

## Football coach's strategy in preventing aggressive behavior in adolescents

Estrategia del entrenador de fútbol en la prevención del comportamiento agresivo en adolescentes

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**Abstract.** This study aims to review the types of strategies that football coaches employ to prevent aggressive behavior in adolescents. Using the systematic literature review, data were obtained from articles searched through Google Scholar. The search focused on those published in Scopus-indexed journals published between 2019 and 2024. The keywords involved "Strategy And Soccer Coaches And Prevention And Aggressive Behavior And Teenagers". The search generated 15,400 articles as initial results. To be included in the review, inclusion and exclusion criteria were applied. The articles were screened again using these criteria, and 19 articles that fit the theme and met the inclusion requirements were yielded. The process of the article selection in this study followed the PRISMA guidelines. The main findings of this study emphasized several factors that play a key role in creating a supportive environment for young athletes. The first factor was emotional education. Teaching athletes to recognize and manage their emotions helped football coaches reduce athletes' aggressive reactions, especially during the pressure of competition. In addition, open and consistent communication between soccer coaches and athletes was reported to reinforce positive interpersonal relationships, which in turn lowered levels of aggressiveness on the field. Finally, building a team culture that emphasizes the values of cooperation and mutual respect has also been proven effective in preventing aggressive behavior. Therefore, soccer coaches have a great responsibility not only to develop athletes' technical skills but also to shape their character through an integrative and sustainable approach.

**Keywords:** Strategy, Soccer Coaches, Prevention, Aggressive Behavior, Teenagers

**Resumen.** Este estudio utilizó la revisión sistemática de la literatura para revisar las estrategias relacionadas de los entrenadores de fútbol en la prevención del comportamiento agresivo en los adolescentes. Los datos se obtuvieron de artículos buscados a través de Google Scholar. La búsqueda se centró en los publicados en revistas indexadas en Scopus publicadas en 2019-2024. Las revistas se seleccionaron teniendo en cuenta criterios de inclusión y exclusión. Las palabras clave utilizadas fueron; «Estrategia Y Entrenadores De Fútbol Y Prevención Y Conducta Agresiva Y Adolescentes». La búsqueda generó 15.400 artículos como resultados iniciales. Además, se revisaron de nuevo en varias etapas y se obtuvieron 19 artículos que se ajustaban al tema y cumplían los requisitos de inclusión. Durante la selección de artículos, este estudio siguió las directrices PRISMA. La principal conclusión de este estudio muestra que la educación emocional, la comunicación eficaz y la creación de una cultura de equipo positiva desempeñan un papel clave en la creación de un entorno de apoyo para los jóvenes deportistas. Al enseñar a los deportistas a reconocer y gestionar sus emociones, los entrenadores de fútbol pueden ayudarles a reducir las reacciones agresivas, especialmente bajo la presión de la competición. Además, la comunicación abierta y coherente entre los entrenadores de fútbol y los deportistas refuerza las relaciones interpersonales positivas, lo que a su vez reduce los niveles de agresividad en el campo. La creación de una cultura de equipo que haga hincapié en los valores de la cooperación y el respeto mutuo también ha demostrado su eficacia en la prevención del comportamiento agresivo. Por lo tanto, los entrenadores de fútbol tienen una gran responsabilidad no sólo en el desarrollo de las habilidades técnicas de los deportistas, sino también en la formación de su carácter a través de un enfoque integrador y sostenible.

**Palabras clave:** Estrategia, Entrenadores de fútbol, Prevención, Comportamiento agresivo, Adolescentes.

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### Introduction

Aggression has become an important issue in sports, including football, as it has become an important concern in youth education and coaching. Adolescents are in a developmental phase that is highly susceptible to a range of emotions, and the pressure of competition often triggers aggressive actions that can harm both individuals and groups. Research shows that aggression in sporting contexts does not only occur on the field but can also affect the development of adolescents' character and social relationships outside the sporting arena (Beaver et al., 2016; Huđin et al., 2020; Rodríguez & Chaux, 2022). One of the factors contributing to aggressive behavior among adolescents is the social norms formed within the group. In football, group identity

