

DEVELOPMENT OF SENSE OF RESPONSIBILITY: INTERVENTION PROGRAM FOR YOUTH FOOTBALL PLAYERS.



Levente SZÁNTAI
Gál Ferenc University
Grossics Academy
szantailevente33@gmail.hu

Tamás BERKI
Department of Physical Education Theory and Methodology, Hungarian University of
Sports Science
berki.tamas@tf.hu

Éva SZABÓ
Institute of Psychology, University of Szeged
eva.szabo@psy.u-szeged.hu

SUMMARY

Background and aims: A sense of responsibility is an important factor that helps engage in certain activity for the individuals. However, there are lack of training programs that could increase football players sense of responsibility. Therefore, our study aimed to determine the change after a 30-session training program that aims to increase the sense of responsibility among young football players.

Methods: The Football Specific Sense of Responsibility Questionnaire was used to evaluate the effectiveness of the training program. The questionnaire examines the sport-specific sense of responsibility on three levels (micro, macro, mezzo). The sample consisted of two U19 men's football teams from two rural academies in Hungary (N=52). The intervention group consisted of 25 footballers, who took part in the intervention program ($M_{\text{age}} = 17.08$; $SD = 0.49$), while the non-intervention group consisted of 27 participants ($M_{\text{age}} = 17.22$; $SD = 0.64$). During the training program, gamification elements were used, to help monitor the player's performance.

Results: The training program showed that the football-specific sense of responsibility of the intervention group didn't increase significantly, while the micro-level football-specific sense

of responsibility of the non-intervention group significantly decreased over the 9 months ($p = 0.001$). There was no significant change for the intervention group. A similar pattern was observed for the macro-level football-specific sense of responsibility, where the results of the non-intervention group decreased significantly ($p=0.038$).

Discussion: As it turned out from our result the training program did not increase the sense of responsibility, however the training program had a preventive role on the football-specific sense of responsibility of the U19 athletes of the intervention group.

Keywords: the sense of responsibility, football, youth, TPRS

INTRODUCTION

Several issues have been found in Hungarian football in the last few decades. The experts are still divided on these issues, but they agree on one key factor: the lack of conscious career development for young players (Balogh, Dajnoki & Bácsné, 2018). One of the key elements in consciousness is the sense of responsibility, which is reflected in young people's attitudes towards persistent training, effort, and tolerance of monotony (Szántai & Szabó, 2021). A sense of responsibility would be important for youth players as it is fundamental for intrinsic motivation (Mallaiah & Yadapathaya, 2009), peer relationships (Kasuba, 2018), and coach athletes' relationships as well (Varga, 2017). Therefore an important step would be to develop and use a training program that could increase or possibly strengthen the sense of responsibility of young football players.

According to Yalom (2004) responsibility states that every individual is unique and unrepeatable in the universe, and everyone is responsible for their own decisions throughout their lives. One of the first models of responsibility was introduced by Hellison (2000), who identified personal and social responsibility. Personal responsibilities were

described as willing to try new things, thereby gaining experience and trying to achieve individual goals for well-being. Personal responsibility contributes to social responsibility as well. Social responsibilities were described as respect for the rights and feelings of others. Armstrong (2011) identified a global aspect of responsibility, which contributes to the individual's actions on society and country or the planet.

In investigating the three aspects of responsibility three levels were identified in previous research (Szabó & Kékési, 2016). Micro-level sense of responsibility (personal responsibility) refers to an individual's responsibility for events in their own life. It can be applied to the individual's academic achievement, but it could refer to a football player's performance as well. In addition, there is an extended effect of this level, which indicates that individuals are responsible for the well-being of those around them. Mezzo-level (social responsibility) includes responsibility for family, friends, or peer relationships (e.g., school class, teams). The football team can also be seen as referring to the mezzo-level of responsibility since close relations can develop between the players. The macro-level of a sense of responsibility (wider environment) refers to social and global responsibility. This may include a sense of

responsibility for the protection of the environment, and the preservation of diversity, and culture. In the case of a football player, it could mean the responsibility for the club, the international success of Hungarian football, or even the respect and development of sports culture. Szabó and Kékesi (2016) investigated the levels of responsibility among adolescents (N=1034) and they found that they experience the strongest sense of responsibility at the micro-level followed by Mezzo- and Macro-level of sense of responsibility. Their study highlights the declining trend toward to macro-level of responsibility among adolescents.

Developing a sense of responsibility and extending it to the social level is also a fundamental task of family and school education (Szabó, Secui & Kőrössi, 2013). The model showed the importance of responsibility, we assumed it also could be applied to athletes, thus we built our training program on the framework of the sense of responsibility.

