



Sports values and social support: A correlational study

Shofie Amalia Vega^{1abcdef}, Amung Ma'mun^{2aef}, Nuryadi^{1aef},
Syarifatunnisa^{1bcdf}, Anira^{3bcdf}.

¹Department of Physical Education, Health, and Recreation, Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, Bandung, West Java, Indonesia.

²Department of Sports Education, Postgraduate Program, Universitas Pendidikan Indonesia, Bandung, West Java, Indonesia.

³Physical Education Teacher Education for Elementary School Study Program, Universitas Pendidikan Indonesia, Bandung, West Java, Indonesia.

Received: 30 January 2025; Revised: 17 February 2025; Accepted: 25 April 2025;
Available online: 28 April 2025.

Abstract

The correlation between teenagers' sporting ideals and perceived social support from family, friends, and others is examined in this paper. From a stratified random sample, 1,454 teenagers aged 12–18 (50.1% male and 49.9% female) underwent quantitative research using a correlational survey methodology. While the Multidimensional Scale of Perceived Social Support (MSPSS) evaluated degrees of social support, the Youth Sport Values Questionnaire-2 (YSVQ-2) measured sports values. Using Pearson correlation, data were examined. Sports values and social support had a noteworthy but modest positive connection ($r = 0.268$, $p = 0.001$). Among the sources of encouragement, the influence of physical education instructors and coaches was more noticeable than that of family or friends. These findings imply that encouraging good youth development depends on using value-based sports education, particularly via organized programs and motivating adult figures. This study adds to the increasing corpus of research on sports pedagogy and emphasizes how social environments shape teenage ideals using sports.

Keywords: Youth sport values, social support, sport, physical education.

How to Cite: Vega, S. A., Ma'mun, A., Nuryadi, N., Syarifatunnisa, & Anira, A. (2025). Sports values and social support: A correlational study. *Jurnal SPORTIF: Jurnal Penelitian Pembelajaran*, 11(1), 153–167. https://doi.org/10.29407/js_unpgri.v11i1.25009

Authors contribution: a – Preparing concepts; b – Formulating methods; c – Conducting research; d – Processing results; e – Interpretation and conclusions; f - Editing the final version.

INTRODUCTION

Recognized as a basic human right (Veal, 2023), sports significantly help teenagers grow physically, mentally, and socially (Khan et al., 2022; Singh et al., 2023). More than just physical exercise, a sport provides a strong forum for developing moral and psychological aspects, particularly in the crucial adolescent developmental period. Structured sports programs have been found to improve not only teenagers's emotional regulation,



cognitive development, and social integration but also their physical fitness (Martín-Rodríguez et al., 2024; Teques et al., 2024).

By teaching basic values such as honesty, fair play, accountability, and sportsmanship, participation in physical education and young sports events helps to develop character (Juhrodin et al., 2023; Sanchez et al., 2021). These principles are crucial in forming good actions and stopping young people from acting inappropriately. Recent trends have shown, however, growing deviations in youth behavior both inside and outside of the sporting environment from a lack of respect for rules and officials to more severe issues, including violence, doping, and corruption (Mojtahedi et al., 2024; Norvidaitė et al., 2023; Woolway et al., 2021; Fruh et al., 2023). These aberrations indicate the pressing necessity to stress again the moral and social principles ingrained in sports.

Furthermore, a significant issue for Indonesia is the increase in young delinquency, including gambling, drug misuse, theft, truancy, and membership in criminal groups. With an upward trend of 10.7% from 2018 to 2021, data show that about 13,000 cases of young delinquency were reported in 2020 (Mahesha et al., 2024; Murni & Feriyal, 2024). From personal to family and environmental circumstances, the contributing elements to these behaviors range in 2023 (Aazami et al., 2023). Amid this worry, social support is generally acknowledged as a protective element that improves resilience and helps to produce better behavioral results (Casu et al., 2020; Köse et al., 2021).