can reinforce aggressive behavior. Moreover, adolescents feel more attached to their group and thus tend to show aggressive attitudes towards other groups (Beaver et al., 2016; Rodríguez & Chaux, 2022). Research shows that adolescents involved in contact sports, such as soccer, often report higher levels of aggressiveness compared to those involved in non-contact sports (Fuente et al., 2019; Huđin et al., 2020). This suggests that the competitive environment and the nature of the sport itself may influence aggressive behavior. Furthermore, pressure from coaches and teammates can also contribute to aggressive behavior. Coaches who adopt an approach that emphasizes winning above all else can create an atmosphere that supports aggressive behavior on the field (Acharki et al., 2023; Ćišojčić et al., 2022). For this reason, coaches play an important role in

shaping young athletes' attitudes and behaviors. Scholars believe that coaches who adopt a positive and supportive approach can help reduce aggressive behavior among players (Martin et al., 2014). Therefore, it is important for coaches to understand the impact of their approach on adolescents' character development and social behavior.

While coaches play a crucial role in managing aggression, broader educational and psychological interventions are also needed to address the root causes of this behavior. These interventions can complement coaching strategies by equipping adolescents with the tools to manage their emotions and reduce aggression both on and off the field. Education and psychological interventions have been widely recognized as effective tools to reduce aggressive behavior among adolescents. Programs designed to raise awareness of the negative impact of aggression and teach emotion management skills can help adolescents cope with competitive pressures in a more constructive way (Trajković et al., 2020). Research shows that interventions involving physical activity, such as after-school sports programs, can significantly reduce aggressive behavior among adolescents (Trajković et al., 2020). This suggests that sports can serve as a means to develop positive social and emotional skills. In addition, it is important to consider external factors that may influence adolescents' aggressive behavior in sports. For example, media influences and popular culture may reinforce aggressive norms in sports (Fournier, 2013). The media often highlights and celebrates aggressive acts in sports, which can create the perception that such behavior is acceptable or even expected. Therefore, it is important for educators and coaches to be aware of these influences and work to create an environment that supports positive and collaborative behavior on and off the field. In this context, the development of educational programs that focus on the values of sportsmanship, cooperation, and emotional management is essential.

Not only can these programs help reduce aggressive behavior, but they can also contribute to the development of better character among adolescents (Acharki et al., 2023); (ČiMisojčić et al., 2022). Thus, a holistic and integrated approach is needed to address the aggressive behavior issues in sports, especially football, to ensure that adolescents can develop well both inside and outside the sports arena. Further research is needed to understand more about the dynamics of aggressive behavior in sports contexts and to develop effective strategies to address this issue. Research involving multiple perspectives, including psychology, sociology, and education, may provide more comprehensive insights into how we can support adolescents in managing their emotions and behaviors in sports (Rodríguez & Chaux, 2022); (Beaver et al., 2016); (Huđin et al., 2020). By doing so, we can create a more positive and supportive sporting environment for the younger generation. Coaches have a very important role in shaping the behavior of young athletes, not only in improving technical skills, but also in instilling the values of sportsmanship and self-control. In

sports, especially football, coaches are responsible for creating an environment that supports the development of positive character and behavior among young athletes. According to Rahayuni et al. (2023), the approach applied by coaches can significantly influence aggressive behavior that may arise due to competitive pressures and group dynamics. One strategy that can be implemented by coaches is educating their athletes on sportsmanship values. Effective coaches not only focus on the end result, but also on the learning process that involves developing sports character and ethics. By teaching values such as honesty, discipline, and respect for opponents, coaches can help young athletes understand the importance of sportsmanship in sports (Sumarno & Imawati, 2023; Supriyadi et al., 2023). It is not surprising if scholars claim that athletes who are exposed to positive values tend to exhibit better behavior, both on and off the field (Setyawan et al., 2024). Besides education, a good communicative approach between coaches and athletes is very important. Coaches need to create open channels of communication where athletes feel comfortable to share their feelings and experiences. By listening and providing constructive feedback, coaches can help athletes manage their emotions and reduce the tendency to act aggressively (Nurhayati et al., 2023; Zubaida & Anugrah, 2021). Research argues that effective communication can improve the relationship between coaches and athletes, reducing aggressive behavior on the field (Armanda et al., 2021).