One of the most popular school programs for the development of a sense of responsibility was introduced by Hellison (2000). The program was built on his Teaching Personal and Social Responsibility Model (TPSR), which aimed to help individuals to learn to be responsible for themselves and others. Thus, the individuals, who participate in the TPSR model learn how to develop their personal and social responsibility to become responsible people in their life. The core elements of the TPSR model reflect four types of responsibilities. Two of them are related to personal well-being such as effort and self-direction and the other two reflect social well-being such as respect for others' rights and caring about others (Hellison, 2011). The TPSR model consisted of five levels. The first level

represents respect, rights, and feelings of others. It consists of topics such as maintaining self-control, respecting everyone's right to be included, and the right to peaceful conflict resolution. The second level focuses on effort and cooperation: exploring effort, trying new things, and developing personal success. The level stages include self-direction, demonstrating independence, and autonomy. The fourth level is designed to enhance helping others and developing leadership. The individuals at this stage could learn skills such as developing prerequisite interpersonal skills and skills to contribute to others. The transfer is the fifth level of the TPSR model, which aims to use the ability to apply the skills outside of the learning environment.

Previous research indicate that programs using Hellison's TPSR model in physical activity or physical education have a positive impact on youth development by increasing the individuals' positive values, autonomy, and life skills (Alcalá, Río, Calvo & Pueyo, 2018; Gould & Carson, 2008; Merino-Barbero, Valero-Valenzuela, Belando Pedreño & Fernandez-Río, 2020). However, there are only a few empirical findings using the TPSR program for athletes, although previous studies showed the importance of increasing athletes' responsibility. Baptista and his colleagues (2018) in their review highlighted the importance of after-school interventions based on the TPSR model since they reported an increase in personal and social responsibility. Beale (2012) found that after a three-year program swimmers and lifeguards became more water safe and they increased their abilities inside and outside of the pool as well. Some studies investigate the context of football players. Cecchini and his colleagues (2007) used

a TPSR training program for 186 school-aged football players. They were divided into two study groups and one non-intervention group. The study group was given a 20-session training program. After the 20 sessions, they found a significant increment in social responsibility regarding enjoyment and sportsmanship and a decrease in variables such as the drive to win, rough play, contact fouls, and poor sportsmanship. They did not find any significant changes in the non-intervention group. Carreres-Ponso-da and his colleagues (2021) in their study involved 34 youth football players and they took a 9-month training program based on the TPSR model. The results showed that after the training period, the intervention group had an increase in the levels of personal and social responsibility, prosocial behavior, and self-efficacy compared with the non-intervention group.

There is clear evidence of the positive effect of the TPSR program. Therefore, our goal is to utilize the existing model and create a program that could be used for youth football players to increase their sense of responsibility at the micro, mezzo, and macro level. To the best of our knowledge, there are no studies that investigated TPSR model effects on the micro, mezzo, and macro levels of sense of responsibility. To test the effectiveness of our training program we performed a pre- and post-test-based study with the involvement of non-intervention and intervention groups.

Research hypothesis

Consistent with previous studies on the sense of responsibility (Cecchini et al., 2007; Hellison, 2000; Kharrāzi & Delgoshāee, 2010), we hypothesized that the interven-

tion group's sense of responsibility will be increasing (Cecchini et al., 2007; Kharazzi & Delgoshāee, 2010). Furthermore, we hypothesized, that after the training program, the player's red and yellow card violations will decrease and the team ranking at the end of the eight months will be better for the intervention group, while it will be unchanged for the non-intervention group (Cecchini et al., 2007).

MATERIAL AND METHODS.

Participants and procedure

52 young football players were involved in this study ($M_{age} = 17.25$; $SD_{age} = 0.57$). The participants were divided into the intervention ($N = 25$) and non-intervention groups ($N = 27$), both groups were involved in the same youth league in Hungary. The participants of the intervention and the participants of the non-intervention group were the players of two different teams. All participants agreed to participate in this study. For those who were younger than 18 years of age, their parents were asked for permission to participate. Furthermore, the head of the youth department was informed and asked for permission to hold group sessions for our training program, which took 8 months. We measured responsibility before and after this period in both groups. However, the non-intervention group did not attend any training program, while the intervention group had 30-session training programs. Initially, they had 10 sessions of training on micro level of responsibility, 10 sessions of mezzo level of responsibility. The last 10 sessions were about the macro level of responsibility (Figure 1). Further-

more, to measure the responsibility of the players the number of red and yellow cards were collected from seasons 2018/19 and

2019/2020. Ethical approval was sought and obtained from the university's Institutional Review Board (Ethical Number: 2021-37).

