

SOCIAL RESPONSIBILITY IN SPORT CLUBS – PERCEPTIONS OF YOUNG FOOTBALL PLAYERS IN FINLAND

Faculty of Sport and Health Sciences

Valtteri Karjalainen

Responsible Management and Business of Sport

Master`s Thesis

Faculty of Sport and Health Sciences

University of Jyväskylä

Spring 2023

TIIVISTELMÄ

Karjalainen, V. 2023. Sosiaalinen vastuullisuus urheiluseuroissa - nuorten jalkapalloilijoiden käsityksiä Suomessa. Liikuntatieteellinen tiedekunta, Jyväskylän yliopisto, Responsible Management and Business of Sport -ohjelman pro gradu -tutkielma, 92 s., (1 liite).

Tämä pro gradu -tutkielma käsittelee sosiaalista vastuullisuutta urheilussa ja Suomen juniorijalkapallossa. Tutkielmassa tarkastellaan nuorten jalkapalloilijoiden käsityksiä sosiaalisesta vastuullisuudesta. Aihe on merkittävä liikuntatieteissä ja urheilujohtamisen alueella, sillä sosiaaliseen vastuullisuuteen liittyvät ilmiöt ovat lisääntyneet sekä Suomessa että globaalisti. Tämänhetkiset tutkimukset sosiaalisesta vastuullisuudesta urheilussa kattavat enimmäkseen ulkomaalaisten tutkijoiden teorit ja suurten organisaatioiden tieteelliset rakenteet. Nämä ovat nähtävissä enimmäkseen Euroopassa sekä Pohjois-Amerikassa. Jalkapallo pelaajien käsityksiä tästä aiheesta ei olla tutkittu kovinkaan syvällisesti ennen tätä tutkimusta Suomessa. On huomionarvoista, että tämä pro gradu ei ole erityisesti lajispesifi jalkapalloon itsestään vaan tutkimus voidaan soveltaa moniin muihin lajeihin myös. Tämä seikka tekee tästä tutkimuksesta yleishyödyllisen urheilussa kokonaisuudessaan. Tutkimuskysymykset ovat; kuinka nuoret jalkapalloilijat ymmärtävät sosiaalisen vastuullisuuden ja miten sosiaalinen vastuullisuus toteutuu heidän joukkueissaan? Tutkimusaineisto kerättiin internet-pohjaisella kyselylomakkeella, joka lähetettiin 16–19 -vuotiaalle juniorijalkapalloilijoille Suomessa tammikuussa 2023. Tutkimus tehtiin monimetodisena, laadullisen ja määrällisen tutkimuksen yhdistelmänä, jossa 159 osallistujaa vastasi kyselyyn ja se sisälsi monivalintakysymyksiä sekä joitakin avoimia kysymyksiä. Tuloksissa ikäryhmien, paikkakuntien koon sekä sukupuolen mukaan jaettuna sosiaalisessa vastuullisuudessa nähtiin joitakin eroavaisuuksia näiden kysymyksiä vastauksissa. Johtopäätöksinä voidaan mainita, että nuoret jalkapalloilijat Suomessa kokevat sosiaalisen vastuullisuuden verrattaen samalla tavalla kuin tämän pro gradun kirjallisuuskatsauksessa. Samat arvot korostuivat vastauksissa ja kirjallisuudessa, mutta sosiaalisen vastuullisuuden konsepti oli hieman vieras pelaajille. Sosiaalinen vastuullisuus nähtiin myös usein miten kasvavana trendinä tulevaisuudessa jalkapallossa. Tulevaisuudessa, toivottavasti, sosiaalisen vastuullisuuden aiheet nostetaan entistä enemmän esiin suomalaisessa urheilu ympäristössä.

Avainsanat: sosiaalinen, vastuullisuus, jalkapallo, urheilu, Suomi

ABSTRACT

Karjalainen, V. 2023. Social Responsibility in Sport Clubs - Perceptions of Young Football Players in Finland. Faculty of Sport and Health Sciences, University of Jyväskylä, Science of Responsible Management and Business of Sport, 92 pp. (1 appendix).

This master's thesis is dealing with social responsibility in sports and the Finnish junior football area. Perceptions of young football players on social responsibility are examined in this thesis. The subject is significant to the sport sciences field and sport management because this social responsibility topic-related issues have increased both in Finland and globally. Current research about social responsibility in sports comprises mostly the theories by foreign researchers and the frameworks of large organizations. These are seen in Europe and North America for the most part. Football players' perceptions on this issue have not been studied very deeply before this study in Finland. It is noteworthy that this thesis is not particularly sports-specific to football itself, but the research can be applied to many other sports as well. This fact makes this study generally valuable in sports entirely. The research questions are how young football players understand social responsibility and how social responsibility is implemented in their own teams? The research data was gathered by an online questionnaire that was sent to junior football players in Finland, 16-19 years old in January 2023. The research was done by a mixed method, a qualitative and quantitative research combination so that 159 participants answered the questionnaire, and it contained multiple choice questions as well as some open questions. In the results, divided by age groups, municipalities' sizes, and gender was seen some differences between these questions' answers. In conclusions, there could be mentioned that young football players in Finland perceive social responsibility in relatively the same way as the literature presented in this thesis. The same values were emphasized in the answers as in the literature, but the concept of social responsibility was a little unknown among players. Social responsibility was seen often as a growing trend in the future of football. In the future, hopefully, social responsibility issues will be raised even more in the Finnish sports clubs' environments.

Key words: social, responsibility, football, sports, Finland

ABBREVIATIONS

CSR	corporate social responsibility
FIFA	Fédération internationale de football association
UEFA	Union of European Football Associations
COVID-19	Coronavirus disease 2019
FAF	Football Association of Finland
SROI	Social Return on Investment
UN	The United Nations
IOC	The International Olympic Committee
TSPR	Teaching Personal and Social Responsibility
EU	The European Union

CONTENTS

TIIVISTELMÄ

ABSTRACT

1 INTRODUCTION	1
1.1 Aims of the study	Error! Bookmark not defined.
1.2 Structure of this thesis	3
2 FOOTBALL AS A SPORT	4
2.1 Football in Finland	4
2.2 Junior football in Finland	6
2.3 Men's football in Finland	8
2.4 Women's football in Finland	9
2.5 Football's future landscape in Finland	12
3 SUSTAINABLE DEVELOPMENT GOALS AND SOCIAL RESPONSIBILITY	13
3.1 Social responsibility	15
3.2 Good governance attributes	18
4 SOCIAL RESPONSIBILITY IN SPORTS	20
4.1 Social responsibility in physical education	25
4.2 Social responsibility in football	25
4.3 Social irresponsibility in junior sports	29
5 RESEARCH DESIGN	31
5.1 The reliability of the study	31
5.2 Data and methodology	31
5.3 Ethical considerations	38
6 RESULTS	39
6.1 Football themes	39
6.2 Responsibility themes	50

7 DISCUSSION	75
8 CONCLUSIONS	77
8.1 Limitations of the study	77
8.2 Suggestions for future studies	78
REFERENCES	79
APPENDICES	
Appendix 1: Questionnaire	

1 INTRODUCTION

The importance of social responsibility is increasing all the time in sports organizations and there is a constant need of researching it more and more. Nowadays, there is a possibility that people understand social responsibility quite often as corporate social responsibility (CSR) area. This is emphasized especially in the field of business. However, the scope of this thesis is to merely focus on the social aspect of responsibility. This is because the Finnish youth sports clubs, which are examined, are non-profit-making organizations. Also, only a few number studies exists about this topic in the context of Finland. Based on the previous literature, however, the equality aspect in sports has been studied extensively, especially the research relating to race and gender was emphasized (Jauhola, 2022). Therefore, this research is beneficial for the football and sports community entirely.

Corporate social responsibility (CSR) and social responsibility are still closely related concepts to each other (Upén, 2019). Keeping this in mind, the governmental side will be discussed from a sports organization's perspective. Another dimension internationally is the sport pedagogy field that has utilized social responsibility methods in its programs for many decades (Hellison, 2011). The main focus of this thesis is to look at the players' opinions on social responsibility and how it is implemented in their operational environment. The secondary focus is the operational level of Finnish football clubs and how they apply social responsibility in their programs. In this thesis, the research questions target on how Finnish junior football players understand social responsibility and how social responsibility is implemented in the teams. Are the differences between genders' answers showed in the questionnaire results of this thesis or not is one focus point of this thesis as well. In this thesis, social responsibility is also closely related to ethics, fair play, and philanthropy.

The aim of this master's thesis is to investigate how Finnish junior football players 16-19 years old, perceive social responsibility in sports. Their angles on different things related to social responsibility are represented, such as players' awareness, the future landscape, and the actions toward resolving issues regarding social responsibility. Also, the roles of realizing, implementing, and the importance of social responsibility realization are the targets of the study. The meaning areas of social responsibility and own athlete career landscape are also a part of the research. In this thesis, I also study the future generation of football in Finland on how their opinions might change the current landscape when they are in the adult series as

players and possible actors. Data, which was sent to 10 000 junior football players in the Finnish series, were collected by means of an online questionnaire that included questions about football and other background information. The thesis offers information most importantly on how youth football players understand social responsibility in the sports context, and provides insights into their clubs' operations on this phenomenon.

The theory used in this thesis is based on the sustainable development goals of the United Nations in accordance with social responsibility, social responsibility as a concept from various sources, and social responsibility in sports as the main themes. The questionnaire that was sent to the players is found in the Appendix 1.

1.1 Aims of the study

The aim of this research is to answer the research question of social responsibility implementation in Finnish sports clubs. More specifically, junior football clubs are the target group of this research. The results of this research can give direction on which way the sports clubs can focus their social responsibility programs in the future. Making social responsibility more noticed as a concept in Finland and possibly abroad as well could be the most essential outcome of this study.

1.2 Structure of this thesis

The thesis outline comprises literature review chapters, first, football as a sport aspect from a general point of view. Sustainable development goals and social responsibility are the following theme of the thesis. After this, social responsibility is presented and social responsibility in sports is following this chapter. After the literature review sections, the research design is introduced and followed by results, discussion, and conclusion as the last section. The results represent the findings and the analysis of the questionnaire sent to the junior football players in Finland. After this, the discussion section ponderers the literature review and the combination of the results. The conclusion is the last section of the thesis and offers a summary of all the sections combined. The appendix is found at the end of the thesis.

2 FOOTBALL AS A SPORT

The history of football began in the late 1700s in England (Uusi-Pohjola, 2020). Modern football has been around since the mid-1800s first in England where it spread to other parts of Europe (Itkonen & Nevala, 2007). This fact could be one of the reasons why football has grown to be the most popular sport in the world and the sport is sometimes called ‘a king sport’ due to the game’s long historical roots (Itkonen & Nevala, 2007). Other reasons could be the accessibility of the sport, the early establishment of international tournaments and governing bodies, distinct development paths of individual countries in football, and the development of football emerging along post-colonial lines (Szerovay 2022). Thereby, football has elaborated cultural importance all over the world. (Itkonen & Nevala, 2007). The governing body of football is FIFA (Fédération internationale de football association) internationally, whose current aim is to have at least 50 national teams and 50 clubs from all continents that can compete at a top competitive level (FIFA). In Europe, the governing body is UEFA (Union of European Football Associations) which is owned by FIFA (UEFA, 2019).

While Finland has not been recognized as the most traditional football country in the world success-wise throughout the history, football still has a relevant role in children’s and youth junior sports in Finland. The following chapters discuss football in Finland, more specifically, junior aspects and gender-specific questions of football. The history, status quo, and the future of football in Finland are included in the last sections. The sport-specific theory section is offered in the text because the research is focused especially on football in Finnish surroundings.