Another crucial aspect in preventing aggressive behavior is building a positive team culture. Coaches should strive to build a sense of community and mutual support among team members. By creating an environment where each athlete feels valued and accepted, coaches can reduce the pressure that may lead to aggressive behavior (Subekti et al., 2021; Sujarwo & Purnomo, 2022). Previous studies assert that teams with high solidarity tend to exhibit more positive behaviors and reduce conflicts among team members (Lumba & Rajagukguk, 2022). Regarding training techniques, coaches can also implement certain mental exercises that can reduce aggression, such as emotion management skills. Other mental exercises, such as visualization and breathing techniques, can help athletes cope with the stress and pressure they may experience during competition (Alim, 2020). Research has recommended that such mental training should be integrated into training programs to improve athlete performance and reduce aggressive behavior (Mappaompo, 2024). The next strategy is for coaches to recognize the importance of developing social skills among athletes. Through team activities involving cooperation and collaboration, coaches can help young athletes learn how to interact well with teammates and opponents and manage conflicts that may arise (Nopiyanto & Permadi, 2023; Wahadi et al., 2023). Research suggests that good social skills can reduce aggressive behavior and improve interpersonal relationships among athletes (Darsim & Ninin, 2021). In short, coaches play an integral role in shaping young athletes' behavior, serving not only as instructors of sports skills but also as

mentors who instill values like sportsmanship, discipline, and emotional control. By fostering a positive team culture, incorporating mental exercises, and maintaining open communication, coaches can help athletes manage competitive pressures and minimize aggression. Additionally, coaches must be mindful of external influences, such as media and popular culture, which may promote aggressive norms in sports. Coaches need to continuously develop themselves through continuing education and training. By improving their knowledge and skills, coaches can be more effective in implementing strategies that can minimize aggressive behaviors among young athletes (Apriliyani & Pramono, 2023; Ayuningrum et al., 2021). Research shows that well-trained coaches are better able to create a positive and supportive environment for their athletes (Raibowo et al., 2023). Thus, the role of coaches in shaping the behavior of young athletes is crucial. Through a holistic and integrated approach, coaches can help athletes develop the technical skills, sportsmanship values, and self-control necessary to become successful athletes of good character.

Indeed, research on human movement has touched on many areas. For example, some popular studies investigated the achievement of physical education learning outcomes (Martono et al., 2024; Komari et al., 2024a; Komari et al., 2024b; Septiantoko et al., 2024; Suyato et al., 2024; Widiyanto et al., 2024; Putro et al., 2024; Harmanto et al., 2024; Zulbahri et al., 2024; Susanto et al., 2024), motor development (Susanto et al., 2024; Susanto et al., 2024). Other studies examined specific areas of PE or sports, such as health and fitness sports (Widiyanto et al., 2024a; Widiyanto et al., 2024b; Syaokani et al., 2024; Pranoto, et al., 2024; Astuti et al., 2024; Wayoi et al., 2024; Akhmad et al., 2024), law and sports (Ardiyanto et al., 2024; HB et al., 2024a; HB et al., 2024b), sports communication (Charlina et al., 2024), active lifestyle with exercise (Tafuri et al., 2024a), interval training and physiological (Latino et al., 2024a), circuit training programme (Tafuri et al., 2024b; Tafuri et al., 2024c; Latino et al., 2024b; Latino et al., 2024c; Adirahma et al., 2024), injury risk on sports (Anam et al., 2024a; Fahrosi et al., 2024), endurance training and physiological (Latino et al., 2024c), therapeutic sports (Zanada et al., 2024), movement skills

(Susanto et al., 2023; Anam et al., 2024b; Pranoto et al., 2024), and sports training and performance (Kurniawan et al., 2024; Susanto et al., 2024), curriculum and management of physical education learning (Mardiyah et al., 2024a; Yani et al., 2024; Mardiyah et al., 2024b), and the management of sports education and archery (Hamsyah et al., 2024; Mulyanti et al., 2024; Setyawan et al., 2023a; Setyawan et al., 2023b; Setyawan et al., 2024a; Setyawan et al., 2024b; Destriani et al., 2024), students' motor skills (Sayekti et al., 2024).