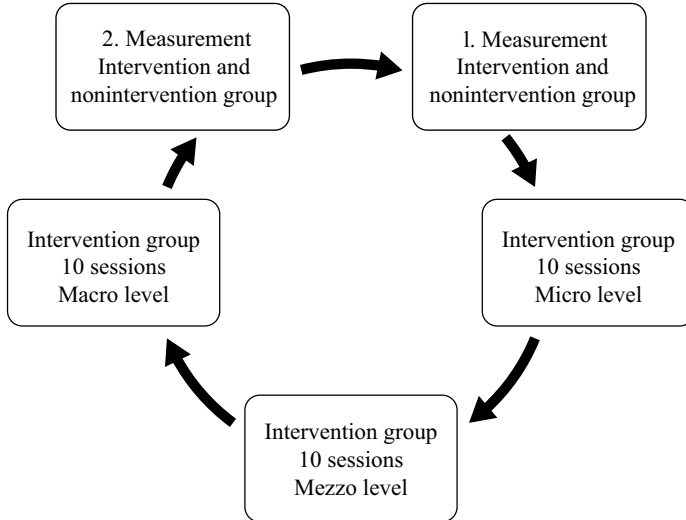


Figure 1. Process of the sessions with two measurement points for the intervention and the non-intervention group

Training program

The training program took place between September 2019 and May 2020 at a Hungarian Football Academy. The group sessions were held weekly and occasionally lasted 45-60 minutes. The main goal of the training program was to develop the three levels (micro, mezzo, macro) of responsibility based on the first four levels of the TPRS model (Hellison, 2000). The training program included 3 phases. The first 10 sessions consisted of interventions aiming at individual responsibility and player development (micro). The next 10 sessions were aimed at increasing responsibility for the team (mezzo). The last 10 sessions were designed to develop responsibility for the club and Hungarian football (macro-level).

The session goals were determined based on Hellison's (2000) TPRS model. These included respect for the individual rights and feelings of peers, efforts for the tasks, autonomous behavior, and cooperation. The fifth level of the TPRS model (transfer) was not included in these sessions since we primarily focused on developing a football-specific sense of responsibility.

During the training sessions, role-plays, and hypothetical situations were used. In addition, adult players shared their own experiences in the relevant areas of responsibility through interactive sessions. The participants also gave periodic presentations in small teams. The detailed topics of the training program and the development goals can be seen in Table 1.

Table 1. The detailed sessions of the training program

Levels of sense of responsibility / Sessions	Session topics	Development goals
<i>Micro-level / Session: 1-5.</i>	<ol style="list-style-type: none"> 1. Introduction of the training program and the rules, administrative work (filling the test package). 2. Setting individual goals for the season, assigning the players into small groups (4-5 people). 3. A professional player from the adult team shares his individual goals in an interactive event. 4. Making expressions related to the letters of “RESPONSIBILITY” in small groups, discussing the concept. 5. “My favorite player is responsible because he...” presentation by 2-3 players. 	<ol style="list-style-type: none"> 1. Establish the rules for respecting the rights of others. 2. Development of autonomous behavior and cooperation. 3. Emphasize the efforts of an experienced person. 4. Cooperation and efforts for the success of the group. 5. Transferring the information to everyday situations by developing communicative and speaking skills.
<i>Micro-level / Session: 6-10.</i>	<ol style="list-style-type: none"> 6. Collecting positive and negative attributes of an individual career and sharing them in small groups. 7. Search for videos and statements individually on the phone, where an athlete has taken responsibility, sharing them in a large group. 8. “Learn to Speak” task: making videos in pairs based on interview situations and discussing these videos with the group. 9. “I’m preparing 24 hours before the match...” presentation by 2-3 players. 10. Building a tower using pasta and duct tape in groups of 4-5 people. 	<ol style="list-style-type: none"> 6. Enhancing autonomy along with awareness of strengths and weaknesses. 7. Efforts to respect each other while sharing in a large group. 8. Transferring the information to everyday situations by enhancing communicative skills. 9. Development of autonomous behavior, and respect for the rights of others (different ways of preparation). 10. Efforts and cooperation for the effectiveness of the group.
<i>Mezzo-level / Session: 11-15.</i>	<ol style="list-style-type: none"> 11. Creating team goals in small groups and sharing them with the whole team. 12. “Newspaper game”: Cut out positive messages from sports newspapers for the player’s partner and share them with the whole team. 13. A professional player from the adult team shares his individual goals in an interactive event. 14. Search for videos and interviews on the phone in small teams about being responsible as a professional player, sharing them in a large group. 15. Collecting examples about athletes taking responsibility for their team, and sharing in small groups. 	<ol style="list-style-type: none"> 11. Matching efforts, cooperation, and autonomous behavior to the goals of the team. 12. Autonomous behavior and respect for the rights of others through positive messages during the large group sharing. 13. Highlight effort, autonomous behavior, and cooperation by the other person. 14. Transferring cooperation to everyday situations through the manifestation of the macro-level of responsibility. 15. Respect the autonomy and the rights of others during small group sharing by listening and giving feedback to the partner.