2.1 Football in Finland

First, it must be understood that football has been played in Finland for a long period of time and, thereby, it has long roots and history. As introduced previously, social responsibility is the main aspect of this research. Social responsibility as a term, however, compared to the sport of football has been in use for a much shorter time. The economic side of responsibility has been also in usage for more time than social aspect of responsibility. This could be the reason why, for example, the economic side of corporate social responsibility in sports in developed countries might be often more common as a concept. Football in Finland was first played in the

late 1800s, first in the town of Turku, in the southwest of the country, and from there the sport rapidly expanded to other parts of the country. (Lautela, & Wallén, 2007.) According to the *Hufvudstadsbladet*, (the largest Swedish speaking newspaper in Finland), the more precise year of football's entrance to Finland was 1876 (Vettenniemi, 2007). Ivar Wilskman and Viktor Heikel are considered to be the pioneers of bringing football to Finland (Lautela, & Wallén, 2007). Football began to spread when it was adopted to be part of the schools' physical education curriculum (Lautela, & Wallén, 2007). All around, the organization of the Finnish sports system happened in the late 1800s along with football's entrance at the same period of time (Elenius, 2019). One of the most important figures of Finnish football historically is Erik von Frenckell, who was the chairperson of the Finnish Football Association (Suomen Palloliitto) and later a member of FIFA. He was one of the key people to receive permission to arrange the Summer Olympic Games in Helsinki in 1952. He also founded Eerikkilä Sports Institute, located in Tammela, Finland, which later became Eerikkilä Sport & Outdoor Resort and the home for Finnish national football teams. (Lautela, & Wallén, 2007.)

For a long time, sports participation overall in Finland was viewed as a hobby-based activity until the end of the 1990s when sports started to become more professional for the athletes (Ministry of Social Affairs and Health, 2013). The stages of football development in Finland are the landfall, the age of organizing, the formation of a national competition system, and the early internationalization and globalization (Annala, 2019). The sports system, on one hand, has traditionally been divided into three sectors in Finland. They are the public, private, and voluntary sectors (Annala, 2019). Football clubs, like almost any sports clubs in Finland, have been affiliated with the voluntary sector, as mentioned above. The sports clubs in Finland, on the other hand, have been categorized into clubs of commercial elite sports, competitive pedagogical, hobby-based, communal experiential, regional exercise, and pedagogical social ones in a sociocultural point of view (Itkonen & Nevala, 1991).

The Football Association of Finland (Suomen Palloliitto) is the governing body in the football context in Finland from the grassroots level to the professional environment. It was founded in 1907. Under the Football Association of Finland's operations, there are the most players calculated by licenses among all Finnish sports. (Parviainen, 2022.)

2.2 Junior football in Finland

Junior football is very popular in Finland. It is the most practiced sport in Finland among nine to fifteen-year-olds (Kokko et al., 2019). Boys' football was the main sport for a third of all sports practiced in Finland in 2018 so the sport is very popular in Finland (Kokko et al., 2019). In the Finnish junior sports system, taking part in sports club activities as an athlete usually starts around the age of six to seven years old, and they then focus on a single sport around the age of nine. However, most children end up quitting the sport at the age of 11. One possible reasons for this could be associated with the possible lack of social responsibility in sports in Finland in or the acknowledgement of it in some cases. (Kokko et al., 2019)

It is generally recognized that sport has many positive influences on an individual and the community. Sports are seen as part of society in many ways. Children and youth interaction with sport is regarded as an important well-being factor and as one of the outcomes of sports. (Mertaniemi & Miettinen, 1998.) Although, the social aspect has been studied relatively extensively in Finland within sports cultures and environments, this aspect is still a relatively new concept (Aarresola, 2016).

When looking at the career lifetimes of Finnish youth athletes, some might argue that one of the disadvantages of Finnish junior sports, in general, is the dropouts that are occurring often at the age of 15. While the majority of children had already finished playing in the club at the age of 11 according to Kokko (2019), the more concentrated, competitive, and older athletes quit playing often in the age of 15, which decreases the general competition level. The dropout in football means that a player stops playing football, for example, for financial, motivation, or timetable reasons. (Salasuo et al., 2016.) Even with the dropouts, The Football Association of Finland is the largest sports federation in Finland (Kannosto & Lilja, 2020).

The most desired pathway to continue the athletes' career could be the professional contract in the players' perspective after the junior years. It must be taken into consideration, however, that only a very few players make it to the professional football scene and even those who will make it cannot necessarily guarantee to make a lifelong salary, therefore a dual career is recommended for those for whom it is possible (Ryba et al., 2016). A dual career means a peak performance sports career and the education and/or work combination (Ryba et al., 2016). A dual career is also referred to be described as three pathways: focusing exclusively on sport,

combining sport and education/work while prioritizing sports-based development or constructing a stable dual career pathway (Ryba et al., 2020). However, in a possible case when the player turns fully professional, the player has practiced more football and also multiple sports than the comparable lower-level case player (Ford & Williams, 2011).

When reviewing junior football, from the coach's point of view, the youth phase of the footballers, aged 13 to 17 years old, has been reported to be the most challenging from the coach competence perspective. In Finland, the differences between players might be great, the group sizes are often large, and the generational knowledge must be enhanced to be successful as a coach at the youth level. (Hämäläinen, 2013.) The coach-athlete relationship skills are one area of coach competencies (Bowes, & Jones, 2006). A well-operating coach needs these skills to perform well in the social responsibility areas as well. Furthermore, emotional and interaction skills that are closely related to the coach-athlete relationship skills are also emphasized in the modern team sport environment. (Rantanen, 2021.) Social education in football is about abilities, virtues, and social skills adopted in coaching and in life itself as a larger concept (Kurki & Nivala, 2006). Another challenging age group, this time from the athletes' angle is the 16-18-year-olds, high-school-aged players. Combining studies and the top-level competition in sports often happens during this stage. Moreover, it is not uncommon for athletes of this age group to make the transition to the adult series. (Morris et al., 2016.) Specifically, the transition to the professional class of sports from the junior level is reported to be the most uneasy phase for the athlete during his or her entire career (Mononen et al., 2014).

It was recognized in the 1940s that to understand the youth footballers' life, one must understand youth as a concept (Rannankari, 2022). It was also noted already over twenty years ago that the child of today lives in a different growing environment than before in Finland. The different phases are considered differently by the adults when looking at the ages of the players. (Hotti, 1998.) The one reason why I am researching high-school-aged players in this thesis is the above-mentioned challenges that might occur within this age group of individuals.

2.3 Men's football in Finland

For men, football has been globalized, like many other sports in Finland. Modern men footballers at the top level have been playing abroad to increasing extends. (Lautela, & Wallén, 2007.) When looking at the elite-level sport of football in Finland, nowadays, Finnish professional football is concentrated around The Finnish Football League Association. This highest league was founded in 1989 and it operates today under the more well-known name Veikkausliiga. In 2019 the league was the 40th most valuable league in Europe. (Hölttä, 2020.) In 2023, the highest value football team in Finland was HJK Helsinki (Transfermarkt, 2023). The 40th most-valuable league in Europe is considered quite the achievement considering the country's relatively small population and sports system which is based mainly on amateurism and volunteer run activities (Itkonen & Nevala, 2012). Today, one of Veikkausliiga's aims is to grow and sell players to the higher-ranked leagues (Helokumpu, 2020). Because of that, the league can be considered as a players' development league by some. The league, however, is not a fully professional league. Many of the players have a job or a study place along with the playing contract. (Helokumpu, 2020) The reason why the men's football section is included in this thesis is that Veikkausliiga is still the most followed league in the Finnish domestic football scene and one important pillar of the entire football area in Finland.

Historically, the international success of Finnish men's football was relatively modest until the understanding of its demands in the 1980s (Lautela, & Wallén, 2007). Unlike many European countries where football is the most popular sport, ice hockey is considered the most popular and professional sport in Finland evaluated by the number of spectators and the economics of the clubs (Laine & Vehmas, 2017). The Finnish men's ice hockey national team won the World Championships for the first time in 1995 with the Swedish head coach Curt Lindtröm, therefore after this event, foreign coaching appreciation in football was emphasized in Finland as well. (Lautela, & Wallén, 2007).

The Finnish men's football national team took part in the latest UEFA Euro 2020, which was postponed to 2021 due to the COVID-19 worldwide pandemic (Finnish Broadcasting Company Yle, 2021). This was the first time that the team competed at the European Championships. This is one milestone that can be marked as a development of the men's national team over its history.

2.4 Women's football in Finland

While men have been playing football domestically for a long time, women only started the more focused playing more in Finland in the 1970s. Research about female sports participation has taken place only recently, since the 1970s for the most part. (Hall, 1996). It has been claimed that the women's football has its own research gap traditionally, especially in Finland (Pirinen, 2006). However, when taking place, female sports research in Finland has been focused on the sports media's research for the most part (Kaivosari, 2017). Also in the 1970s, The Football Association of Finland (FAF) made a start in arranging women's football more systematically in Finland (Vehviläinen & Itkonen, 2009). Although, in these early years, the investments were minimal for girls' and women's football in Finland (Elenius, 2019). Girls' football growth in Finland, instead, started in the 1980s. At this time, the more structured planning of domestic girls' football helped the increase the number of players. (Väisänen, 2019.) Also, starting from the 1980s, women have been accepted more widely to play male dominant sports, such as football, in Finland. An example internationally could be women entering to the Summer Olympic Games more comprehensively in the 1980s. (Hargreaves, 1994.) The internalization has also been happening within Finnish female football, slowly starting in the 1980s (Vehviläinen, 2008).

The phases of female football in Finland can be illustrated from the initial enthusiasm and organization 1971-1981, the stabilization phase 1982-1991, the rise of girls' football 1992-2000, and the leap into popularity 2001-2006 (Vehviläinen & Itkonen, 2009, 146-150).

Female football stages in Finland

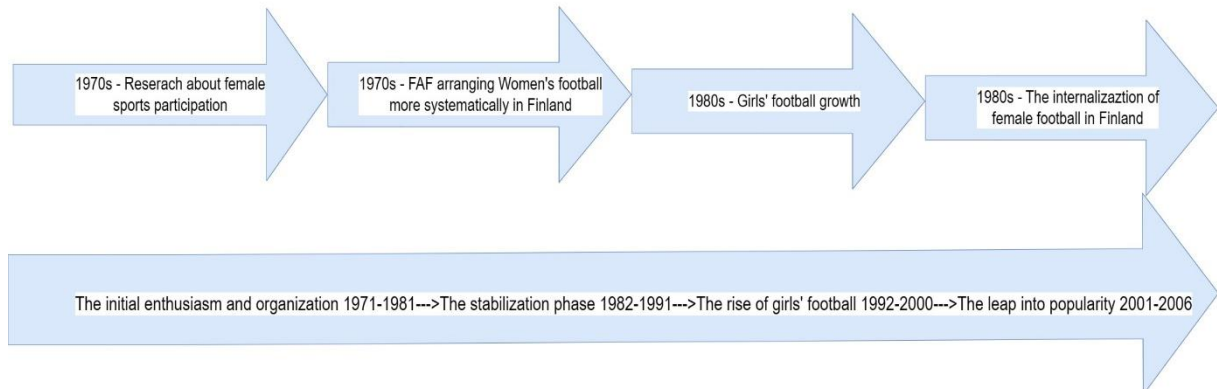


Figure 1. Female football stages in Finland (Hall, 1996; Vehviläinen & Itkonen, 2009, 146-150; Väisänen, 2019; Vehviläinen, 2008)

These stages represent the development of female football in Finland. First, research about female sports participation began in general and FAF started arranging women's football more systematically. The time of girl's football growth and the internalization of female football was the 1980s. The stages are also divided into four phases that are the initial enthusiasm and organization, the stabilization phase, the rise of girls' football and the leap into popularity. (Hall, 1996; Vehviläinen & Itkonen, 2009; Väisänen, 2019; Vehviläinen, 2008)

The current publications of gender-specific research on the females' football side and social responsibility often go hand in hand in football-related sports studies in Finland. This is why I have included women's football section in this thesis' research comprehensively.

Nowadays, girls' and women's football in Finland has grown to be the largest sport among female sports by the number of players (Virtanen, 2017). According to Marianne Miettinen, the current head coach of U20 and U19 Finnish women's football national teams, Finland could competitively benefit in the girls' side of football by creating an academy model loosely adapted from the Central European football countries (Sunila, 2021). It has to be mentioned that Nordic countries, such as Finland, have been stated to be the most equal when it comes to football as a sport among gender equality (Mikkonen, 2022). This is witnessed historically as a societal phenomenon as well because in Finland there is a law about the equality between men and women (Finlex, 2014). On one hand, the gender equality questions in sport have been visible for many decades globally as well (Hargreaves, 1985). On the other hand, when it comes to

media coverage, women's sports, for example, have been traditionally in the minimal share of the sports news in the Finnish media (Kankaanmäki, 2020). The upside is that, for instance, the largest newspaper in Finland Helsingin Sanomat has changed its media coverage during the latest years of the existence of Finnish female football for a more gender-equal degree (Nummelin, 2022). However, some contrary statements also have been expressed (Pajuriutta, 2016). In Finland, the Women's top-tier series was renamed National League instead of the previous version of Women's League in 2020. That fact has created a gender-equal status and interest among researchers. (National League, 2022.)