Despite the wealth of existing research on the above topics, there is still a lack of scientific research on the types of strategies that football coaches employ to prevent aggressive behavior in adolescents. The lack of research on this topic may hinder understanding, research findings and scientific development in the field. Therefore, it is important to find the right strategy in reducing aggressive behaviour for adolescents that is applied in sports coaching or training programs, especially football sports. With the right strategy from the football coach, it is expected to reduce the aggressor behaviour of athletes or students.

## Materials & Methods

In order to investigate coaching strategies for preventing aggressive behavior among adolescent athletes, this study employed a systematic literature review method, ensuring a comprehensive analysis of the data. This method involved identifying, evaluating, and interpreting all relevant research articles in journal databases. The search was done in Google Scholar using the keywords "Strategy And Soccer Coaches And Prevention And Aggressive Behavior And Teenagers". Based on the initial search, this study generated 15,400 articles from various international journal databases, including Scopus. To be included in the review, inclusion and exclusion criteria were applied as detailed in Table 1. For example, the articles must be published in Scopus-indexed journals. In addition, the publication period was limited between 2019 and 2024. Those articles were then screened again, and 19 articles that fit the theme and met the inclusion requirements were yielded.

Table 1.  
Inclusion and exclusion criteria

Criterion	Inclusion	Exclusion
Period	Journals published in 2019 - 2024	Journals published outside 2019-2024
Indexed	Scopus-indexed international journal	Non-Scopus-indexed international journal
Access	Open access	Close access (Subscription)
Language	English language journal	Non-English language journal
Article Type	Original research article and review article	Conference proceeding, book, book chapter, book series, editorial, etc.
Full Text	Articles fit the scope/topic of research	Articles do not fit the scope/topic of the research
Topic of Discussion	The article's content is relevant to the soccer coach's strategy for preventing aggressive behavior in adolescents.	The article's content is not relevant to the soccer coach's strategy for preventing aggressive behavior in adolescents.

During the article selection, this study followed the "Preferred Reporting Items for Systematic Reviews and Meta-Analyses" (PRISMA) guidelines. These guidelines are expected to produce systematic literature review reports

that are more transparent, complete, and accurate, thus facilitating evidence-based decision-making (Page et al., 2021). This systematic literature review gathered all available scientific evidence according to the inclusion and ex-

clusion criteria (Martín-Moya et al., 2021). The article selection process is illustrated in Figure 1.