Levels of sense of responsibility / Sessions	Session topics	Development goals
<i>Mezzo-level / Session: 16-20.</i>	<p>16. "Life is a theater" is a role-playing game in two groups, performing a tale chosen by the athletes.</p> <p>17. „What does the team mean to me?" presentation by 2-3 players.</p> <p>18. Competition between small groups with a mobile phone application that develops cognitive abilities.</p> <p>19. A football-specific version of "rock, paper, scissor" in two groups with some physical activity.</p> <p>20. „for the road": Players should write positive messages to each other about abilities and attributes, then share them with the whole team.</p>	<p>16. Transferring cooperation and new skills to everyday situations by playing different roles.</p> <p>17. Autonomy, cooperation, and efforts to enhance team effectiveness.</p> <p>18. Autonomy, cooperation, and efforts to enhance group effectiveness.</p> <p>19. Learn to win and lose and respect the rights of each other.</p> <p>20. Respecting the rights of others and transferring what has been learned to everyday situations by giving feedback on the abilities and qualities that strengthen proper functioning.</p>
<i>Macro-level / Session: 21-25.</i>	<p>21. Watching videos about famous players' club loyalty, discussing in the whole group.</p> <p>22. Presentations about "The Hungarian Golden Team" by 2-3 players.</p> <p>23. „Rehabilitate our football" task in small groups: Description of how to improve Hungarian football, sharing in the whole group.</p> <p>24. A young player on an adult team shares his academic experiences in an interactive presentation.</p> <p>25. Collecting arguments and shortcomings in small groups, what it is like to be in their club, and sharing with the whole group.</p>	<p>21. Respecting the rights of others and transferring what has been learned to everyday situations.</p> <p>22. Emerging of autonomy, cooperation, and efforts, with the example of the past of Hungarian football.</p> <p>23. Efforts, and cooperation through small groups, looking at the shortcomings of Hungarian football from the view of the players.</p> <p>24. Emphasize the efforts and autonomy of an experienced person.</p> <p>25. Autonomy, and cooperation by giving feedback from others.</p>
<i>Macro-level / Session: 26-30.</i>	<p>26. Creating imaginary academies in groups. Collecting pros and cons for young players to join this academy.</p> <p>27. The Most Famous Academies in the World" presentation by 2-3 players.</p> <p>28. In the "Thank You" task, players collect what they have gotten from football in their careers so far, and then they share in small groups.</p> <p>29. Evaluation of the program, watching pictures and videos taken during the sessions.</p> <p>30. Completing a test package again, rewarding the best participants in the program.</p>	<p>26. Transferring cooperation and new skills to everyday situations through role-plays.</p> <p>27. Emerging of autonomy, cooperation, and efforts, with the example of international academies.</p> <p>28. Transferring autonomy and efforts to everyday situations through the values given by football.</p> <p>29. Autonomy, respect for the rights of others by expressing different opinions.</p> <p>30. Autonomy, rewarding efforts for the best athletes.</p>

There are other factors that should be considered for a newly developed training program. Any training program should adopt the new so-called „Net generation” motivation and communication style (Larekeng, Yassi, Hajib, Badaruddin, 2019). Regarding this phenomenon, we built simple gamification elements into our training program. Our purpose was to motivate players to challenge themselves and others. Furthermore, using games could help increase the enjoyment of a certain task, which could create a state of flow for the players (Csikszentmihalyi, 1998). Therefore, the individual’s level of responsibility was

monitored by using the “BeeTheBest” application. “BeeTheBest” is a gamification-based scoring system site where players can earn points for tasks related to micro-, mezzo- and macro-responsibility levels based on their achievements or group efforts (unfortunately the website was terminated by the developers in 2020). The three most active and best-performing player were rewarded in the last session based on the application scoring system with a certificate to prove their activity in the sessions. The factors of the training program aimed at developing a sense of responsibility are presented in Figure 2.