Offered by parents, friends, instructors, and other trustworthy people, social support can help teenagers engage in physical exercise and absorb good value (Wawrzynski et al., 2022; Lin et al., 2023). Therefore, it is increasingly seen as a strategic way to promote Positive Youth Development (PYD), integrating deliberate social support with organized athletics. Currently seen as a useful framework for combining value education and psychological support through athletics, PYD helps teenagers acquire life skills, moral awareness, and resilience (Anira, 2024; Almeida et al., 2023; Mahmoodabadi et al., 2023).

Though other studies have looked at teenagers' sports values or their perceived social support independently (Berengüí et al., 2024; Kochanek & Erickson, 2020; Yaumulhak et al., 2024), little study has looked at the link between these two variables. The ways in which support systems, especially those of coaches, instructors, family, and friends, help teenagers internalize sports principles vary in clarity. This study fills that void by looking at the relationship between teenagers' sports values and their perceived social support, so it offers empirical data to back up PYD-based intervention models in both sports arenas and classrooms.

Two well-verified devices were chosen for this link. While the Multidimensional Scale of Perceived Social Support (MSPSS) gauges perceived support from three main sources: family, friends, and significant others, the Youth Sport Values Questionnaire-2 (YSVQ-2) measures the moral, competency, and status-related values that adolescents view from sports participation. The selection of these tools was determined not only by their psychometric capabilities but also by their applicability for evaluating the psychological and social aspects crucial for teenage development via sports. Thus, this study aims to find the degree of correlation between the development of sports values in teenagers and social support. This study provides fresh ideas on how value-based sports programs and deliberate support structures might be maximized to foster overall young development. The results should support the scientific debate in sports pedagogy as well as the pragmatic design of young sports programs in colleges and local communities.

METHOD

This study used a quantitative approach with a correlational survey research design, which investigates the possible relationship between two variables and describes their relationship (Fraenkel et al., 2023). This approach is suitable for examining the relationship between youth sports values and social support, providing insight into how these values may influence the social support provided. The participants in this study were junior and senior high school adolescents in Greater Bandung, aged 12-18.

The sample selection in this study used convenience sampling, which is a way of selecting a sample based on the ease of access and availability of research participants. Of the 1749 sample data, 1454 eligible samples comprised 50.1% males and 49.9% females. Data collection in this study obtained permission and approval from respondents through informed consent.

Researchers used the YSVQ-2 instrument, developed in 2013 by (Lee et al., 2013), to measure the relationship between sports values in adolescents. There were 13 items, comprising 5 moral value items reflecting ethical values in sport, such as fair play, honesty, and adherence to rules; 4 competence value items assessing the importance of skill development and individual achievement in sport; and 4 status value items measuring the importance of social status and external achievement in sport, such as winning and recognition from others. The questionnaire was administered on a scale ranging from (-1) the opposite of what I believe, to (5) extremely important. The YSVQ-2 has been validated and demonstrated substantial accuracy, with Cronbach's alpha values above 0.80 in previous studies (Lee et al., 2013).

In addition, to measure social support in family, friends, and significant others, the researcher used The Multidimensional Scale of Perceived Social Support (MSPSS) instrument developed by Zimet et al. (1988). The MSPSS has 12 items, including 4 family indicator items to measure the extent to which a person feels emotional support as well as practical assistance provided by his family; 4 friend indicator items to assess the extent to which a person feels supported by his friends in various situations; and 4 significant other indicator items to assess the extent to which a person feels the presence of someone special in his life who always provides emotional support. The MPSS instrument rating scale is (1) to very strongly disagree and (7) to very strongly agree. The MSPSS has been validated with a Cronbach's alpha value of 0.85, indicating high reliability and consistency in previous studies (Zimet et al., 1988).

The data from filling out the questionnaire was then analyzed and processed using SPSS V.29.0 software. The test analysis used the Rank-Spearman test (non-parametric) because the data was not normally distributed.

RESULT

To understand how teenagers perceive sporting ideals and social support, it is necessary to compare these factors by gender. This comparison helps to determine whether male and female teenagers have comparable degrees of value internalization and perceived support. Table 1 depicts the descriptive data from this study, which provides an overview of these discrepancies.