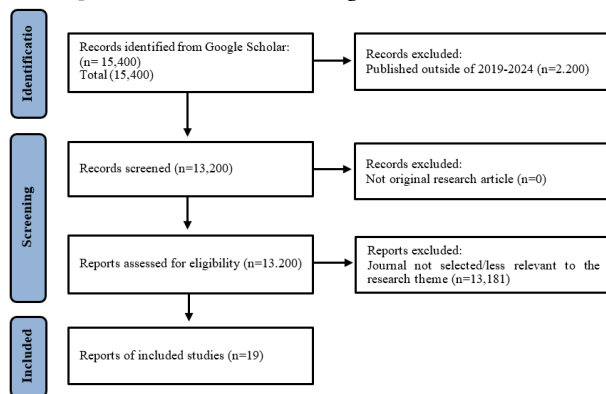


Figure 1. PRISMA flowchart of the article selection process

Table 2.  
Literature review results

Author	Study objectives	Main Findings
(Rochwidawati & Rismarini, 2020)	This study examined the relationship between coping strategies and aggressive behavior in adolescents, as well as tested whether the ability to deal with stress could reduce aggressive tendencies.	There was a significant negative correlation between coping strategies and aggressive behavior in adolescents. Adolescents who had better-coping mechanisms tended to show less aggressive behavior.
(Scheithauer et al., 2020)	Pilot testing was done to observe the effectiveness of the 'Fairplayer Sport' program in reducing aggressive behavior in a preteen football context.	Participation in the 'Fairplayer Sport' program resulted in a sustained reduction in aggressive behavior up to three months after the intervention.
(Davidova & Firsov, 2020)	This research explored the characteristics of adolescent aggressive behavior in extracurricular activities and group dynamics.	The research found that aggressive behavior was influenced by competition and group dynamics, with strong leadership and structured rules reducing aggression.
(Trajković, Madić, et al., 2020)	The research analyzed the impact of a school-based football program on the physical fitness and aggressiveness levels of secondary school students.	It was found that the soccer program improved physical fitness and reduced the physical aggressiveness of students.
(Price et al., 2020)	This research aimed to explore how professional academy football coaches in England understand and apply strategic understanding in player development.	There was significant variation in results in strategic understanding between coaches, although the importance of strategic thinking was recognized.
(Teques et al., 2019)	This research examined the influence of a coach's emotional intelligence on reactive behavior during football matches.	Coaches with high emotional intelligence exhibited more positive reactive behavior, mediated by beliefs in their efficacy.
(Milovanović et al., 2020)	The research assessed prosocial and aggressive behavior among young athletes in six European countries.	Aggressive behavior was found to be rare. More often, the research found verbal aggression, with cross-country variations in this behavior.
(Choi et al., 2019)	It evaluated the effectiveness of team communication interventions in reducing the aggressive behavior of collegiate athletes.	They found that better team communication significantly reduced aggressiveness.
(Ríos et al., 2022)	This research investigated the long-term impact of bullying experiences on individuals participating in youth sports.	The experience of bullying was said to leave a profound negative impact and cause victims to abandon sports.
(Akbar et al., 2023)	These researchers explored how football shaped positive youth behavior and prevented delinquency.	Soccer was effective in shaping character, promoting positive attitudes, and preventing delinquency.
(Rodríguez-Franco et al., 2023)	The research examined the relationship between perfectionism and social dissonance in adolescents involved in competitive sports.	Socially prescribed perfectionism was discovered to correlate with social dissonance and negative psychosocial outcomes, especially in competitive environments (Rodríguez-Franco et al., 2023)
(Yang et al., 2023)	This research evaluated the impact of exercise interventions in reducing aggression in children and adolescents.	Exercise interventions, especially non-contact exercise, significantly reduced aggression, but the effectiveness decreased if the intervention lasted longer than six months.
(Trajković et al., 2020)	The research evaluated the effectiveness of an after-school volleyball program in reducing aggression and improving the physical fitness of adolescents.	The after-school volleyball program successfully reduced aggression and improved the physical fitness of participants.
(Mandala et al., 2022)	This research analyzed the level of aggression and physical fitness of national female handball players.	Attackers/shooters showed higher levels of aggression and physical fitness than other positions.
(Clemente et al., 2022)	This research assessed the impact of recreational soccer training on children's physical fitness and health.	Recreational soccer training was reported to improve physical fitness, muscle strength, and psychosocial well-being.
(Courel-Ibáñez et al., 2019)	This research classified youth profiles based on sportsmanship, vio-	The research indicated that sportive and non-violent adolescents showed higher responsibility than the sportive but violent adolescents.

## Results

The following section presents the key findings of this study, followed by a discussion of their implications in relation to existing literature and the study's research objectives. These results offer valuable insights into coaches' strategies for preventing aggressive behavior in adolescent athletes and provide a foundation for further analysis and interpretation. The detailed results are shown in Table 2.

	lent attitudes, and their influence on personal and social responsibility.	
(Benítez-Sillero et al., 2021)	The research examined the relationship between physical fitness and bullying in adolescents.	Low physical fitness was associated with being a victim of bullying, while high fitness was more likely to be an aggressor.
(Vveinhardt & Fominieni, 2020)	The research explored the internal dynamics of sports organizations that contributed to bullying.	Organizational factors such as a culture that normalized aggression and a lack of clear rules were found to encourage bullying.
(Méndez et al., 2019)	The research analyzed the impact of physical activity on bullying prevalence.	Intensive physical activity can increase aggressiveness in competitive environments.