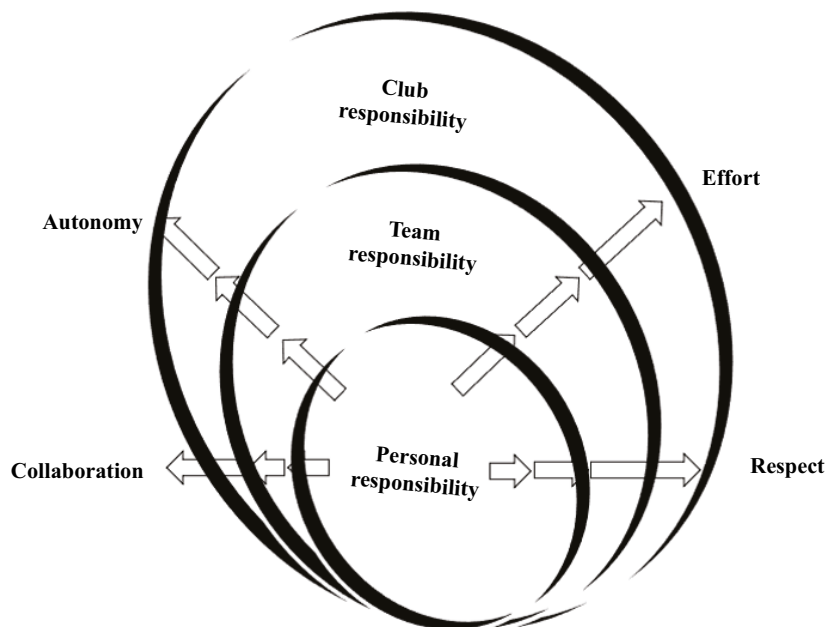


Figure 2. Factors of sense of responsibility including the training program effects

Measures

Sociodemographic

All players were asked to provide socio and demographic data such as gender, age, educational background, and school perfor-

mance. Furthermore, participants were asked to answer football-specific questions such as the number of years they had spent as registered football players, the number of years they had spent at the football academy, and the number of hours spent training per week

(e.g., On average, how many hours do you train per week?).

Football-Specific Sense of Responsibility Measuring Scale

Football-specific sense of responsibility was measured with the modified version of the Sense of Responsibility Measuring Scale, was adapted from a previous study (Szántai & Szabó, 2021). It contained 13 items that the participants had to rate on a six-point Likert-scale (1 = not agree; 6 = totally agree). The scale measured micro (e.g., How much does it depend on you to become a professional footballer?), mezzo (e.g., How much does the success of the team depend on you?), and macro (e.g., How much does the future of Hungarian football depend on you?) football specific sense of responsibility. The Cronbach's alpha value for the total scale was .88. The internal reliability for the subscales was .74 for micro, .72 for mezzo, and .88 for macro level of responsibility.

Statistical analysis

IBM SPSS Statistics version 22.0.0 was used to analyze the data. In addition to descriptive statistics, an independent sample t-test was used to see the differences between

the non-intervention and the intervention groups. Repeated measures of ANOVA within subjects were used to see the changes on the sense of responsibility between the two-test period. Partial eta square (η^2_p) was calculated as a measure of the effect size. Following Field's (2013) guideline .01 was considered as low, .06 was considered as medium, and above .14 was considered as large effects size. In addition, we used the database of the Hungarian Football Association (MLSZ, 2021) to analyze the participant's yellow and red cards and the results achieved in the league.

RESULTS

Table 2 shows the descriptives of our sample. The participants have been playing football for an average of 9.25 years ($SD = 2.35$) and training 13.02 hours a week (2.99) on average (Table 2.). There were no significant differences in age, grade point average, or years of playing football between the intervention and non-intervention groups. However, the intervention group trained significantly more compared to the non-intervention group.

Table 2. Characteristics of sample divided into intervention and non-intervention group

	Intervention group (N=26)		Non-intervention group (N=27)		Total Sample (N=52)		Independent sample t-test
	M	SD	M	SD	M	SD	
<i>Age</i>	17.08	.40	17.22	.64	17.33	.69	-.89
<i>Grade Point Average</i>	3.84	.45	3.66	.47	3.73	.46	1.37
<i>Football playing years</i>	8.40	2.08	9.48	2.12	9.25	2.35	-1.85
<i>Weekly training amount (hour)</i>	15.00	.31	11.92	.37	13.02	2.99	6.19***

note. *** $p < 0.001$

Football-specific sense of responsibility was examined in both the non-intervention and the intervention group (Table 3). The result of the intervention group did not show any significant changes between the pre and post measures. However, the non-intervention

group showed significant decrease in the total $F(1,25) = 5.02$, $\eta^2_p = .16$; micro $F(1,25) = 11.81$, $\eta^2_p = .32$ and macro $F(1,25) = 4.47$, $\eta^2_p = .17$ levels of football-specific sense of responsibility.