Table 1. Mean scores of YSVQ-2 and MSPSS by gender

Variable	Male (mean)	Female (mean)
YSVQ-2	35.3	34.7
MSPSS	62.3	62.4

Note: Youth Sport Values Questionnaire-2 (YSVQ-2), Multidimensional Scale of Perceived Social Support (MSPSS)

The results of descriptive data processing in this study will describe how the values of the average sport in adolescents and social support are based on gender. An overview of the data results can be seen in Figure 1 below. The data show that male and female teenagers had generally similar perceptions of sports ideals and perceived social support, with only minor variances. The average score on the YSVQ-2 (Youth Sport Values Questionnaire-2) was 35.3 for males and 34.7 for females, indicating that they internalized sports-related values similarly. Similarly, the MSPSS (Multidimensional Scale of Perceived Social Support) scores were nearly equivalent, with a male average of 62.3 and a female of 62.4, showing a similar level of perceived support between genders.

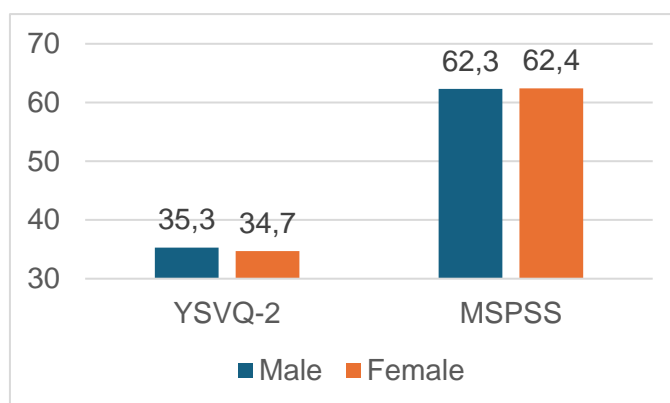


Figure 1. Data description of research findings

Furthermore, to find out whether there is a relationship between sports values and social support, the researcher conducted a Rank-Spearman test (non-parametric). The Rank-Spearman test was chosen because the data was not normally distributed. The results of the normality test can be seen in Table 1. Prior to executing additional statistical analysis, a normality assessment was conducted utilizing the Kolmogorov-Smirnov test to ascertain if the data satisfied the prerequisites for parametric analysis. The findings are displayed in Table 2.

Table 2. Results of the kolmogorov-smirnov normality test

Variable	Statistic	df	Sig
YSVQ-2	,033	1454	<,001
MSPSS	,058	1454	<,001

The findings in Table 2 demonstrate that both the YSVQ-2 and MSPSS variables possess significance values below 0.05, indicating that the data do not conform to a normal distribution. Consequently, non-parametric statistical methods or correlation techniques that are resilient to non-normality may be better suited for examining the association between sporting values and perceived social support.

A Pearson correlation analysis was performed to ascertain the association between teenagers' sports values and perceived social support. The findings of this investigation are displayed in Table 3.

Table 3. Correlation between Sports Values (YSVQ-2) and Perceived Social Support (MSPSS)

Variabel	Correlation Coefficient	Sig
YSVQ-2, MSPSS	.269	.000

Table 3 presents a substantial positive link between sporting values (YSVQ-2) and perceived social support (MSPSS), indicated by a correlation coefficient of $r = 0.269$ and $p < 0.001$. The association, however low to moderate in strength, suggests that more social support correlates with teenagers' heightened internalization of sports ideals. This corroborates the theory that social circumstances facilitate the emergence of value-oriented behaviors via sport.

A correlation study investigated the relationship between teenagers' sports values and their perceived social support. The findings demonstrated a statistically significant positive connection ($r = 0.269$, $p < 0.001$), suggesting that increased perceived social support correlates with enhanced internalization of sports ideals in teenagers. Despite the correlation strength being classified as low, the association is significant, indicating that supportive environments, particularly those involving parents, friends, instructors, and coaches, contribute to the development of adolescents' value systems through sport. These findings validate the study's hypothesis and emphasize the necessity of incorporating social support systems in adolescent sports programs to promote positive character development.

