. Every respondent recognized the extensive parabolic cost incurred from receiving such comments and the resultant performance stress they undergo. Many respondents reported that in order to maintain focus or alleviate the stress and insecurity and the anxiety that this stress frequently brings on, they turned to outside help from instructors or some teammates.

In essence, the research findings reveal that managing one's feelings is important for dealing with the psychological stresses related to competitive football. All self-regulated participants reported that they routinely used self-calming techniques and that football, aside from being emotionally charged, also served the purpose of stress relief and hostility control. The social and psychological consequences of football were also evident since performance anxiety was heightened by external pressure from peers,



teachers, and relatives. While appreciating their social context, players pointed out the importance of social support for coping with mental health issues as well as the benefits and risks associated with it.

A large number of respondents admitted striking back as a response to wrongdoing, while themes of aggression and violence emerged. Further analysis on disputes during post-game interactions, however, disclosed a strong motivation toward self-actualization. The positive role of violence prevention was attributed by other participants to the coaches and fellow team members, who, indeed, were constantly referred to by the participants as needing as protective surrounding. Moreover, football was seen as a form of psychological aid, enabling athletes to deal with the negative emotions related to failures and losses. Ultimately, the performance pressure coupled with external expectations brought about anxiety and self-devaluation. The players, however, unlearned these mechanisms and replaced them with seeking help externally and paying attention. In brief, the results suggest that when football is played with a focus on aggression and violence, it becomes a means for the practitioner's social and psychological development as well as self-development.

## **Discussion**

This research offers critical perspective in terms of the causative factors of aggression and violent behaviors exhibited by teenage football players. The major finding was on the emotional control, social factors, and winning and losing psychological impacts and how these factors influence the behavior of football players. These conclusions are primarily consistent with other studies regarding violence in sports, underlining the comprehensive relationship between a person, social system, and environment. As with any other study, there are limitations that are found with determining the impact of emotional control in regulating aggression. Some of the participants reported that they were able to cope with stress and frustration through self-calming strategies which included deep breathing and positive self-talk. These strategies are consistent with Gross (2002) emotional regulation theory which posits that anger must be contained in certain situations that bids for minimum control. The study supports also suggests that emotional control is important not only for optimal performance, but also for minimizing violence (Gibson, 1980). Athletes who habitually control their emotions are less likely to engage in impulsive behavior, thus highlighting the importance of emotional control as well as coping mechanisms.

The external pressures of performance-related anxiety, familial expectation, and coaching influence was also integrated into the study. While some of these factors increased aggression, which in turn, motivated players to perform better. Moreover, the impact of winning and losing psychologically was also profound. Losing brought about frustration and aggression, and winning enhanced confidence and motivation, supporting Cowden's (2015) research. Coaches and teammates as social influence appeared to be equally important in the management of aggression. Teammates and coaches assisted the players in managing their feelings, which led to a decrease in violence, as suggested by Ciairano et al. (2007). On the other hand, negative social factors such as low team spirit and childish behavior added to aggressive behavior which backed the social-ecological approach to adolescent aggression.

With regard to football, aggression was mostly associated with the perception of unfair treatment in the contest, which resulted in retaliatory behavior, which fits the "eye for an eye" approach in sport aggression violence research (Bartlett & Abrams, 2019). The study went on to document self-reflection as a component in aggression reduction, however. Emotionally reflective athletes were better able to control emotions and aggressive behaviors, which supported Edwards (1999) arguments. Finally, the emotional wins and losses were imperative to the aggression of the players. Losses created frustration, whereas, wins boosted motivation and confidence. This emotional change impacted aggression, as there were negative emotions that often required management and boosting of self-esteem. Emotional resilience was important as players with resilience showed better control over their emotions, which is consistent with the findings of Sarkar and Fletcher (2014).

To sum up, this research study highlights the role of emotional control, social support, and coping resources in aggression and violence among adolescent footballers. Targeting these issues with an integrated approach could aid in minimizing violence in children's sports activities. Further studies need to focus on the development of assistive programs aimed at controlling emotions, promoting positive behavior in sports, and the influence of coaches and peers on creating a positive climate.



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