## Discussion

In an effort to prevent aggressive behavior in adolescents, football coaches must implement a comprehensive and holistic approach. Research shows that emotional education is one of the effective strategies for managing aggressive behavior among young athletes. Previous research claimed that adolescents who have better-coping mechanisms are less likely to exhibit aggressive behavior (Rochwidowati & Rismarini, 2020). Thus, coaches need to teach athletes to recognize and manage their emotions, especially when under the pressure of competition. Programs that focus on developing emotional intelligence can help athletes understand and control their reactions to stressful situations, thereby reducing the likelihood of aggression. The success of such programs has been shown by previous studies reviewed in this article (Kang et al., 2024; Ros-Morente et al., 2022; Tan & ŞYaşın, 2023). For example, coaches can conduct training sessions that focus on self-control and a professional attitude on the field. This training has been shown to be effective in improving athletes' emotional well-being (Can, 2016); Luna et al., 2019). To prevent aggressive behavior in adolescents, football coaches should adopt a holistic approach, focusing on emotional education. Studies show that teaching athletes to recognize and manage emotions, especially under pressure, reduces aggression. Emotional intelligence programs help athletes handle stress and have proven effective in enhancing emotional well-being through training on self-control and professionalism on the field.

In addition to emotional education, a communicative approach is also very important in the interaction between coaches and players. Coaches should create an atmosphere of open communication where players feel heard and supported. Choi et al. (2019) reported that better team communication significantly reduced aggressiveness. It is essential because it can reduce the pressure athletes feel and prevent them from expressing negative emotions through aggressive behaviors (Fochesatto et al., 2022; Lienhart et al., 2020). The sportive and non-violent profile of adolescents shows higher responsibility than the sportive but violent profile (Courel-Ibáñez et al., 2019). Research showed that effective communication between coaches and athletes can improve interpersonal relationships and create a more positive environment (Ortiz-Franco et al., 2024; Valverde-Janer et al., 2023). To improve effective communication, it is also necessary to actively communicate through various programs. Programs such as 'Fairplayer Sport' can result in

a sustained reduction in aggressive behavior up to three months after the intervention (Scheithauer et al., 2020). Football programs increase physical fitness and decrease students' physical aggressiveness (Trajković, Madić, et al., 2020). Additionally, it is effective in shaping character, promoting positive attitudes, and preventing delinquency (Akbar et al., 2023). Thus, coaches need to develop good communication skills and create space for athletes through various programs to share their feelings and experiences.

Building a positive team culture is another important aspect of preventing aggressive behavior. Coaches should strive to build community and mutual support among team members. A supportive environment where each athlete feels valued and accepted can reduce the pressure that may lead to aggressive behavior (Firek et al., 2020; Shaposhnikova et al., 2021). The results of strategic understanding between coaches varied, although the importance of strategic thinking was recognized (Price et al., 2020). Research showed that teams with high cohesion tend to exhibit more positive behaviors and less conflict among team members (Kliziene et al., 2018; Samalot-Rivera & Porretta, 2013). Therefore, coaches need to develop activities that strengthen team bonds and promote cooperation among athletes. In training techniques, coaches can also implement exercises that focus on developing emotion management skills. Coaches with high emotional intelligence exhibit more positive reactive behaviors, mediated by beliefs in their efficacy (Teques et al., 2019). Mental exercises, such as visualization and breathing techniques, can help athletes cope with stress and pressure they may experience during competition (Alcaraz-Muñoz et al., 2020; Ortlieb et al., 2013). Interestingly, research revealed that mental training integrated in training programs can improve athlete performance and reduce aggressive behavior (Bronikowska et al., 2024; González-Valero et al., 2018). Thus, coaches need to incorporate these elements into their training programs to support athletes' emotional development.