DISCUSSION

This study sought to ascertain the correlation between teenagers' sporting ideals and their perceived social support. The analysis demonstrated a notable positive connection ($r = 0.269$; $p < 0.001$), however categorized as weak (Schober & Vetter, 2020). This suggests that although social support is not the sole determinant of sports values, it significantly contributes to the development of adolescents' character through sport-related activities. The data indicated that male adolescents had a higher average in sports values than their female counterparts. This might be

ascribed to the greater possibilities and encouragement afforded to males for participation in sports, hence enhancing their exposure to and internalization of sports-related ideals (Emmonds et al., 2023). Conversely, the average social support score was elevated among females. This phenomenon may be attributed to females' elevated empathy and relational sensitivity, rendering them more receptive to social feedback and emotional support (Wu et al., 2020).

Social support, especially from family and peers, significantly influences the development of values in adolescents. Parental support, specifically, bolsters adolescents' self-esteem and fortifies their moral comprehension (Ren et al., 2020). Parents serve as significant role models in the transmission of values, particularly during early development (Alshammari et al., 2021; Masduki et al., 2024). A robust parent-child relationship can enhance mental well-being and promote the adoption of constructive behaviors (Yan et al., 2024). This is especially pertinent in sports contexts, where ethical and prosocial principles are frequently integrated into organized physical activity.

The data indicated that social support was more pronounced among females, corroborating Tifferet (2020) findings that women tend to be more expressive in emotional sharing and more engaged in cultivating interpersonal relationships, both in person and on social media. Nevertheless, while social support is significant, it exerts a more pronounced influence on sports involvement than on the direct formation of moral principles (Kaya et al., 2022). This suggests that supplementary agents such as educators and trainers influence imparting sports ideals.

Teachers and coaches are crucial in creating learning environments that deliberately incorporate value-based teaching. They assist adolescents with reflection, goal-setting, and behavioral modeling, essential components of Positive Youth Development (PYD) (Mora et al., 2021; Płoszaj et al., 2020). Sports and physical education programs that incorporate organized values have demonstrated efficacy in cultivating empathy, accountability, and fair play (Roccliffe et al., 2023; Schmidt et al., 2020). Bean et al. (2020)

asserted that when coaches establish explicit psychosocial objectives in their programs, adolescents are more inclined to cultivate transferable life skills.

Moreover, the incorporation of Positive Youth Development (PYD) concepts in sports curricula exemplified by Kendellen's approach, which emphasizes a certain psychosocial skill in each session, has demonstrably enhanced youth development results (Julianti et al., 2024; Anira et al., 2021). In Indonesia, there persists a preference for achievement-oriented sports over developmental approaches to sport (Rahadian et al., 2021). A paradigm shift is necessary, one that prioritizes youth character development within sports policy and practice (Ma'mun, 2019; Suardika et al., 2022). Internationally, efforts such as China's Sport for Development and Peace (SDP) exemplify how sports may advance national objectives, including the Sustainable Development Goals (SDGs) while maintaining their developmental integrity (Li et al., 2022).

This study presents empirical evidence of a favorable association between teenagers' sports values and perceived social support. The results underscore the significance of integrating value-based sports initiatives with robust support networks from families, friends, and educators. It underscores the capacity of sports to enhance physical well-being while also functioning as a medium for character education and youth development.

This research enhances the discourse on development through sport by highlighting the incorporation of social and moral aspects in youth sports policy and practice. This study also fills a gap in the literature by concentrating on the interplay between social support and sports values, a relationship seldom examined in prior research. This study possesses multiple drawbacks. It depends on self-report instruments, which may be influenced by social desirability bias. The cross-sectional methodology restricts causal interpretation, and the study failed to delineate the sources of social support comprehensively. Future studies should employ longitudinal designs and more profound qualitative insights to elucidate how

various forms of assistance affect the internalization of sports ideals over time.