One of the phenomena today is that over half of the young female footballers in Finland consider appearance as the key factor in practicing sport. This has been reported to increase the pressure on appearance for young female athletes. Sports environment has influence factors for appearance pressure for the girl athletes, especially that comprise coaches, teammates, referees, etc. (Herhi & Kontkanen, 2022.) Feminism means the attributes of the females and, on the contrary, masculinity the features of the males (Paavola, 2003). As mentioned above, starting from the 1980s, women were accepted more widely to participate in more male-dominant sports. Still, there is a phenomenon that females in sports media are presented relatively often practicing soft and feminist sports rather than male-dominant sports for the most part, even today, was a study made ten years ago by Valkonen (Valkonen, 2013) It is interesting to see if some kind of differences between genders' answers showed in the questionnaire results of this thesis or not.

Internationally, women's football has witnessed a growing boom, especially starting from the FIFA 2019 Women's World Cup. This year 2019 can be seen as a turning point in women's global competition popularity in many parameters. (Koivisto, 2022.) In that year, it was estimated that around 314 million people worldwide are interested in women's football in general (Koivisto, 2022). The Finnish women's football national team also experienced the boom when taking part in the latest UEFA European Women's Championship 2022 (Paloniemi, 2022).

2.5 Football's future landscape in Finland

It can be said that the future of Finnish football looks prominent in many ways. Both adult national teams have competed in the European Championships, and it has been speculated whether we see a next international-level superstar in the Finnish national team soon (Kananen, 2020). The greatest Finnish player of all-time has arguably been Jari Litmanen (Fahy, 2016). There are also have a great number of players, both on the boys' and the girls' sides in Finland. It has been also stated by former Finnish and German men's national basketball team head coach Henrik Dettmann that Finland will not be successful globally in football by aiming to mimic countries with more players, money, and know-how in football (Metso, 2020). Therefore, Finns, need to find their own way to be successful. Winning is one dimension of being successful, but also integrity, social responsibility, and community responsiveness are keys to measure successfulness and these features are also presented later in this thesis (Fear, 2015).

From the social responsibility perspective, the Football Association of Finland has utilized the UEFA SROI -model (Social Return on Investment) to measure the financial outcomes of football in Finland. The recent results were that the annual amount of over one billion euros savings in social expenses and savings of over 300 million euros in healthcare expenses. In addition, the direct effects on the Finnish economy were over 500 million euros. In the future, the aims are also to consider climate change, marginalization, and racism in this calculation. (Football Association of Finland, 2022.)

3 SUSTAINABLE DEVELOPMENT GOALS AND SOCIAL RESPONSIBILITY

The sustainable development goals of the United Nations (UN) are connected to this thesis research because they are quite an essential part of any organization's sustainable structure. There is a good chance that majority of the sports organizations in Finland and globally follow these goals nowadays. (Finnish Olympic Committee, 2020.)

The sustainable development goals that can be directed toward a society comprise poverty, hunger, health and well-being, education, gender equality, and water and sanitation. Other aspects of the 17 pillars are directed more towards economy and environmental parts of sustainable development. The most essential goals observed in this thesis are health and well-being, education, and gender equality. (The Geography of Transport Systems, 2020.) Other significant features are inequalities and work and economic growth.

Many similarities are found when looking at the sustainable development goals and the theory of social responsibility in sports. Education section can be illustrated in the social responsibility in sports category as life skills training, and as by Chung (2018) which is found in the chapter 4 of this thesis. Promoting diversity within sports area is also found under the same category that can be associated with gender equality. Other areas, such as efforts to tackle poverty/improve employment opportunities are also presented, and can be linked with the poverty and work and economic growth of the sustainable development goals. Also, health and wellbeing can be associated with efforts involving with physical activity.

Sustainable Development Goals

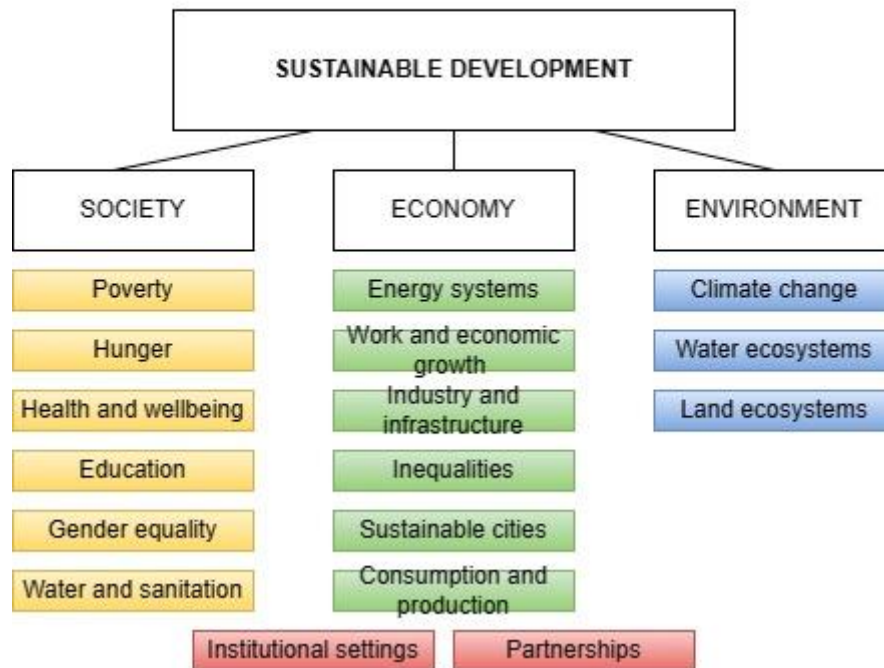


Figure 2. Sustainable development (The Geography of Transport Systems, 2020)

The 17 sustainable development goals of the UN are presented in Figure 2. The societal blocks are the most important for the purpose of this thesis' research. Also, the economy block's inequalities and work and economic growth are linked to this thesis' research. The English Premier League 22-23 Foundations missions in (Figure 8) describes these qualities later in this thesis as well. (The Geography of Transport Systems, 2020)

The utilization of these sustainable development attributes on society and sports specifically has been applied well by the different global sports governing bodies. Equality is a multi-meaning and dimensional concept. (Kurki, 2018.) The International Olympic Committee (IOC) has created the aims for gender equality and inclusion in sport for 2021-2024. These aims comprise participation, leadership, safe sport, portrayal, and resource allocation. (International Olympic Committee, 2021.) Inclusion and diversity are among the most vital outcomes that happen with these aims.

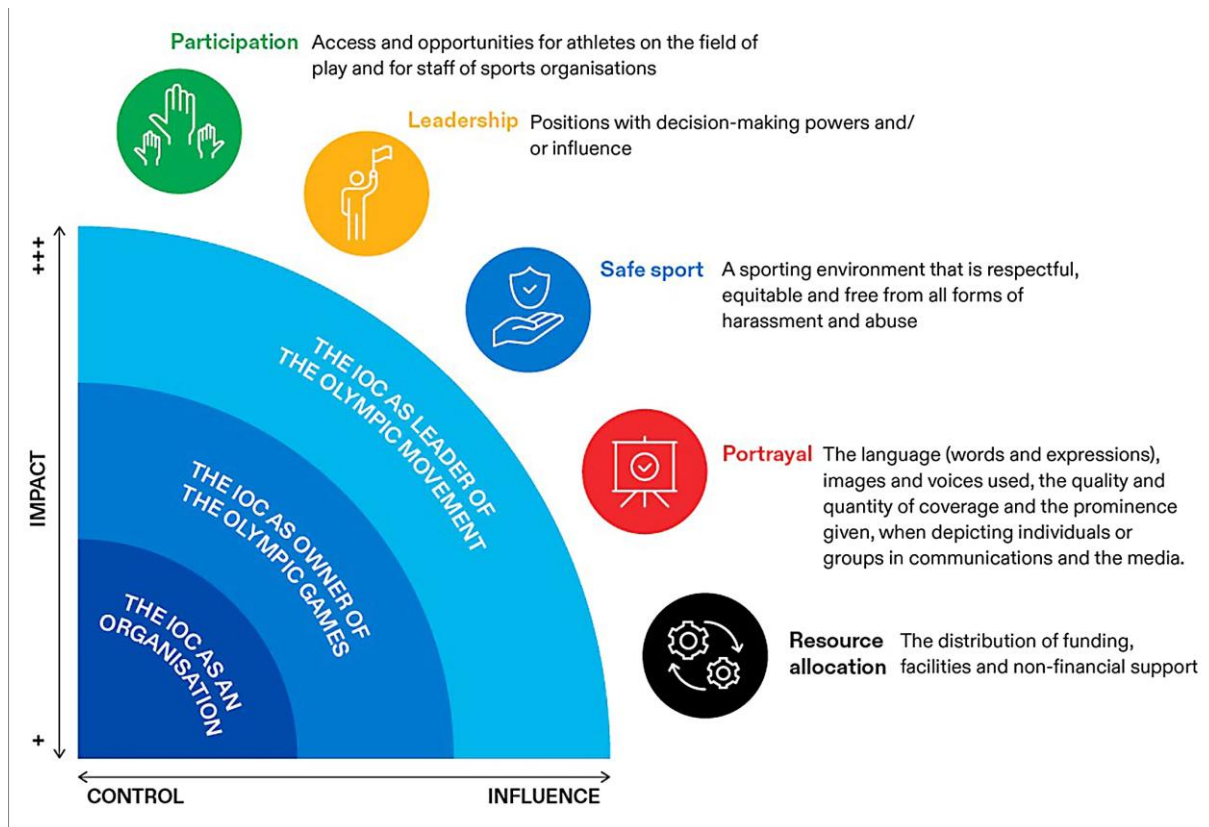


Figure 3. IOC's areas of development for gender equality and inclusion (International Olympic Committee, 2021).

IOC's areas of development are presented in Figure 3, which describes participation, leadership, safe sport, portrayal, and resource allocation. (International Olympic Committee, 2021). For the athletes' well-being, the IOC has launched a new long-term research project promoting international elite athletes' physical and mental health (International Olympic Committee).

3.1 Social responsibility

Historically, the ancestral morphs of social responsibility state back to the Ancient Greeks, Romans, and Egyptians (Kolyperas, 2012). As the concept has developed over the years, social responsibility has been defined in different disciplines in different ways. There is a need to differ personal and social responsibility from each other. By one definition, personal responsibility is a willingness to accept the norms and importance of living in society and to work hard towards these goals. In addition, it is defined as the responsibility of oneself that people do not blame others or society for their possible failure of reaching these goals. (Haskins,

2009.) Sport pedagogy has applied the knowledge of personal responsibility to the TSPR model (Teaching Personal and Social Responsibility), which will be discussed later in this thesis. This stands for social and personal responsibility. (Domínguez et al., 2021.)

Social responsibility is a more varying concept, and it is quite different when comparing different nations, communities, or times. There is a possibility that individuals have a different perspectives on social responsibility, and that is why the definition seems to be multi-dimensional. The dimensions' structure means that the social responsibility aspects are, in a way, multilayered. The first dimension is a way of being in the world and being connected with other individuals and the environment. This means that everybody interacts with each other on different degrees in this modern world. One can make considered and independent judgments, moreover, to be reflecting on one's own thinking is the second dimension. This means that everyone is independent and not dependent on one another, which is very important in this world of constant decisions. Courage and vision are the third dimensions. This means that each person must have a decent amount of courage and vision to live the way each individual wants. (Sheldon & La Farge, 1993.)

From the governmental point of view in sports, the first dimension of social responsibility is the sports clubs and leagues, which make such initiatives in the field of operation. The second dimension is the sports organizations, which are reported to be the recipient of social responsibility. These organizations operate in the corporate donations of sports, sponsorship, or relevant marketing. The third dimension is the sports organizations, which have the central aim of social influence at different levels of operation. (Ratten & Babiak, 2010.)