Table 3. Comparison of the Pre- and Post-intervention phase for the non-intervention and intervention groups on their football-specific responsibility

Group	Football specific Responsibility	PRE		POST		F	η^2_p
		M	SD	M	SD		
Intervention group	Total	4.35	.64	3.92	.65	5.02*	.16
	Micro	5.64	.43	5.11	.68	11.81**	.32
	Mezzo	4.35	.58	4.24	.56	.73	.02
	Macro	3.77	1.01	3.18	1.04	4.47*	.12
Non-intervention group	Total	3.89	.66	3.98	.79	.58	.02
	Micro	5.57	.37	5.35	.47	4.48	.15
	Mezzo	4.04	.67	4.14	.69	.50	.02
	Macro	2.99	1.11	3.26	1.26	2.05	.07

Note. PRE = pre-intervention phase; POST = post-intervention phase * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

We analyzed the yellow and red card fouls before and after the training program to see the practical effects of the program (Table 4). The number of yellow cards in the intervention group increased by three during the eight months of the development program, while the number of red cards decreased by one. The number of yellow cards in the non-intervention group increased by two, while the number of red cards decreased

by one during the study. Furthermore, the league ranking of the intervention group remained unchanged in both the 2018-2019 and 2019-2020 championships, finishing the season in 8th place in the 16-team championship. However, the effectiveness of the non-intervention group decreased. They finished 3rd in the 2018-2019 championship while finishing 14th in the 2019-2020 season.

Table 4. Changes in faults and league ranking before and after the intervention

	Intervention 2018-19	Intervention 2019-20	non-intervention 2018-19	non-intervention 2019-20
Red and yellow cards	43 yellow; 3 red	46 yellow; 2 red	44 yellow; 3 red	46 yellow; 2 red
League ranking	8. place	8. place	3. place	14. place

DISCUSSION

The goal of this study was to develop and utilize a training program that could enhance the sense of responsibility at the micro, macro, and mezzo levels. Under-19 youth football players were involved in this study. The Teaching Personal and Social Responsibility Model was used as a theoretical framework during the development of the training program. The pre-and post-test-based study design on intervention and non-intervention groups showed that our training program had a preventive role in the sense of responsibility after 30 sessions. However, it seems it did not affect the player's red and yellow card violations.

We hypothesized that the intervention group's sense of responsibility would increase (Cecchini et al., 2007; Kharazzi & Delgoshace, 2010) at personal (micro), social (macro), and environmental levels (mezzo). Although there were some increments in the levels of the sense of responsibility for the intervention group, the change was not significant. Furthermore, the total, micro, and macro-level sense of responsibility of the non-intervention group decreased significantly. Thus, it seems our training program had a preventive role in the sense of responsibility on a personal and social level, which contributed to the total level of sense of responsibility. It is conceivable that the sense of responsibility was already relatively high at the beginning, and so it did not increase after the intervention. However, the decrease in the sense of responsibility of the non-intervention group is a very important result, such a decrease was not observed in the intervention group. This type of decrease is a relatively common experience for coaches. This phenomenon often appears espe-

cially among players who do not transfer to better-performing teams.

Our results might be affected by the players who were aware that they would have the opportunity to train with the first team for the next season (2 out of 25 in the intervention group and 3 out of 27 in the non-intervention group). Thus, the members of the non-intervention group might be felt a less sense of responsibility for their performance, their club, and Hungarian football at the end of the session, due to possible rejection. On the other hand, the intervention group got an opportunity to rethink their careers, as this topic was part of their training program, so they could think about issues such as their further careers after the end of the season, or their ability to apply the experiences of the sessions to their future teams. Thus, the athletes involved in the program may have managed to position their responsibilities properly in connection with a possible club change. As mentioned, our program had a preventive role in building a sense of responsibility for this sample. The players also gave positive feedback on our training program. For example, one of them said „Now that I'm in professional football, I feel that I need to take responsibility for more things within the team. Thus, I need to make mature decisions in and outside of the field, every day. I started to understand that my statements, my opinion, and my actions have consequences to myself, my team, and even to my close environment”

We also assumed that the training program would decrease the player's red and yellow card violations. Our findings do not suggest differences between the post and pre-period of our intervention. The main reason for this result is that the intervention program ran parallel to the football season, and we do not

have data on the period during which cards were received. We believe the impact of the program will appear only towards the end of the process in the subsequent period. We must acknowledge that; the yellow and red cards were also affect the attitudes of the referees and the behavior of the players as well.