CONCLUSION

This study shows that a substantial positive correlation exists between teenagers' sports values and their perceived social support. Despite the association being classified as weak, the results demonstrate that supportive relationships especially from family, peers, educators, and coaches significantly influence the development of positive values through sport. Male adolescents generally exhibit elevated sports value ratings attributed to more frequent engagement in sports, whereas female adolescents report greater levels of social support. These insights underscore social and moral development's significance in youth sports programs. To enhance the developmental influence of sports, educational and policy frameworks must embrace a development through sport approach that emphasizes value education in conjunction with physical accomplishment.

REFERENCES

- Aazami, A., Valek, R., Ponce, A. N., & Zare, H. (2023). Risk and Protective Factors and Interventions for Reducing Juvenile Delinquency: A Systematic Review. In *Social Sciences* (Vol. 12, Issue 9). Multidisciplinary Digital Publishing Institute (MDPI). <https://doi.org/10.3390/socsci12090474>
- Almeida, L., Dias, T. S., Côte-Real, N., Menezes, I., & Fonseca, A. M. (2023). Positive youth development through sport and physical education: a systematic review of empirical research conducted with grade 5 to 12 children and youth. *Physical Education and Sport Pedagogy*. <https://doi.org/10.1080/17408989.2023.2230208>
- Alshammari, A. S., Piko, B. F., & Fitzpatrick, K. M. (2021). Social Support and Adolescent Mental Health and Well-Being Among Jordanian Students. *International Journal of Adolescence and Youth*, 26(1), 211–223. <https://doi.org/10.1080/02673843.2021.1908375>
- Anira. (2024). Journal of Teaching Physical Education in Elementary School Exploring the Interconnectedness of Moral, Competence, and Status Values in Elementary School Athletes. In *TEGAR* (Vol. 7, Issue 2). <https://doi.org/https://dx.doi.org/10.17509>

- Anira, A., Syarifatunnisa, S., Ma'mun, A., & Rahayu, N. I. (2021). Integrating Life Skills through Physical Activities Programs. *Jurnal Pendidikan Jasmani Dan Olahraga*, 6(1), 68–74. <https://doi.org/10.17509/jpjo.v6i1.26621>
- Bean, C., Kramers, S., & Harlow, M. (2020). Exploring Life Skills Transfer Processes in Youth Hockey and Volleyball. *International Journal of Sport and Exercise Psychology*, 20(1), 263–282. <https://doi.org/10.1080/1612197X.2020.1819369>
- Berengüí, R., Parra-Plaza, F. J., & Castejón, M. (2024). Values Scale for Positive Youth Development in Sport. *European Journal of Investigation in Health, Psychology and Education*, 14(10), 2657–2670. <https://doi.org/10.3390/ejihpe14100175>
- Casu, G., Gentili, E., & Gremigni, P. (2020). Future Time Perspective and Perceived Social Support: The Mediating Role of Gratitude. *International Journal of Environmental Research and Public Health*, 17(18), 1–11. <https://doi.org/10.3390/ijerph17186707>
- Emmonds, S., Till, K., Weaving, D., Burton, A., & Lara-Bercial, S. (2023). Youth Sport Participation Trends Across Europe: Implications for Policy and Practice. *Research Quarterly for Exercise and Sport*, 95(1), 69–80. <https://doi.org/10.1080/02701367.2022.2148623>
- Fraenkel, J. R. ., Wallen, N. E. ., & Hyun, H. H. . (2023). *How to Design and Evaluate Research in Education* (Eleventh Edition). McGraw Hill LLC.
- Fruh, K., Archer, A., & Wojtowicz, J. (2023). Sportswashing: Complicity and Corruption. *Sport, Ethics and Philosophy*, 17(1), 101–118. <https://doi.org/10.1080/17511321.2022.2107697>
- Juhrodin, J., Munanjat Saputra, Y., Ma'mun, A., & Yudiana, Y. (2023). The integration of the universal values of sport into physical education: Positive Youth Development (PYD) framework. *Jurnal SPORTIF : Jurnal Penelitian Pembelajaran*, 9(2), 260–273. https://doi.org/10.29407/js_unpgri.v9i2.19859
- Julianti, R. R., Suherman, A., Ma'mun, A., Budiana, D., Fitri, E., Sari, N., Ridwan, M., Festiawan, R., & Hamdani, F. (2024). Implementation of Intentionally Structured Psychosocial Through Folk Games and Traditional Sports in Elementary School Students. *Retos*, 60, 810–815. <https://doi.org/10.47197/retos.v60.108208>
- Kaya, A., Küçükbiş, H. F., & Özkurt, B. (2022). The Relationship Between the Levels of Social Support That Middle and High School Students Receive during the Physical Activities and Their Happiness. *Educational Policy Analysis and Strategic Research*, 17, 0–1. <https://doi.org/10.29329/epasr.2022.461.6>
- Khan, A., Dhingra, M., & Mungreiphy, N. K. (2022). Sports Participation and Well-being of Adolescents: Are They Related? *International Journal of Human Movement and Sports Sciences*, 10(2), 351–360. <https://doi.org/10.13189/saj.2022.100228>