Social responsibility is often defined by four sectors. The first sector is helping. This means contributing to other people in society as well. Respecting is the second sector. This is defined by giving credit to every unique individual that one might face in everyday life. Caring for others is the third sector. This has a meaning of acting in a such way as you want others acting towards you. Engaging in cooperative behaviors is the fourth sector. This is defined by living in a collective world. (Kipp & Bolter, 2020.)

People have some degree a responsibility for others, which is emphasized in this basic context definition of social responsibility. This comprises the effects on society, not just oneself only.

What this means is that people take care of each other in every way and also think about others. (Dyck, 2014.)

Social responsibility blocks are divided into three categories often. The first ones are societal sectors. This means the entire community's area of responsibility. Each area might have a separate societal sector. The second field is the organizational field. This is each organization's structural inner responsibility department. The third dimension is contextual variables. This means social responsibility as its basic context. (Robertson, 2016.)

Social responsibility

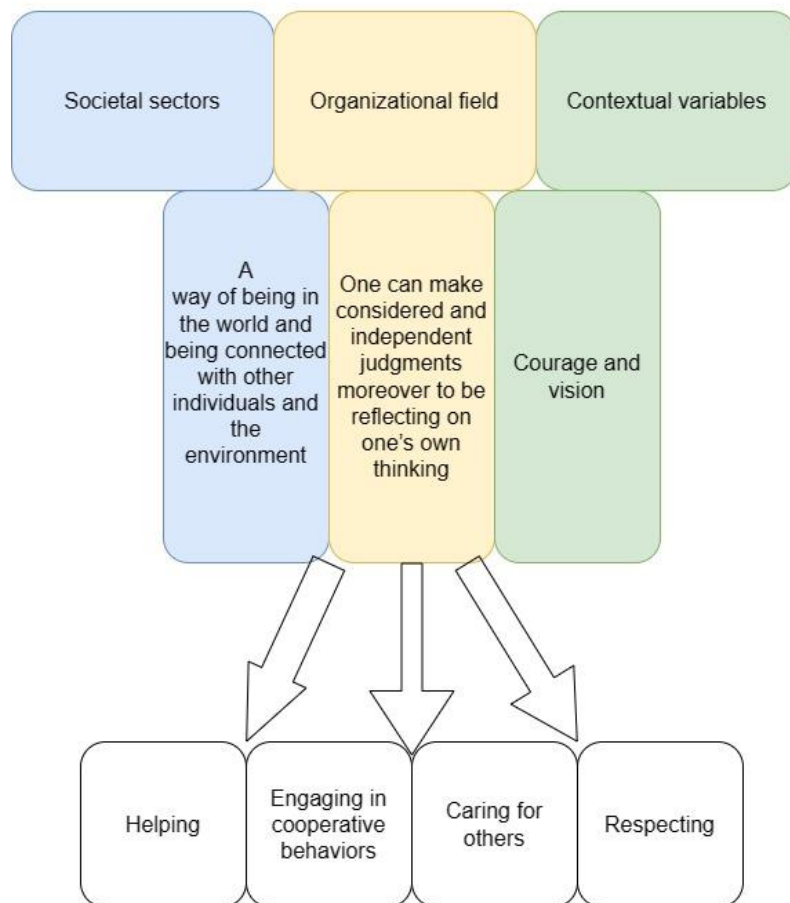


Figure 4. Social responsibility areas (Sheldon & La Farge, 1993; Kipp & Bolter, 2020; Robertson, 2016.)

Social responsibility as defined by Sheldon & La Farge, 1993, Kipp & Bolter, 2020 & Robertson, 2016 in Figure 4. Societal sectors, organizational field, and contextual variables are

the roof of the concept of social responsibility. Helping, engaging in cooperative behaviors, caring for others, and respecting are the base of this modeling. In between there are a way of being in the world and being connected with other individuals and the environment, to one can make considered and independent judgments, moreover, to be reflecting on one's own thinking, and courage and vision. (Sheldon & La Farge; 1993, Kipp & Bolter; 2020; Robertson, 2016.) Social responsibility, in general, is a behavioral substructure where the idea is that the person is required to collaborate with society's systems. Through this action, people who inherit the community get benefits, eventually. (Derrick, 2006.)

I chose the theories used in this thesis Sheldon's & La Farge's, (1993), Kipp's & Bolter's, (2020), and Robertson's, (2016) because they are pervasive and all-encompassing concepts. They can be applied well into social responsibility in sports themes as well.

3.2 Good governance attributes

The reason why good governance is attached to social responsibility themes is that at the clubs' operational and administrative level, is because these themes should be followed. This is recommended in order to maintain a good working club from a managerial point of view. One of the most important features of good governance is transparency. Transparency is the avoidance of corruption by the basic definition. Another aspect of good governance is accountability. Accountability is related to responsibility. The third dimension of good governance is participation. Participation can be an act of an event or activity. The penultimate term of this theory is responsiveness. This is often connected with making reactions to something. The last attribute is the responsibility and social responsibility is associated with this definition strongly. (United Nations, 2023.) Without good governance, the activities environment of the football clubs, would be most likely unorganized in many ways.

The fundamental concept of participation, which was the third dimension mentioned above, is to give individuals a meaningful role in local government. Or in this case, in sports organizations, decisions that affect these individuals (Waheduzzaman, 2010). On one hand, sports participation is said to be developing pro-social behavior among people. One of the outcomes internationally is that sports participation has been reported to lower social and ethnic

tensions between participants. Accountability, on the other hand, is frequently associated with the concept of disclosure. (Urdaneta et al., 2021.) Corruption is a challenge to accountability, as seen in sports organizations often (Pielke, 2023). Moreover, transparency has often been clarified as ‘clarity in procedures and decision-making, particularly in resources allocation’ and a part of good governance characteristics, especially in sports organizations (Urdaneta et al., 2021). One study suggests that transparency is the most frequent principle of governance among all (Thompson et al., 2022).

Gender equality in sports governmental positions has been quite unequal in the EU countries and men tend to participate more often in sport, be in the leading positions in sport, coach more, and be represented more in the sport media than women. Efforts to improve the situation have been made recently as well. (European Commission, 2016.) Good governance is aiming to be equal in gender when it comes to sports governmental levels.

Table 1. Good governance elements and characteristics in sports, (Geeraert, 2015)

Good Governance Elements	Characteristics
Transparency	Status of openness in sharing information internally and externally
Democratic processes	Rules and norms inherent in democratic behaviorism; Participation of those affected by the policy in policy processes
Checks and balances	Mutual control procedures
Solidarity	Responsibility towards internal and external stakeholders

Table 1 presents good governance elements and characteristics in sports. The basic elements according to him are transparency, democratic processes, checks and balances, and solidarity (Geeraert, 2015).

4 SOCIAL RESPONSIBILITY IN SPORTS

It is important to understand social responsibility in the sports context in order to go more in-depth into sports-specific questions of this section. This chapter introduces the Finnish, European, and American perspectives on social responsibility in sports as a wider picture.

Since early 2020, the COVID-19 worldwide pandemic changed the sports field in many ways, in nearly all sectors in life. It has been speculated whether the sports sector globally should focus more on cooperation and development in the future rather than mainly on the professional side of sports as an effect of this circumstance. (Flores, 2020.)

A survey conducted by King (2019), to more than 2000 senior-level sports industry executives in American professional and college class sports, proposed the question ‘what is the most important role of sports?’ ‘Providing entertainment and refuge from daily life’ and ‘Serving as a platform to connect and unite people from all walks of life’ were the most picked answers. Furthermore, the least picked answers were ‘Offering opportunities for people to socialize’ and ‘Motivating people to lead an active and healthy life’. On one hand, this survey well demonstrated that American sports life is mostly built on the entertainment side of consumers, at least from the executives' point of views. This leaves the social part in the minority role, while in Finland the social aspect of sports is well acknowledged, at least in general opinion. On the other hand, the Finnish sports system is nowhere near the money-making possibilities that the American professional and college-level system has. (King, 2019.)

A study by Kipp and Bolter (2020) suggest that adolescent and professional athletes might have lower impacts on social responsibility in assisting, taking others into consideration, and having regard for others than children and hobby athletes. Taking part in collaborative practices is also rarer in the group of adolescent and professional athletes than in the latter group. (Kipp & Bolter, 2020.) Respecting the rights of others repeats on several occasions on social responsibility criteria in sports programs as well. Other values comprise being a responsible citizen and avoiding harmful etiquette. (McDonough et al., 2013.) Respect and caring seem to be the key values of social responsibility in European sports schools as well, where these attributes were taught academically (Malinauskas & Juodsnukis, 2017).

There have been several studies in which players' perspectives on social responsibility have been examined. Respecting, helping, and encouraging others were the themes of the interview that was done in 2020. The coach and teammate relatedness, along with social responsibility, cooperative learning, punishment for mistakes, and unequal recognition, were the cornerstones of this research. Youth participants scored highly on values with the questions associated with coach and teammate relatedness, as well as social responsibility. Cooperative learning and social responsibility had a positive and indirect linkage with social responsibility for the high-level sports competition. Effort or improvement, on the other hand, had a positive indirect relationship with social responsibility for a minor class of competition. At the professional level, these attributes were combined with both well-being impacts. (Kipp & Bolter, 2020.)

It is recognized that social responsibility is important, not only for youth athletes but also for the employees of sports organizations. This social responsibility phenomenon increases motivation towards working for the organization one is working for. (Parent, 2018.)

Both external and internal factors exist in the types of social responsibility in sports (2018). The external factors, according to Chung (2018, 142-143), are efforts involving physical activity along with fighting racism, sexism, homophobia, and other prejudice in society. Efforts to tackle poverty or improve employment opportunities also belong to external variables. Contributing or collaborating with non-profit organizations that are operating in the field of individual and public health are the last ones relating to the external features. Internal factors, on the other hand, make sure athletes and other employees are safe. Emphasizing life skills and training those skills for the people in the organization, such as domestic violence, financial planning, racial and religious sensitivity, education, and family responsibility, are also associated with this phenomenon. Fighting prejudice and promoting diversity within sports are the last ones in these internal values. (Chung, 2018, 142-143.)

Social Responsibility in Sports

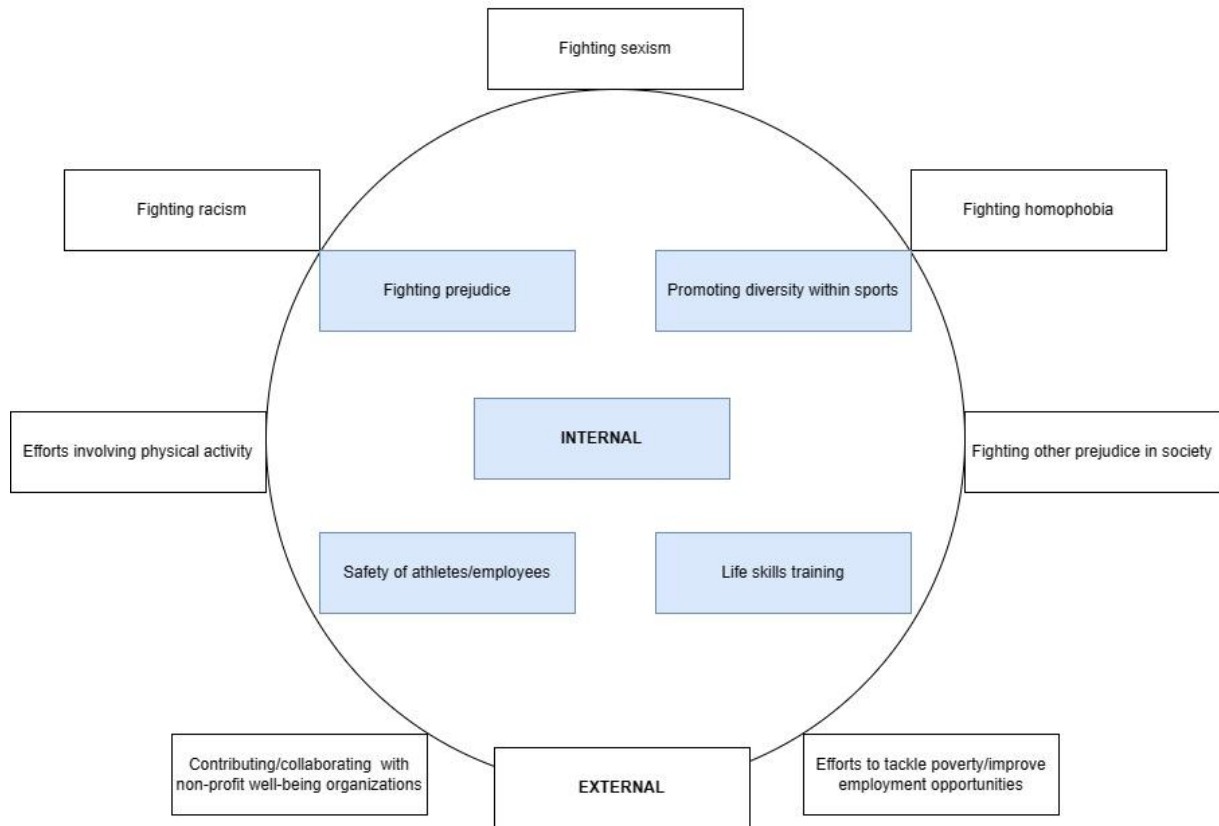


Figure 5. The internal and the external factors of social responsibility in sports (Chung, 2018, 142-143)