The main limitation of the study was that transfer effects did not appear in our training program. Therefore, we should aim to prepare the athletes for their civil life, and more cognitive elements should be used in the future. Additionally, analyzing yellow and red cards is not an objective way to understand the effects of our training program. Therefore, in future studies, our goal is to use self-reported questionnaires to understand more about the role of a sense of responsibility. In addition, our program only prevented the decrement in the sense of responsibility, so, it would be ideal to

understand how we can increase the sense of responsibility of football players. Hence future studies should address this issue. Another future direction could involve be to analyzing other age groups since according to Caballero and his colleagues (2013) an intervention in lower age groups could increase the sense of responsibility.

Finally, we can conclude that the main effect of our training program was the prevention of a sense of responsibility. Even though there was no significant increment in the sense of responsibility, the players felt motivated to complete this training. We believe the coaches and managers should be involved in this training and encourage them to use sports psychology in their clubs. This training could be useful for coaches, and athletes as well. Furthermore, we hope this study provided new and useful information for researchers and professionals as well.

ÖSSZEFOGLALÓ

Háttér és célkitűzések: Kutatásunk célja az utánpótláskorú labdarúgók felelősségérzetének fejlesztésére irányuló 30 alkalmas tréningprogram kidolgozása, kipróbálása és hatásának vizsgálata volt.

Módszer: A tréningprogram hatásvizsgálatát pre teszt – poszt teszt dizájn alkalmazásával végeztük, kontrollcsoport feltétellel. A labdarúgók általános felelősségérzetének vizsgálatára a Felelősség kérdőívet használtunk (Szabó és Kékési, 2016), a sportágspecifikus felelősségérzet vizsgálatára pedig a Labdarúgós specifikus felelősségérzet kérdőívet vettük fel a résztvevőkkel (Szántai és Szabó, 2021), amely szintén három szinten vizsgálja ezt a jelenséget. A mintát két vidéki akadémia U19-es férfi csapata alkotta, a kísérleti csoport 25 fővel (átlagéletkor: 17,08; SD: 0,493), míg a kontroll csoport 27 fővel (átlagéletkor: 17,22; SD: 0,641) vett részt a kutatásban. A tréningprogram során gamifikációs elemeket is alkalmaztunk, melynek segítségével a játékosok folyamatosan monitorozták egyéni teljesítményüket.

Eredmények: a tréningprogram hatására nem nőtt szignifikánsan a kísérleti csoport általános- és labdarúgós specifikus felelősségérzete sem. Azonban érdekes eredmény, hogy míg a 9 hónapos időszak alatt a kontroll csoport mikro szintű labdarúgós specifikus felelősségérzete szignifikánsan csökkent ($p = 0,001$), addig a kísérleti csoporté nem változott. Hasonló mintázat volt megfigyelhető a makro szintű labdarúgós specifikus felelősségérzet esetén is,

ahol a kontroll csoport értékei szignifikánsan csökkentek ($p = 0,038$). A kapott eredmények alapján azt mondhatjuk, az általunk kidolgozott tréningprogram preventív hatással volt a kísérleti csoport U19-es sportolójának labdarúgóspecifikus felelősségérzetének csökkenésével szemben.