- Kochanek, J., & Erickson, K. (2020). Interrogating Positive Youth Development Through Sport Using Critical Race Theory. *Quest*, 72(2), 224–240. <https://doi.org/10.1080/00336297.2019.1641728>
- Köse, S., Baykal, B., & Bayat, İ. K. (2021). Mediator Role of Resilience in The Relationship Between Social Support and Work Life Balance. *Australian Journal of Psychology*, 73(3), 316–325. <https://doi.org/10.1080/00049530.2021.1895678>
- Lee, M., Whitehead, J., Ntoumanis, N., & Hatzigerogiadis, A. (2013). How Do Values Influence Attitudes and Achivment Goals? Relationship Between Values, achivment Orientations and Attitudes in Youth Sport. In *Values in Youth Sport and Physical Education* (pp. 85–103). Routledge. <https://doi.org/10.4324/9780203114155>
- Li, Y., Bairner, A., & Kawashima, K. (2022). ‘Tiyu (体育)’ for Development and Peace? An Examination of Attitudes and Possibilities of the People’s Republic of China Regarding the Sport for Development and Peace (SDP) Movement. *Sustainability*, 14(21). <https://doi.org/10.3390/su142113734>
- Lin, H., Chen, H., Liu, Q., Xu, J., & Li, S. (2023). A Meta-Analysis of the Relationship Between Social Support and Physical Activity in Adolescents: The Mediating Role of Self-Efficacy. *Frontiers in Psychology*, 14(January), 1–14. <https://doi.org/10.3389/fpsyg.2023.1305425>
- Mahesha, A., Anggraeni, D., & Adriansyah, M. I. (2024). Mengungkap Kenakalan Remaja: Penyebab, Dampak, dan Solusi. *PRIMER: Jurnal Ilmiah Multidisiplin*, 2(1), 16–26. <https://doi.org/10.55681/primer.v2i1.278>
- Mahmoodabadi, H. Z., Ebrahimi, A., & Soreshjani, R. H. (2023). Effectiveness of the Positive Youth Development (PYD) Program on reducing aggression among high school female students. *BMC Women’s Health*, 23(1), 1–7. <https://doi.org/10.1186/s12905-023-02487-w>
- Ma'mun, A. (2019). The Indonesian National Sports Games (PON): Expectations and Reality. *Jurnal Pendidikan Jasmani Dan Olahraga*, 4(1), 48–54. <https://doi.org/10.17509/jpjo.v4i1.15049>
- Martín-Rodríguez, A., Gostian-Ropotin, L. A., Beltrán-Velasco, A. I., Belando-Pedreño, N., Simón, J. A., López-Mora, C., Navarro-Jiménez, E., Tornero-Aguilera, J. F., & Clemente-Suárez, V. J. (2024). Sporting Mind: The Interplay of Physical Activity and Psychological Health. *Sports*, 12(1), 1–41. <https://doi.org/10.3390/sports12010037>
- Masduki, Y., Roviana, S., Hopid, A., Yunianti, F. S., & Kistoro, H. C. A. (2024). Models of Parenting and Education in Instilling Character Values: Case Study on Children with Single Parents in Indonesia . *Dirasat: Human and Social Sciences*, 51(5), 1–12. <https://doi.org/https://doi.org/10.35516/hum.v51i5.4>