Coaches should also recognize the importance of developing social skills among athletes. Through team activities that involve cooperation and collaboration, coaches can help young athletes learn how to interact well with teammates and opponents, as well as manage conflicts that may arise (Carson et al., 2020; Rahmi et al., 2023). Research suggests that good social skills can contribute to a reduction in aggressive behavior and improved interpersonal relationships among athletes (Gil-Madrona et al., 2019); (McArdle et al., 2016). In addition, aggressive

behavior is influenced by competition and group dynamics, with strong leadership and structured rules reducing aggression (Davidova & Firsov, 2020). Coaches play a vital role in developing athletes' social skills through team-based cooperation, which can reduce aggression and improve relationships. Strong leadership and clear rules further manage competition and group dynamics, making it essential for coaches to provide opportunities for athletes to practice these skills in sports settings.

Another important factor to take into account is external factors that can influence athletes' behavior. For example, the influence of media and popular culture can reinforce aggressive norms in sports (Alcaraz-Muñoz et al., 2023; Condello et al., 2021). In addition, the presence of bullying influences can also exacerbate external factors. The experience of bullying leaves a profound negative impact and causes the victim to tend to leave the sport (Ríos et al., 2022). Interestingly, low physical fitness is associated with being a victim of bullying, while high fitness is more likely to be an aggressor (Benítez-Sillero et al., 2021). Organizational factors such as a culture that normalizes aggression and a lack of clear rules encourage bullying (Vveinhardt & Fominienė, 2020). In addition, intensive physical activity can increase aggressiveness in competitive environments (Méndez et al., 2019). External factors like media, popular culture, and bullying can significantly influence athlete behavior. Media often reinforces aggressive norms, while bullying negatively impacts victims, causing some to leave sports. Lower fitness levels are linked to being bullied, while higher fitness is associated with aggressors. Organizational factors, such as cultures that tolerate aggression and unclear rules, also contribute. Additionally, intense physical activity in competitive settings tends to heighten aggression.

On the other hand, recreational football training improves physical fitness, muscle strength, and psychosocial well-being (Clemente et al., 2022). An after-school volleyball program successfully reduced aggression and improved participants' physical fitness (Trajković et al., 2020). Attackers/shooters in sports show higher levels of aggression and physical fitness than other positions (Mandala et al., 2022). Socially prescribed perfectionism is correlated with social dissonance and negative psychosocial outcomes, especially in competitive environments (Rodríguez-Franco et al., 2023). Therefore, it is important for coaches to educate athletes about the impact of these external influences and help them develop a critical attitude toward what they see and hear (Beauchamp et al., 2018; Rodríguez-Bravo et al., 2020). In this way, coaches can help athletes develop a better understanding of expected behaviors in sports contexts. Finally, coaches should continue to develop themselves through continuing education and training. By improving their knowledge and skills, coaches can effectively implement strategies to minimize aggressive behaviors among young athletes (Diez-Fernández et al., 2024; Jacobs et al., 2022). Research showed that well-trained coaches can better create a positive and supportive environment for their athletes (Méndez-Giménez et al., 2022; Wang & Qian, 2024).

Therefore, it is important for coaches to invest in their professional development to increase their impact on athlete development. Overall, the role of coaches in shaping young athletes' behavior is crucial. Through a holistic and integrated approach, coaches can help athletes develop the technical skills, sportsmanship values, and self-control necessary to become successful athletes of good character. Thus, coaches serve not only as teachers of sports skills but also as character educators who can influence athletes' lives outside the sporting arena (Luna et al., 2021); (Kirimoğlu et al., 2014). Coaches play a vital role in developing athletes' skills and character. Sports training improves fitness and reduces aggression, while coaches help athletes manage external pressures. Ongoing coach education ensures a positive environment, promoting both sportsmanship and personal growth.