REFERENCES

- Alcalá, D. H., Río, J. F., Calvo, G. G., & Pueyo, Á. P. (2018). Comparing effects of a TPSR training program on prospective physical education teachers' social goals, discipline and autonomy strategies in Spain, Chile and Costa Rica. *Physical Education and Sport Pedagogy*, 24(3), 220-232. <https://doi.org/10.1080/17408989.2018.1561837>
- Armstrong, M. N. (2011). Modeling the relationship between a social responsibility attitude and youth activism. *Psychology Dissertation*, <http://digitalarchive.gsu.edu/> accessed on: 02/03/2022
- Baptista, C.; Corte-Real, N.; Regueiras, L.; Seo, G.; Hemphill, M.; Pereira, A.; Dias, C.; Martinek, T.; Fonseca, A. (2020). Teaching personal and social responsibility after school: A systematic review. *Cuadernos de Psicología del Deporte*, 20(2), 1-25 <https://doi.org/10.6018/cpd.346851>
- Beale, A. K. (2012). Fulfilling the promise of making a difference: Creating guards of life with TPSR. *International Journal of Aquatic Research and Education*, 6(3). <https://doi.org/10.25035/ijare.06.03.09>
- Balogh, R., Dajnoki, K., & Bácsné Bába, É. (2018). Why is Hungarian football being always ill? *Contemporary Social and Economic development*, 13(3-4), 105-117. <https://doi.org/10.14232/jtgf.2018.3-4.105-117> - In Hungarian
- Caballero Blanco, P., Delgado Noguera, M. Á., & Escartí Carbonell, A. (2013). Analysis of teaching personal and social responsibility model-based programmes applied in USA and Spain. *Journal of Human Sport and Exercise*, 8(2), 427-441. <https://doi.org/10.4100/jhse.2012.82.10>
- Carreres-Ponsoda, F., Escartí, A., Jimenez-Olmedo, J. M., & Cortell-Tormo, J. M. (2021). Effects of a teaching personal and social responsibility model intervention in competitive youth sport. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.624018>
- Cecchini, J. A., Montero, J., Alonso, A., Izquierdo, M., & Contreras, O. (2007). Effects of personal and social responsibility on fair play in sports and self- non-intervention in school-aged youths. *European Journal of Sport Science*, 7(4), 203-211. <https://doi.org/10.1080/17461390701718497>
- Csikszentmihalyi, M. (1998). *Finding flow: The psychology of engagement with everyday life*. Basic Books. ISBN: 978-0465024117
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. London: SAGE. ISBN: 978-1526445780

- Gould, D., & Carson, S. (2008). Life skills development through sport: Current status and future directions. *International Review of Sport and Exercise Psychology*, 1(1), 58–78. doi:10.1080/17509840701834573
- Hellison, D. (2000). Physical activity programs for underserved youth. *Journal of Science and Medicine in Sport*, 3(3), 238-242. [https://doi.org/10.1016/s1440-2440\(00\)80032-8](https://doi.org/10.1016/s1440-2440(00)80032-8)
- Hellison, D. (2011). *Teaching personal and social responsibility through physical activity*. 3rd Edn. Champaign, IL: Human Kinetics. ISBN: 978-0736094702
- Kasuba, M. (2018). Coach-Athlete relationship in a football academy. *Educatio*, 27(1), 121-128. <https://doi.org/10.1556/2063.27.2018.1.10>
- Kharrāzi, S. K., & Delgoshāee, Y. (2010). Cognitive approach towards education and its impact on social responsibility of pre-school children. *Procedia - Social and Behavioral Sciences*, 5, 2174-2177. <https://doi.org/10.1016/j.sbspro.2010.07.432>
- Larekeng, S. H., Yassi, A. H., Najib, M., & Badaruddin, B. (2019). Exploring the millennial learners' attributes and needs in educational environment. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(3), 389-397. <https://doi.org/10.34050/els-jish.v2i3.7642>
- Mallaiah, T., & Yadapadithaya, P. (2009). Intrinsic motivation of librarians in University libraries in Karnataka. *DESIDOC Journal of Library & Information Technology*, 29(3), 36-42. <https://doi.org/10.14429/djlit.29.250>
- Merino-Barrero, J. A., Valero-Valenzuela, A., Belando Pedreño, N., & Fernandez-Río, J. (2020). Impact of a sustained TPSR program on students' responsibility, motivation, sportsmanship, and intention to be physically active. *Journal of Teaching in Physical Education*, 39(2), 247-255. <https://doi.org/10.1123/jtpe.2019-0022>
- MLSZ: <https://adatbank.mlsz.hu/> retrieved from 2021.12.21
- Szabó É., Secui M., Kőrössy J. (2013). Structure and levels of young citizens' responsibility. in: Cunningham, P. (ed.): *Identities and citizenship education: controversy, crisis and challenges*. Cice, London. ISBN: 978-1907675201
- Szabó, É., & Kékesi, M. (2016). Examining the concentric structure of the sense of responsibility among high school students. *Applied Psychology*, 16(2), 53-68. doi: 10.17627/alkpszich.2016.2.53
- Szántai, L., & Szabó, É. (2021). Characteristics of the football-specific sense of responsibility of first and second division adolescent athlete. *Hungarian Review of Sport Science*, 22(6), 24-33.
- Varga, G. (2017). Children's image in the picture: Football coaches' beliefs about the relationship between the master and his "joueurs espoir". *Hungarian Review of Sport Sciences*, 71(3), 46-51.
- Yalom, I. D. (2004). *Liebe, hoffnung, Psychotherapie: Das Grose yalom-lesebuch* (1st ed.). btb Verlag. ISBN: 978-3442731732