Internal and external factors are represented in social responsibility in sports modeling (Figure 5). The external factors are efforts involving physical activity along with fighting racism, sexism, homophobia, and other prejudice in society. Efforts to tackle poverty or improve employment opportunities also belong to these factors. Contributing or collaborating with non-profit organizations that are operating in the field of individual and public health are also relating to these features. Internal factors comprise making sure athletes and other employees are safe. Emphasizing life skills and training those skills for the people in the organization, such as domestic violence, financial planning, racial and religious sensitivity, education, and family responsibility, are also associated with these factors. Fighting prejudice and promoting diversity within sports are also among these factors. (Chung, 2018, 142-143)

Based on the literature, it has been suggested that gender and sexual minorities are represented in adults' sports participation less than their comparable group cis-gender and heterosexuals.

This phenomenon has been stated in the football context as well. (Kavoura & Kokkonen, 2021.) The pillar of fighting homophobia is attempting to tackle these issues in sports.

Another perspective is that immigrant sports participation in Finland at the junior club level has been noticed to be nearly at the same level as the native Finnish population. Football has been described as one of the most important sports for immigrants in sports participation in Finland. (Leino, 2018.) Lehtosaari (2010) found that immigrant populations believe that practicing sports is a good tool for integrating into society in Finland (Lehtosaari, 2010). Therefore, fighting racism seems to be working when it comes to Finnish football.

Figure 6 adopted from (Pope et al., 2018) and inspired by Carroll’s Pyramid of CSR introduces the six blocks of non-profit responsibilities, which are leadership, citizenship, ethics, accountability, lawfulness, and mission. These items can be transferred to the sports clubs' context as well (Tabar, 2021, 18).

The Six Blocks of Non-Profit Responsibilities

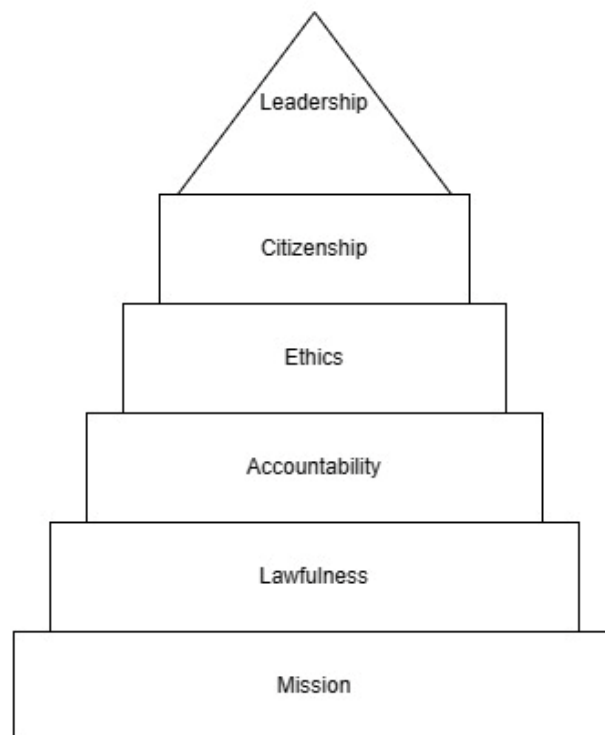


Figure 6. Six blocks of non-profit responsibilities. (Pope et al., 2018; Tabar, 2021, 18).

Leadership, citizenship, ethics, accountability, lawfulness, and mission are described as the pyramid figure. Mission can be interpreted as “commitment to the cause”, while lawfulness can be directed towards “adherence to applicable rules and regulations”. Accountability means transparency as an external value and efficiency as an internal value. Ethics stand for “voluntary endorsement of widely held social norms and proto-legal discourses”. Citizenship is defined by “nonprofits as constructive participants of a very wide, cross-sectoral organizational field”. Finally, leadership demonstrates “discretionary, individualistic or innovative acts of social responsibility”. (Pope et al., 2018; Tabar, 2021, 18).

Social responsibility, according to a study of high school level basketball abroad, increases athletes' acknowledging and controlling emotions. Other factors comprise developing meaningful relationships. Acting ethically and responsibly, as well as caring about others, was one impact of social responsibility. Making right-minded decisions is another feature that increases the social responsibility area when practicing these skills. (Goulda et al., 2021.)

According to Sami Itani (2021), the former chairperson of the Finnish Athletics Federation, social responsibility in sports is comprised of good governance, a safe environment, equality in all forms, social, cultural and ecological aspects of responsibility, antidoping, and value management. He also believed that from federations to the club level, there are nine different themes that surround the sports organizations' environment. Values and community are important in both umbrella organizations' and minor organizations' operations. Transparency is also described as a key component of the United Nations' good governance objectives. Professional management is a natural part of running an organization. People were one theme mentioned that makes the organization successful. Also, stakeholders were another one that, in a way, own the organization. Finance must be taken into consideration when the aim is to have a financially healthy organization. The environment is often part of corporate social responsibility. Cooperation and clear roles need to be in place to efficiently operate the organization. Data and analytics assist in the processes of the organization. (Itani, the Finnish Athletics Federation, 2021.)

One interpretation is that in sports, there are four major categories that the club can focus on. Winning is the most basic one, which is explained by winning percentage and championships won. Another one is integrity, which means competing by the rules and playing games fairly. The third one is social responsibility, which stands for addressing social issues surrounding the

game, and community responsiveness is defined by “giving back” to people and communities that support the team. (Fear, 2015).

4.1 Social responsibility in physical education

The physical education field has been known for applying social responsibility topic in their education extensively in the past and the present. The so-called TSPR model (Teaching of Personal and Social Responsibility), created by Don Hellison, is an often-used strategy to utilize these types of philosophical thoughts in physical education classes. According to one study, the use of the personal and social responsibility model in sports also increases the levels of fair play, rough play, and the importance of winning. (Domínguez et al., 2021.)

The three cornerstone goals for physical education overall would be skill development-, social responsibility-, and personal empowerment goals (Hastie & Buchanan, 2000). It has been expressed that the TSPR model has been used in many different forms, such as physical education classes, sports, and extra-curricular activities for youth from various backgrounds (Pienimäki, 2019). Social responsibility, as practiced for example in the US, promotes personal and social responsibility. This is one of the aims of physical education. (SHAPE, 2013.) Respect and caring are two essential features of this phenomenon. (Toivonen et al., 2019.) The flaws that have been suggested by this case is that all school subjects, including physical education, tends to center around the students' psychomotor and technical abilities. This excludes social responsibility areas of physical education often. The TSPR model can be a good tool for being a recipient of five levels of personal and social responsibility. These classes are respecting the rights and feelings of others, effort, self-direction, caring and helping, and transference "outside the gym". Sports education as a social setup is associated with interaction with other people, and thus links to social responsibility. (Guijarro et al., 2021.)

4.2 Social responsibility in football

In order to answer the research questions of this study, one must understand the social responsibility in the football area as well. This chapter focuses on the phenomenon in the international context. Social responsibility has been implemented in football for only a

relatively little amount of time. The concept concerns all the actors of football. Its players, coaches, and the organizations entirely. The same objects are a part of the social responsibility in football as social responsibility in sports as a whole.

The Union of European Football Associations (UEFA) has gone through extensive efforts of promoting social responsibility areas during the past few years. Respecting human rights on anti-racism, child & youth protection, equality & inclusion, football for all abilities, health & well-being, refugee support, and solidarity & rights are the most essential parts of social responsibility according to the UEFA Respect Report 2021/2022. (UEFA, 2022).

In the recent past, UEFA has published several documents, programs, and handbooks targeted to social responsibility that this thesis is researching, such as Football and Refugees Addressing key challenges, COLOUR BLINDNESS IN FOOTBALL – a coaches guide, UEFA/CAFÉ Disability Officer Handbook, and the issues tackling homophobia and women’s position in football, for instance (EU Sport, 2017).

UEFA's aims and actions

	Football and refugees	Colour blindness in football	Football and disabilities	Tackling homophobia	Women's position in football	
Child & youth protection	Refugee support	Respecting human rights on anti-racism	Football for all abilities	Solidarity & rights	Equality & inclusion	Health & well-being

Figure 7. UEFA’s aims and actions in social responsibility (UEFA, 2022; EU Sport 2017)

UEFA has set both aims and executed actions for social responsibility areas in its operations as seen in the Figure 7. The aims from down row are from the UEFA Respect Report 2021/2022 and the actions are from the Accountability and Transparency: Handbook for sport organizations. (UEFA, 2022; EU Sport, 2017)

A study by Niazitabar et al. (2019) suggests that, The Football Social Responsibility Pyramid in Developing Societies showcases that socio-cultural responsibility is seen as a base and the foundation before any responsibility areas. The other areas in this model were ethical, legal, economic, and humanitarian responsibilities. One should keep in mind that Finland does not apply to this society’s category as a developing society for the most part, therefore these items

might not be in this order in Finnish football, but still it is a worthy result for these countries examined. (Niazitabar et al., 2019.) These findings are included because football is a very diverse and worldwide sport, popular in every part of the world and these results represent the Eastern part of the globe in this social responsibility in the football context.

In the playing context, for the first time ever in 2023, the white card was shown by the referee in a professional football match. This happened in Portugal at the Lisbon vs Benfica women's cup match. Unlike the red and yellow cards, the card was designed to encourage and recognize fair play moreover improve ethical values in the sport. (Morgan, 2023.) This card can make social responsibility more recognized in the spectators' and the teams' perspectives in the future as well.