The development of a positive team culture also has a major influence on adolescent behavior in sports, particularly football. Coaches have a responsibility to instill the values of cooperation, mutual respect, and support among team members. Research showed that when young athletes feel valued and supported by their peers, they are more likely to exhibit positive behaviors and reduce the tendency to act aggressively (Hardoni et al., 2019; Situmorang et al., 2018). Therefore, it is important for coaches to create a supportive environment where each individual feels part of the team. One important aspect of building a positive team culture is emphasizing that winning is not the only goal in sports. Coaches should educate athletes on the importance of process, learning, and experience gained during training and competition. Focusing on skill development and positive experiences can reduce the pressure felt by athletes, which often triggers aggressive behavior (Hardoni et al., 2019; Widayari et al., 2019). Thus, coaches need to communicate these values consistently and clearly to all team members. Consistent and proportional sanctions for inappropriate behavior are also an important part of this strategy. Coaches should have clear policies regarding the consequences of aggressive or other unsportsmanlike behavior. Fair and consistent application of sanctions can help athletes understand the limits of acceptable behavior and encourage them to act more responsibly (Anggraini et al., 2022; Purwaningtyas et al., 2021). In addition, rewards for sportsmanship and positive behavior are also important to motivate athletes to continue to behave well (Hardoni et al., 2019). A positive team culture promotes better behavior in young athletes. Coaches foster cooperation and reduce aggression by focusing on skill development, not just winning. Clear sanctions and rewards for good conduct reinforce responsible actions.

With a combination of emotional education, effective communication, and a positive team culture, coaches can significantly reduce the likelihood of adolescent aggressive behavior during competition in the field. Good emotional education helps athletes recognize and manage their emotions, while open communication creates a channel for athletes to share their feelings and experiences (Astuti et al.,

2021; Nugraha et al., 2020). Thus, coaches not only function as teachers of sports skills but also as character educators who can influence athletes' lives outside the sports arena (Handasah, 2022). The importance of this holistic approach cannot be overlooked, as youth involved in sports often face a range of emotional and social challenges. Research shows that support from coaches and a positive team environment can help adolescents cope with the stress and pressure they face, thereby reducing the risk of aggressive behavior (Pertwi & Hamdan, 2022; Widodo et al., 2022). Aggressive behavior is rare, and more often, verbal aggression, with cross-country variation in this behavior (Milovanović et al., 2020). Exercise interventions, especially non-contact exercise, significantly reduce aggression, but effectiveness decreases if the intervention lasts longer than six months (Yang et al., 2023). Therefore, coaches need to invest in their own self-development and communication skills to create a supportive environment for their athletes (Fadila, 2014; Novitasari & Lastriyanti, 2023). Overall, developing a positive team culture is a key element in preventing aggressive behavior among adolescents in sports. By implementing strategies that include emotional education, effective communication, and upholding the values of cooperation and mutual respect, coaches can create an environment that not only supports the development of technical skills but also builds positive character and behavior among young athletes (Anggraini et al., 2022; Karneli et al., 2019). Coaches play a crucial role in reducing adolescent aggression in sports by fostering emotional education, effective communication, and a positive team culture. Emotional education helps athletes manage their emotions, while open communication provides a space for sharing experiences. Supportive coaching and a strong team environment help adolescents cope with stress, minimizing aggressive behavior. By integrating these strategies, coaches not only teach sports skills but also promote positive character development, creating a more respectful and cooperative environment for young athletes.

## Conclusion

This study aims to systematically review soccer coaches' strategies for preventing aggressive behavior in adolescents. The main conclusions of this study suggest that emotional education, effective communication, and building a positive team culture play a key role in creating a supportive environment for young athletes. By teaching athletes to recognize and manage their emotions, football coaches can help them reduce aggressive reactions, especially under the pressure of competition. In addition, open and consistent communication between soccer coaches and athletes reinforces positive interpersonal relationships, which in turn lowers levels of aggressiveness on the field. Building a team culture that emphasizes the values of cooperation and mutual respect has also been proven effective in preventing aggressive behavior. Therefore, soccer coaches have a great responsibility not only to develop athletes' technical skills but also

to shape their character through an integrative and sustainable approach. The results of this study confirm that such an approach can have a significant positive impact on the behavior and emotional development of young athletes while promoting a healthier and more ethical sporting environment.

## Conflicts of Interest

The authors declare that there are no conflicts of interest.

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