- Mojtahedi, D., Webb, T., Leadley, C. B., & Jones, M. (2024). Match Officials and Abuse: A Systematic Review. *European Sport Management Quarterly*, 24(1), 199–221. <https://doi.org/10.1080/16184742.2022.2099441>
- Mora, - López, Flores, M. c, Moral-, V., M.c, O., & Hernández, G. (2021). Enseñando Valores y Potenciando la Prosocialidad. Lo Que Promueven Los Entrenadores y lo que Interiorizan los Deportistas. *Cuadernos de Psicología Del Deporte*, 21(2), 59–71. <https://doi.org/10.6018/cpd>
- Murni, D. E. S., & Feriyal, F. (2024). Hubungan Pola Asuh Otoriter dengan Kenakalan Remaja pada Kelas XI di SMK Telematika Sindangkerta Kabupaten Indramayu. *Nautical: Jurnal Ilmiah Multidisiplin*, 2(12). <https://doi.org/10.55904/nautical.v2i12.661>
- Norvidaitė, I., Biečiūtė, P., & Lapis, V. (2023). Injuries and Violence in Sports: “What Happens On The Court Stays On The Court?” Vilnius University Open Series, 79–97. <https://doi.org/10.15388/tmp.2023.4>
- Płoszaj, K., Firek, W., & Czechowski, M. (2020). The referee as an educator: Assessment of the quality of referee–players interactions in competitive youth handball. *International Journal of Environmental Research and Public Health*, 17(11), 1–21. <https://doi.org/10.3390/ijerph17113988>
- Rahadian, A., Ma'mun, A., Mutohir, T. C., Irianto, D. P., & Korespondensi, P. (2021). Gerakan Sport for All Kunci Keberhasilan Olahraga Indonesia The Sport for All Activities is The Key to the Success of Indonesian Sports. *Jurnal Olahraga Pendidikan Indonesia (JOPI)*, 1(1), 78–95. <https://doi.org/10.54284/jopi.v1i1.7>
- Ren, Z., Hu, L., Yu, J. J., Yu, Q., Chen, S., Ma, Y., Lin, J., Yang, L., Li, X., & Zou, L. (2020). The influence of social support on Physical Activity in Chinese Adolescents: The Mediating Role of Exercise Self-Efficacy. *Children*, 7(23). <https://doi.org/10.3390/children7030023>
- Rocliffe, P., Adamakis, M., O'Keeffe, B. T., Walsh, L., Bannon, A., Garcia-Gonzalez, L., Chambers, F., Stylianou, M., Sherwin, I., Mannix-McNamara, P., & MacDonncha, C. (2023). The Impact of Typical School Provision of Physical Education, Physical Activity and Sports on Adolescent Mental Health and Well-being: A Systematic Literature Review. *Adolescent Research Review*, 9(2), 339–364. <https://doi.org/10.1007/s40894-023-00220-0>
- Sanchez, R. D., Hanrahan, T., & Concannon, J. (2021). Promoting Sportsmanship Awareness: An Application of Teaching A Personal and Social Responsibility Model In Middle School Physical Education. *Journal of Physical Education and Sport Management*, 12(1), 19–33. <https://doi.org/10.5897/JPEsm2021.0360>
- Sari, P., Ma, A., & Firmansyah, H. (2024). Sports Program to Promote Positive Youth Development (PYD) (Study literature review). *ASEAN*