In the social responsibility area, professional football players are reported as sometimes being activists doing large shows of good deeds, such as financial donations (Riba, 2020). At the club level, for example in England, in the Premier League in the season 2022-2023, the clubs have the following foundations and missions that are dealing with social responsibility from different perspectives:

Table 2. The English Premier League Clubs' Foundations 22-23. (Premier League, 2023; Arsenal, 2023; Aston Villa FC, 2023; AFC Bournemouth, 2023; Brentford FC Community Sports Trust, 2023; Albion In The Community, 2023; Chelsea FC, 2023; Chelsea FC, 2023; Palace For Life Foundation, 2023; Everton In The Community, 2023; Fulham FC, 2023; Leeds United, 2023; Leicester City, 2023; Liverpool FC, 2023; Manchester City, 2023; Manchester United Foundation, 2023; Newcastle United Foundation, 2023; Nottingham Forest Community Trust, 2023; Southampton, 2023; Tottenham Hotspur, 2023; Westham United F.C., 2023; Wolverhampton Wanderers FC, 2023; V. Karjalainen, personal communication, March 23, 2023; V. Karjalainen, personal communication, March 23, 2023)

The English Premier League Clubs' Foundations 22-23

Club	Foundation	Founded	Missions
Arsenal	Arsenal in the Community, The Arsenal Foundation	1985	"the team delivers sport, social and education programmes to over 5,000 individuals each week."
Aston Villa	Aston Villa Foundation	N/A	"teamwork, fundraising & events, community engagement, villa vision, disability, schools, young people, education & skills, etc."
Bournemouth	Bournemouth Community Sports Trust	N/A	"education, health, participation, disability, soccer schools, girls and women's football"
Brentford	Brentford FC Community Sports Trust	N/A	"communities engagement, education and employability, football development programmes, health & support, school programmes, etc."
Brighton	Albion In The Community	N/A	"football participation, education and employability, community wellbeing"
Chelsea	Chelsea Foundation	2010	"education, no to hate, football coaching, Chelsea players trust, social inclusion, international department, Asian star, etc."
Crystal Palace	Palace For Life Foundation	2008	"to change the lives of young people, particularly the most hard-to-reach and hard-to-help"
Everton	Everton In The Community	N/A	"sport, education, health, support"
Fulham	Fulham FC Foundation	2005	"supporting disabled young people, refugees, socially isolated adults, people with mental health challenges, etc."
Leeds United	Leeds United Foundation	2010	"sport, education, and healthier lifestyles. To support health, wellbeing, education, and sports participation for all."
Leicester City	Leicester City In The Community	2007	"education, community engagement, football development, health & wellbeing, united Leicester"
Liverpool	Liverpool FC Foundation	2010	"education & life skills, youth interventions, employment & training, community engagement, sport & physical activity, etc."
Manchester City	City In The Community	1986	"healthy people, healthy futures, healthy communities"
Manchester United	Manchester United Foundation	N/A	"health, social wellbeing, employability"
Newcastle United	Newcastle United Foundation	N/A	"education, sport, personal development, and wellbeing programmes, to help everyone to be more active, etc."
Nottingham	Nottingham Forest Community Trust	N/A	"football, schools, education, health & wellbeing, forest forces"
Southampton	Southampton Saints Foundation	N/A	"involvement, health, empowerment"
Tottenham Hotspur	Tottenham Hotspur Spurs Foundation	N/A	"improving achievement, building community cohesion, promoting healthy lifestyles, supporting people with disabilities"
Westham United	Westham United Foundation	N/A	"to provide an innovative approach to understanding and meeting the needs of our community; building partnerships, etc."
Wolverhampton Wanderers	Wolverhampton Wanderers Wolves Foundation	2008	"motivate, educate and inspire local people and communities. Healthier, more active people. Lifelong learning, etc."

The English Premier League is one of the most prolific football leagues in the world and it is a large business (Yushiqiao, 2018). The Finnish leagues, Men's Veikkausliiga, and Women's National League can take an example for their social responsibility actions club by club, of course, with smaller scale budgets. Education and health, along with wellbeing and sports participation factors were emphasized in these clubs' programs. One interesting fact was also that the foundations' establishment years were relatively fresh, and this also speaks for the social responsibility status of a new phenomenon in sports.

4.3 Social irresponsibility in junior sports

This chapter presents common downsides that can be under the umbrella of the term social responsibility in junior sports. These could be called socially irresponsible actions. One of these cons that might occur is favoritism. When coaches favor other players instead of other ones in a means of giving more playing time for certain players, for example, this phenomenon happens. The players that observe favoritism associated with themselves might feel more negatively towards the sports practiced. (Gadbois, 2021.)

Another concept could be bullying. Often bullying is targeted at some players bullying other players in junior sports. Bullying is an undesirable action towards a bullied person and can lead to a decrease in the physical and mental health of a bullied one. It has been reported internationally that one-third of bullying happens outside the school environment, such as through organized sports activities. (Vveinhardt & Fominiene, 2020.)

The third phenomenon under this category is discrimination, which is closely related to bullying. There has been found a correlation between youth athletes' participation in out-of-school sports activities and ethnicity-perceived discrimination by parents in the US (Burns & Fu, 2022).

The lack of communication with parties in a team is one vital topic to be addressed as well in this section. A study made by Yabe et al. (2021) suggests that the lack of communication between the coaches and the parents of players can possibly negatively affect the sports environment one is practicing (Yabe et al., 2021).

Inequalities between individuals in general, genders, and ethnicity can be also interpreted to be a part of social irresponsibility. These attributes are very much linked with favoritism, bullying, and discrimination aspects.

5 RESEARCH DESIGN

This study follows a mixed-method study of qualitative and quantitative research. The questionnaire was centralized around the questions of football themes and responsibility themes. A few questions about the backgrounds of the players were also asked. Those related to the age, gender, municipality inhabitants, and education level of the respondent. These pieces of information are represented in chapter 5.3. The questionnaire aimed to answer the questions about players' awareness, the future landscape, and the actions toward resolving issues on social responsibility. Also, the roles of realizing, implementing, and the importance of social responsibility realization were the targets of the study. The meaningfulness areas of social responsibility and own athlete career landscape were also a part of the research.

5.1 Data and methodology

The questionnaire was sent to 10 000 junior football players, over 16 years old, taking part in the Finnish youth series. Eventually, 159 participants answered the questionnaire.

The questionnaire was sent in mid-January 2023 by the representatives of the Football Association of Finland by email.

The data consists of football junior players' in Finland who are 16 years old and older. The data collection methodology was conducted by the email sent by the Football Association of Finland to the juniors of this age group that included a link to answer the questionnaire. Ultimately, the questionnaire included 21 questions dealing with football from the sports-wise perspective and background information, as well as social responsibility areas. The research population was 159 participants. The response time was two weeks. The response rate stayed relatively low. However, this should not have an effect on the results of the thesis as the quantitative tests were also ran by the SPSS -program to ensure the reliability of this study.

The aim of this survey was to find out the level of realization of social responsibility in Finnish junior football of players over the age of 16 and how the players perceive social responsibility in their own operating environment. Answering the survey was voluntary and was done anonymously. Information was handled confidentially and securely. Furthermore, it was implemented by Webropol. The questionnaire was conducted in Finnish and the translation to

English was shown in the document. This translation made it easier to convert the data into an English language thesis and made it possible to answer for those players who might have not spoken Finnish. SPSS program was used to measure the reliability of the results.

For the results of the questionnaire, it turned out that about 60 percent of the respondents were males and approximately 40 percent of the respondents were females. Approximately 37 percent of the respondents played in a club that belonged to a municipality of 200 000 or more inhabitants. Around 24 percent of the respondents played in a club that belonged to the municipality of 15 000-49 999. 50 000-99 999 was the amount about 17 percent of the answers and 0-14 999 was the amount of approximately 14 percent of the answers. Approximately eight percent belonged to a group of 100 000-199 000.

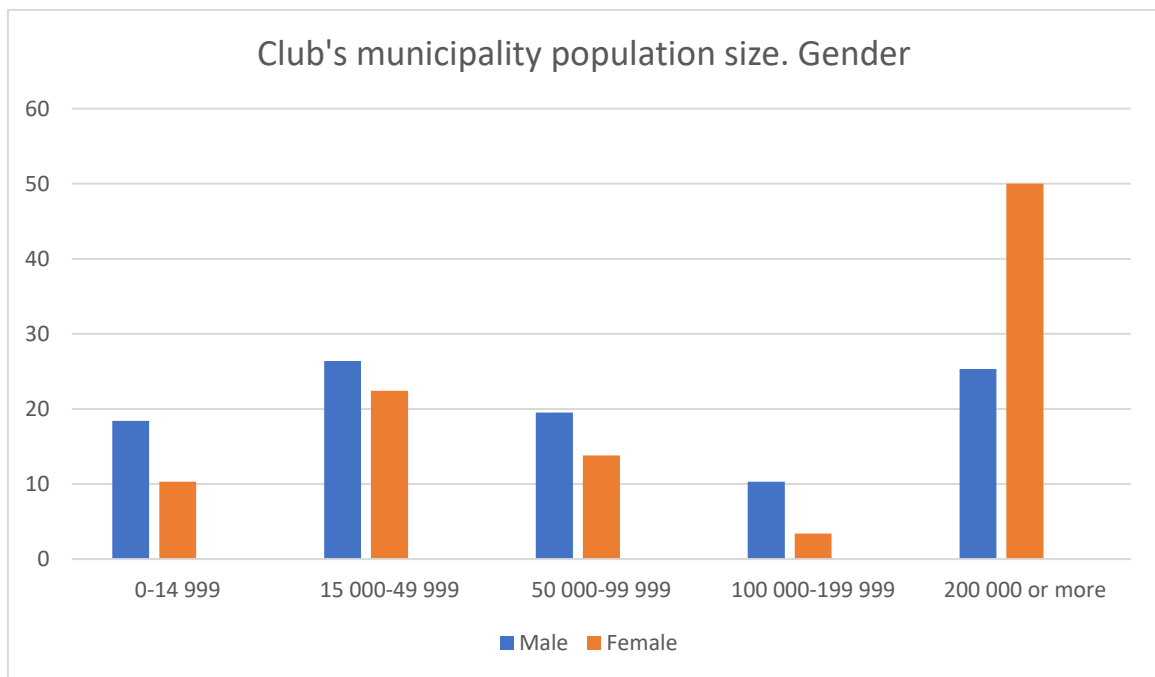


Figure 8. Club's municipality population size by player's gender (n=145)

Figure 8 shows that most of the respondents were from large municipalities, 200 000 or more, especially female respondents.

Table 3. Chi-Square Tests for Figure 8

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10,603a	4	0,031
Likelihood Ratio	10,788	4	0,029
Linear-by-Linear Association	5,932	1	0,015
N of Valid Cases	145		

a 1 cells (10,0%) have expected count less than 5. The minimum expected count is 4,40.

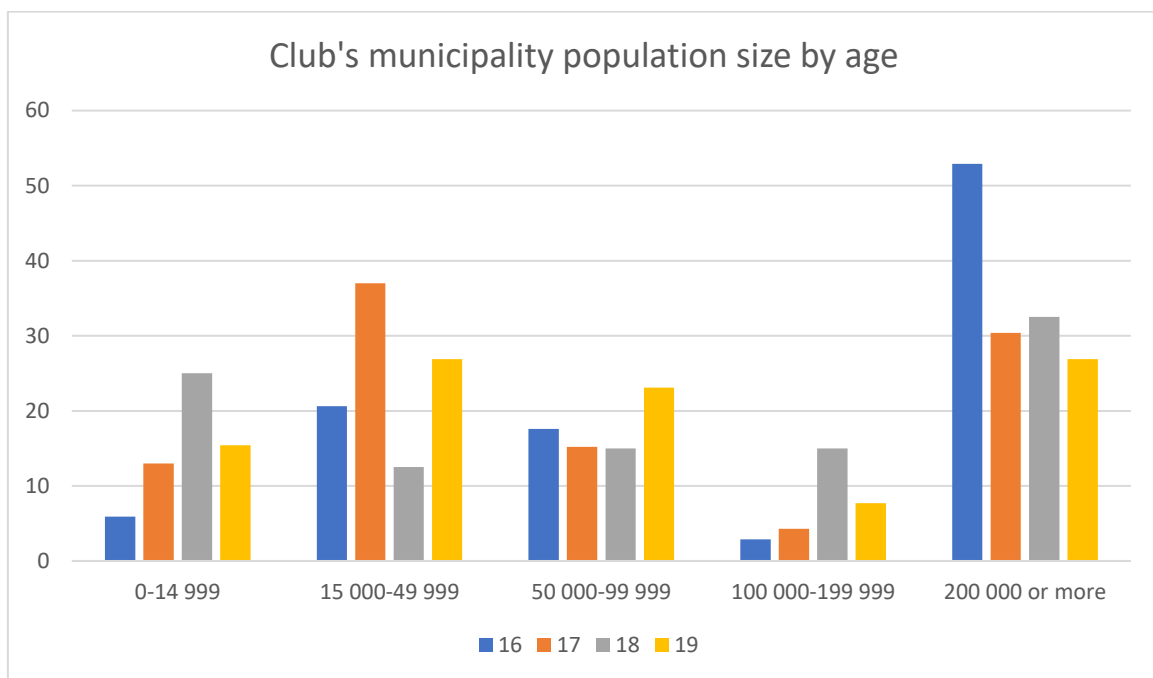


Figure 9. Club's municipality population size by player's age (n=146)

Figure 9 shows that the youngest participants, 16-year-olds were often from the large municipalities, with a population of 200 000 or more inhabitants. The second youngest respondents were most commonly from small-mid municipalities, 15 000-49 999. The 18-year-old players were from the large municipalities, 200 000 or more, most frequently. The oldest athletes were the most evenly divided into all the municipality categories.