- Journal of Sport for Development and Peace, 4(1), 49–68.
<https://doi.org/https://doi.org/10.17509/ajsdp.v4i1>
- Schmidt, S. K., Reinboth, M. S., Resaland, G. K., & Bratland-sanda, S. (2020). Changes in Physical Activity, Physical Fitness and Well-Being Following a School-Based Health Promotion Program in a Norwegian Region with a Poor Public Health Profile: A Non-Randomized Controlled Study in Early Adolescents. *International Journal of Environmental Research and Public Health*, 17(3), 896.
<https://doi.org/10.3390/ijerph17030896Int>.
- Schober, P., & Vetter, T. R. (2020). Correlation Analysis in Medical Research. *Anesthesia & Analgesia*, 130(2), 332.
<https://doi.org/10.1213/ANE.0000000000004578>
- Singh, B., Olds, T., Curtis, R., Dumuid, D., Virgara, R., Watson, A., Szeto, K., O'Connor, E., Ferguson, T., Eglitis, E., Miatke, A., Simpson, C. E. M., & Maher, C. (2023). Effectiveness of Physical Activity Interventions for Improving Depression, Anxiety, and Distress: An Overview of Systematic Reviews. *British Journal of Sports Medicine*, 57, 1203–1209. <https://doi.org/10.1136/bjsports-2022-106195>
- Suardika, K., Ma'mun, A., Kusmaedi, N., Budiana, D., Mile, S., & Purnomo, E. (2022). Integration of life Skills into Basic Student Basketball Training Program for Positive Youth Development. *Cypriot Journal of Educational Sciences*, 17(9), 3184–3197.
<https://doi.org/10.18844/cjes.v17i9.7180>
- Teques, A. P., de Oliveira, R. F., Bednarikova, M., Bertollo, M., Botwina, G., Khomutova, A., Turam, H. E., Dinç, İ., López-Flores, M., & Teques, P. (2024). Social and Emotional Skills in at-Risk Adolescents through Participation in Sports. *Sports*, 12(7).
<https://doi.org/10.3390/sports12070181>
- Tifferet, S. (2020). Gender Differences in Social Support on Social Network Sites: A Meta-Analysis. In *Cyberpsychology, Behavior, and Social Networking* (Vol. 23, Issue 4, pp. 199–209). Mary Ann Liebert Inc.
<https://doi.org/10.1089/cyber.2019.0516>
- Veal, A. J. (2023). Sport and Human Rights: Assessing the Performance of Nation States in Assuring the Right to Sport Participation. *European Journal for Sport and Society*, 20(2), 140–160.
<https://doi.org/10.1080/16138171.2022.2032920>
- Wawrzynski, S. E., Alderfer, M. A., Kvistad, W., Linder, L., Reblin, M., Guo, J. W., & Cloyes, K. G. (2022). The Social Networks and Social Support of Siblings of Children with Cancer. *Children*, 9(1).
<https://doi.org/10.3390/children9010113>
- Woolway, T., Elbe, A. M., Barkoukis, V., Bingham, K., Bochaver, K., Bondarev, D., Hudson, A., Kronenberg, L., Lazuras, L., Mallia, L., Ntovolis, Y., Zelli, A., & Petróczi, A. (2021). One Does Not Fit All: European Study Shows Significant Differences in Value-Priorities in

Clean Sport. *Frontiers in Sports and Active Living*, 3.
<https://doi.org/10.3389/fspor.2021.662542>

Wu, Y., Hall, A. S. M., Siehl, S., Grafman, J., & Krueger, F. (2020). Neural Signatures of Gender Differences in Interpersonal Trust. *Frontiers in Human Neuroscience*, 14. <https://doi.org/10.3389/fnhum.2020.00225>

Yan, Z., Yu, S., & Lin, W. (2024). Parents' Perceived Social Support and Shildren's Mental Health: The Chain Mediating Role of Parental Marital Quality and Parent–Child Relationships. *Current Psychology*, 43(5), 4198–4210. <https://doi.org/10.1007/s12144-023-04625-x>

Yaumulhak, A., Ma'mun, A., Hambali, B., Syarifatunnisa, & Anira. (2024). Sports Values Physical Education for Students: Moral, Competence, and Status Values. *Edu Sportivo*, 5(2), 110–118. [https://doi.org/10.25299/es:ijope.2021.vol5\(2\).15440](https://doi.org/10.25299/es:ijope.2021.vol5(2).15440)

Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment*, 52(1), 30–41. https://doi.org/10.1207/s15327752jpa5201_2