Table 4. Chi-Square Tests for Figure 9

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19,303a	12	0,081
Likelihood Ratio	19,004	12	0,088
Linear-by-Linear Association	2,671	1	0,102
N of Valid Cases	146		
a 6 cells (30,0%) have expected count less than 5. The minimum expected count is 1,96.			

About 76 percent of the respondents were studying at a high school and around 13 percent of the respondents were in a vocational school. At the university, the amount was circa five percent. Other options were under five percent. Those were at the university of applied sciences and in primary school.

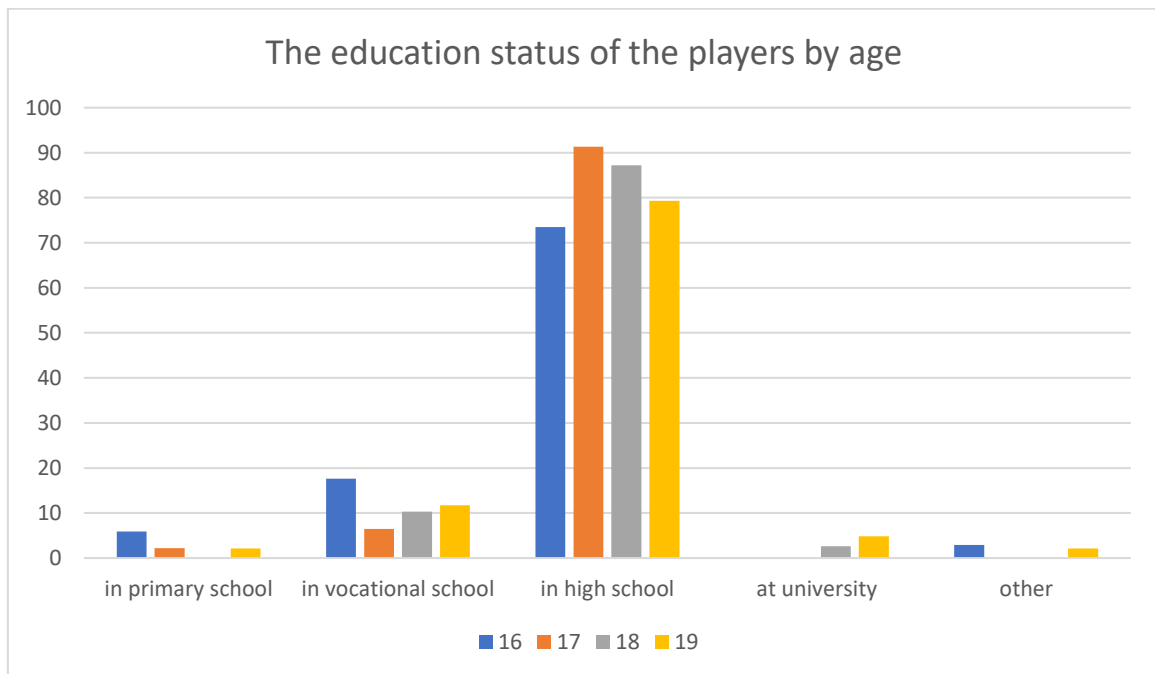


Figure 10. The education status of the players by player's age (n=145)

According to the age groups of the players. Mostly, the answers were divided into the ‘in high school’ category by all the age groups and second most ‘in vocational school’. 16 years-olds ‘in vocational school’ category raise the most picked age group in that category. This is quite natural because the 16-year-olds are the first graders in a vocational school in Finland.

Table 5. Chi-Square Tests for Figure 10

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	37,663a	12	<,001
Likelihood Ratio	33,871	12	<,001
Linear-by-Linear Association	12,076	1	<,001
N of Valid Cases	145		
a 15 cells (75,0%) have expected count less than 5. The minimum expected count is ,54.			

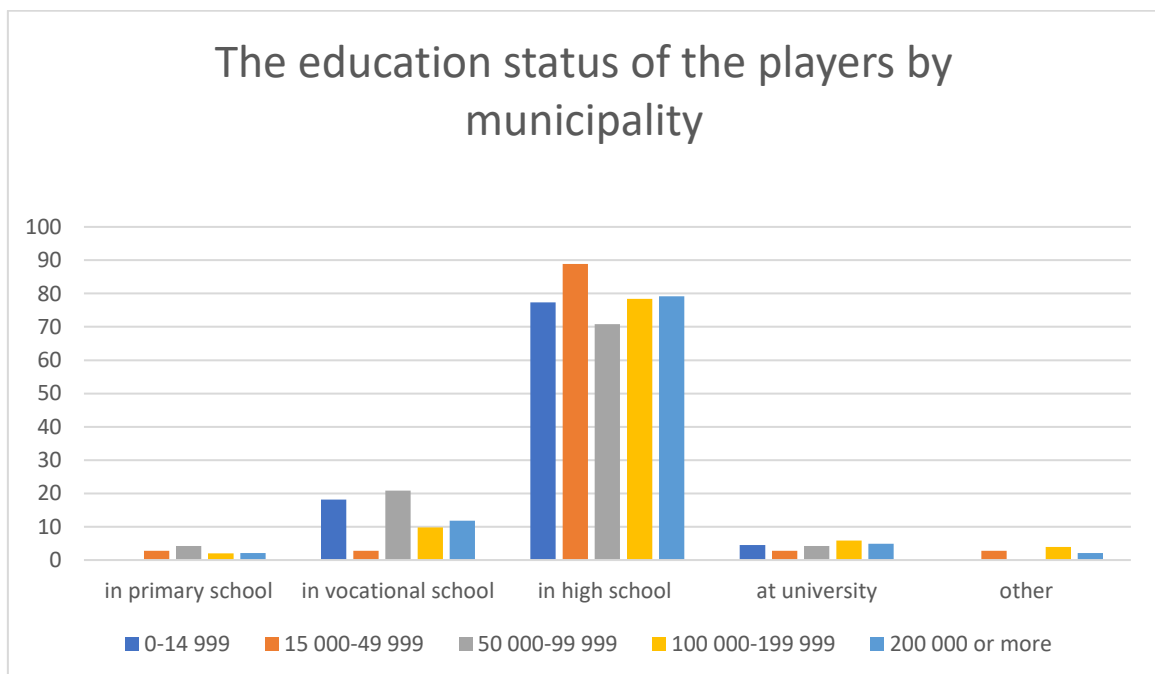


Figure 11. The education status of the players by the club’s municipality population size (n=144)

Table 6. Chi-Square Tests for Figure 11

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10,400a	16	0,845
Likelihood Ratio	12,595	16	0,702
Linear-by-Linear Association	0,74	1	0,39
N of Valid Cases	144		
a 19 cells (76,0%) have expected count less than 5. The minimum expected count is ,23.			

‘In high school’ was the most dominating answer of all the municipalities’ sizes. The most emphasized in this category was in the 15 000-49 999 municipalities, small-mid-sized ones. ‘In vocational school’ was the most emphasized in 0-14 999, small municipalities, and 50-99 999, mid-sized municipalities. This might be explained by the fact that in small municipalities players tend to focus more on the education that is vocational instead of high school level studies.

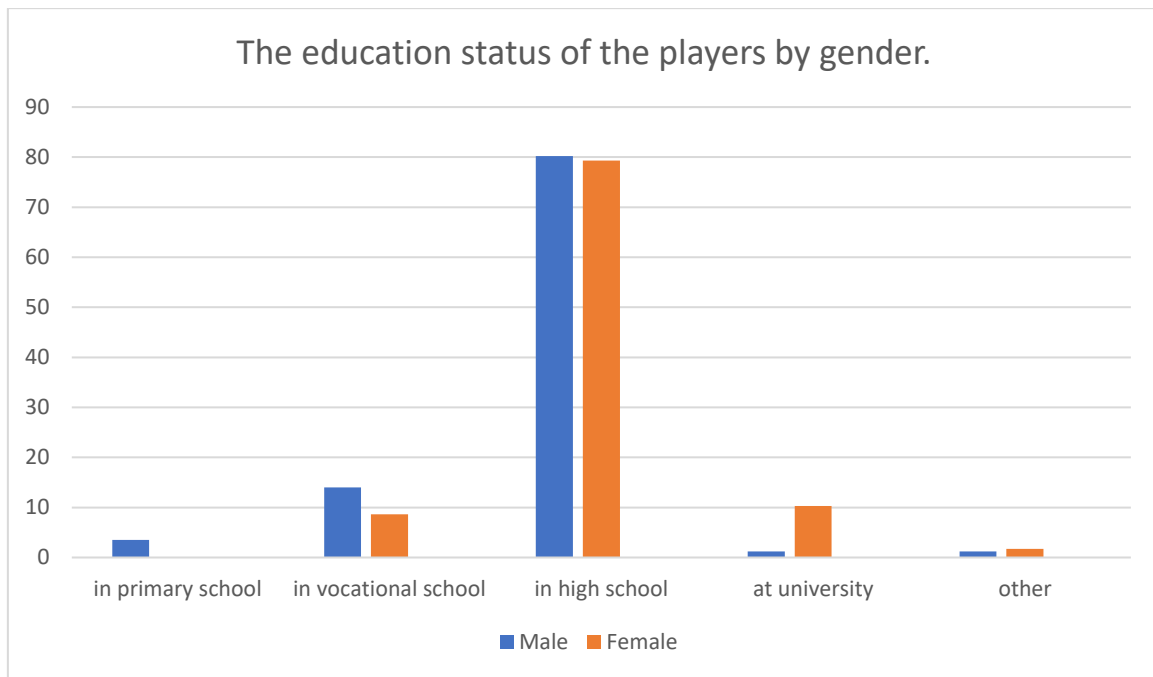


Figure 12. The education status of the players by player's gender (n=144)

Figure 12 presents that 'in high school' was the most frequent answer of both genders and 'at university' was emphasized a little among females and 'in vocational school' was emphasized a little among males. This is quite a common phenomenon in the Finnish education system all in all.

Table 7. Chi-Square Tests for Figure 12

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8,948a	4	0,062
Likelihood Ratio	10,243	4	0,037
Linear-by-Linear Association	6,921	1	0,009
N of Valid Cases	144		
a 6 cells (60,0%) have expected count less than 5. The minimum expected count is ,81.			

5.2 Ethical considerations

The ethical considerations of this study can be some that even though the personal information is not gathered in this questionnaire and the answering was voluntary. This study concerns young people that all might not be easy to answer the possible downsides of social responsibility in their clubs. The topic is important, and the coaches and other actors of the team can be real role models for the youth players. It is not simple to put them as the target of possible critique and this was not the aim of the study, but a possibility.

6 RESULTS

6.1 Football themes

The research questions of this thesis were how Finnish junior football players understand social responsibility and how it is implemented in their own teams.

About 46 percent of the respondents had played football for 9-12 years already and around 35 percent of the respondents had played football for more than 12 years. The alternative of 6-8 years was the percentage of approximately 15. Other options were under five percent. Those were 0-2 playing years and 3-5 years. This might have meant that junior football players mostly start playing at a very early age in Finland as proposed in the theory section as well.

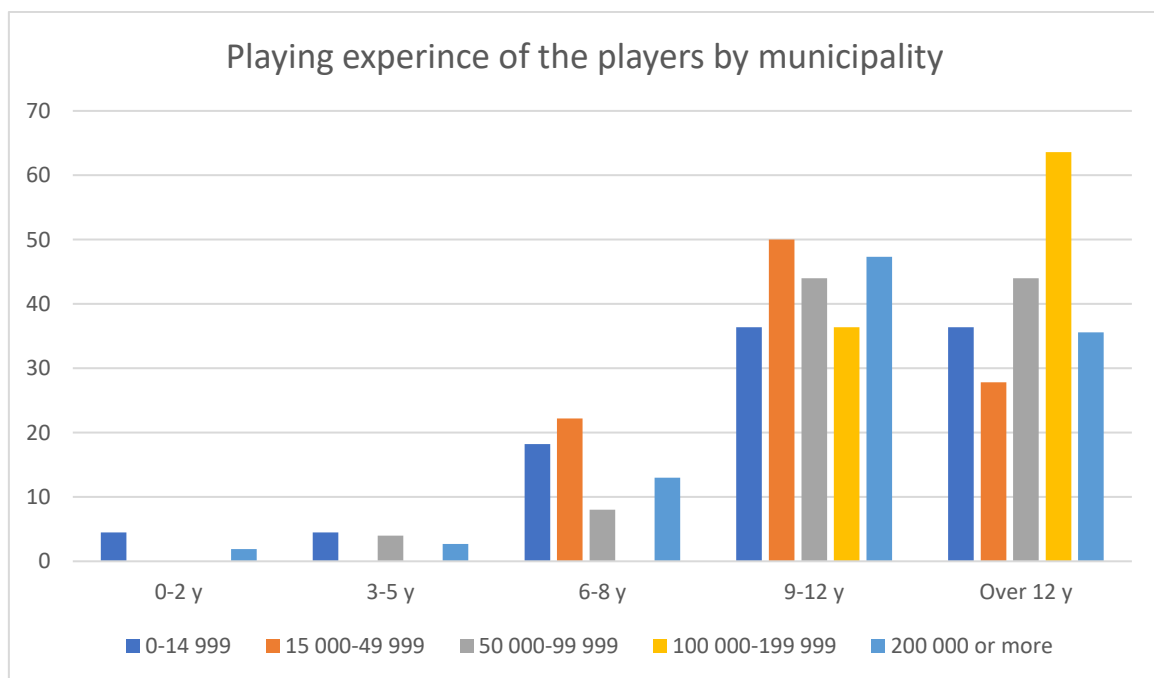


Figure 13. Playing experience of the players by the club's municipality population size (n=146)

Figure 13 presents the playing experience of the players by municipality population. 'Over 12 y', '9-12 y', and '6-8 y' were the most picked alternatives among all. There is little evidence that in large municipalities the playing experience is greater among players than in small municipalities. This is explained by the fact that the players can start probably at a younger age in the larger municipalities clubs' and a little later in the smaller municipalities clubs'.

Table 8. Chi-Square Tests for Figure 13

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15,127a	16	0,515
Likelihood Ratio	17,394	16	0,361
Linear-by-Linear Association	0,461	1	0,497
N of Valid Cases	146		

a 15 cells (60,0%) have expected count less than 5. The minimum expected count is ,15.

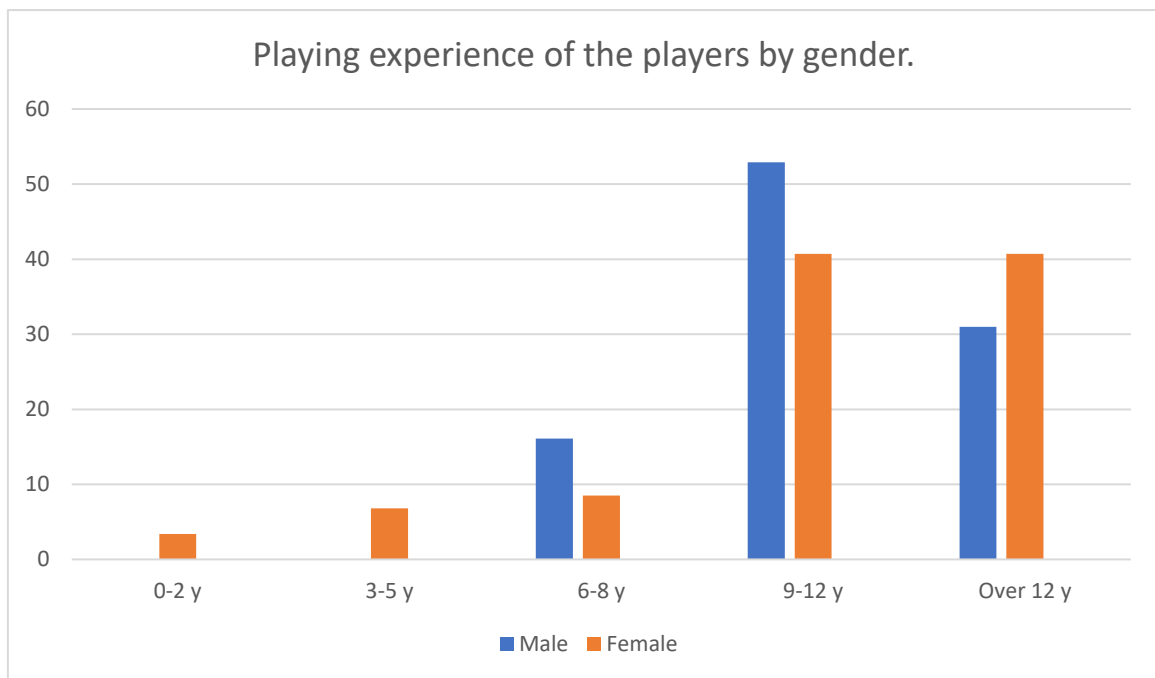


Figure 14 Playing experience of the players by player's gender (n=146)

According to the answers, females had played more than males in years in their playing careers. On the other hand, males were not the very beginners in the sport 0-2 y or 3-5 y at all. These numbers might indicate that the greater the playing experience gets, the more likely the

respondents were interested in social responsibility in sports as they more frequently participated in the questionnaire.

Table 9. Chi-Square Tests for Figure 14

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12,442a	4	0,014
Likelihood Ratio	14,563	4	0,006
Linear-by-Linear Association	0,21	1	0,647
N of Valid Cases	146		

a 4 cells (40,0%) have expected count less than 5. The minimum expected count is ,81.

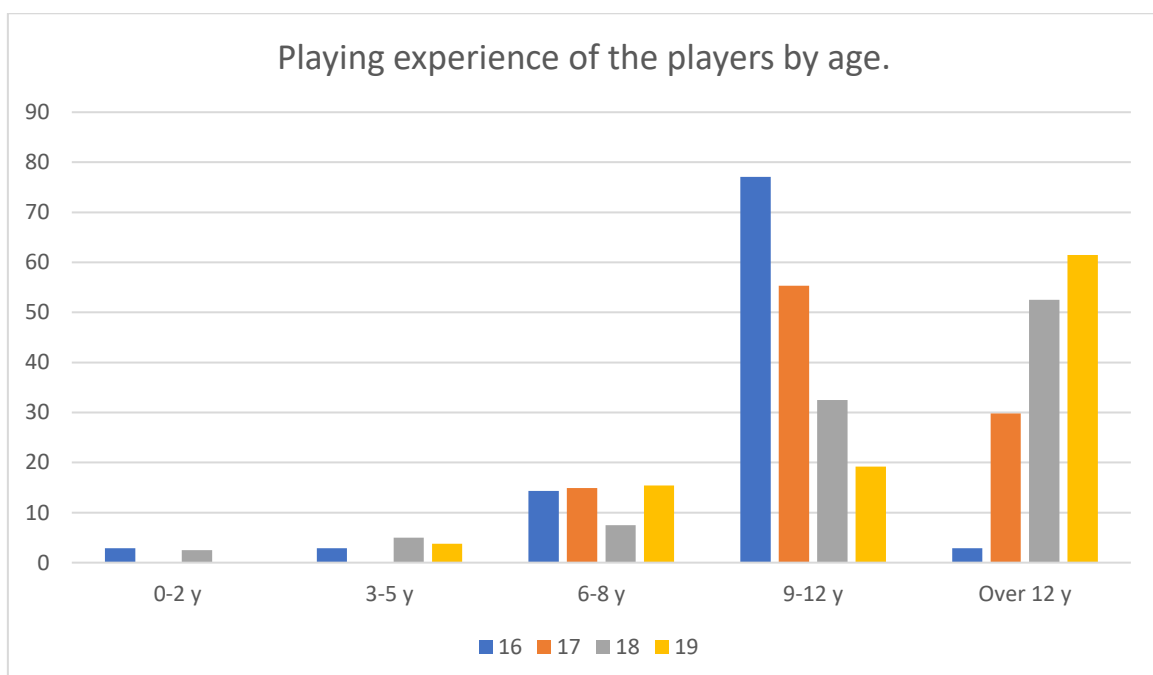


Figure 15. Playing experience of the players by player's age (n=148)

Figure 15 shows that the 16-year-olds were most commonly played football 9-12 years and 19-year-olds most frequently over 12 years. This is easily explained due to the players age and football is quite an early specialization sport in Finland notably.

Table 10. Chi-Square Tests for Figure 15

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	37,939a	12	<,001
Likelihood Ratio	46,331	12	<,001
Linear-by-Linear Association	9,748	1	0,002
N of Valid Cases	148		
a 10 cells (50,0%) have expected count less than 5. The minimum expected count is ,35.			

The question about the future prospects of the player presented the alternative of the student-athlete life or so-called dual career (question six). This phenomenon was dealt with in the theory section of this thesis as well. ‘How do you see your own future as a player?’ was question number six. ‘As a continuation of the hobby’ was the answer of around 52 percent of the respondents. About 15 percent of the answers were ‘I cannot say’. Around 13 percent of the respondents were answering ‘As a top-tier level player in Finland’. Approximately 10 percent were answering ‘As a professional player abroad’ and approximately seven percent were answering ‘As a student-athlete in Finland or abroad’. Another option, ‘Some other’ gathered under five percent of the answers. These results pointed out that most of the players that answered the questions are not fully determined to have a career in football in the future but wanting to play the game itself as a hobby or so.

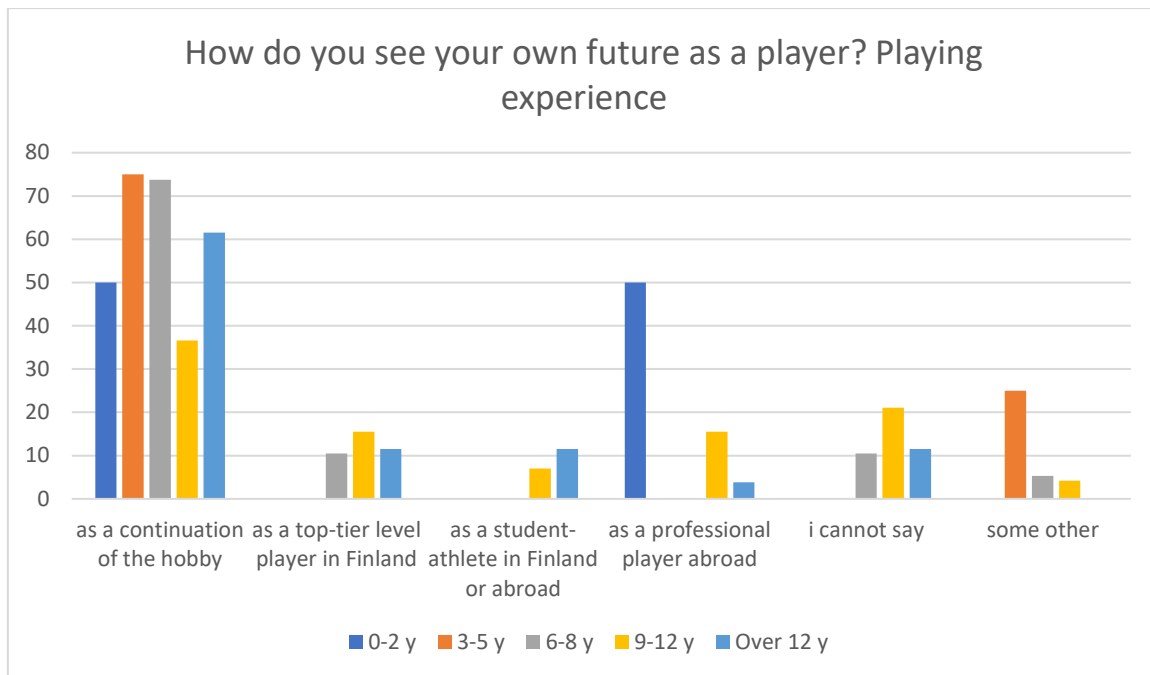


Figure 16. Future prospects of the players by playing experience in a club (n=148)

The answers were mostly targeted in the ‘as a continuation of the hobby’ section in all of the playing experience categories. The players who had just started their playing careers, 0-2 y were a minimal group of players, but they were divided into two categories ‘as a continuation of the hobby’ and ‘as a professional player abroad’, 50 percent and 50 percent.

Table 11. Chi-Square Tests for Figure 16

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	31,720a	20	0,046
Likelihood Ratio	34,028	20	0,026
Linear-by-Linear Association	0,475	1	0,491
N of Valid Cases	148		
a 21 cells (70,0%) have expected count less than 5. The minimum expected count is ,07.			

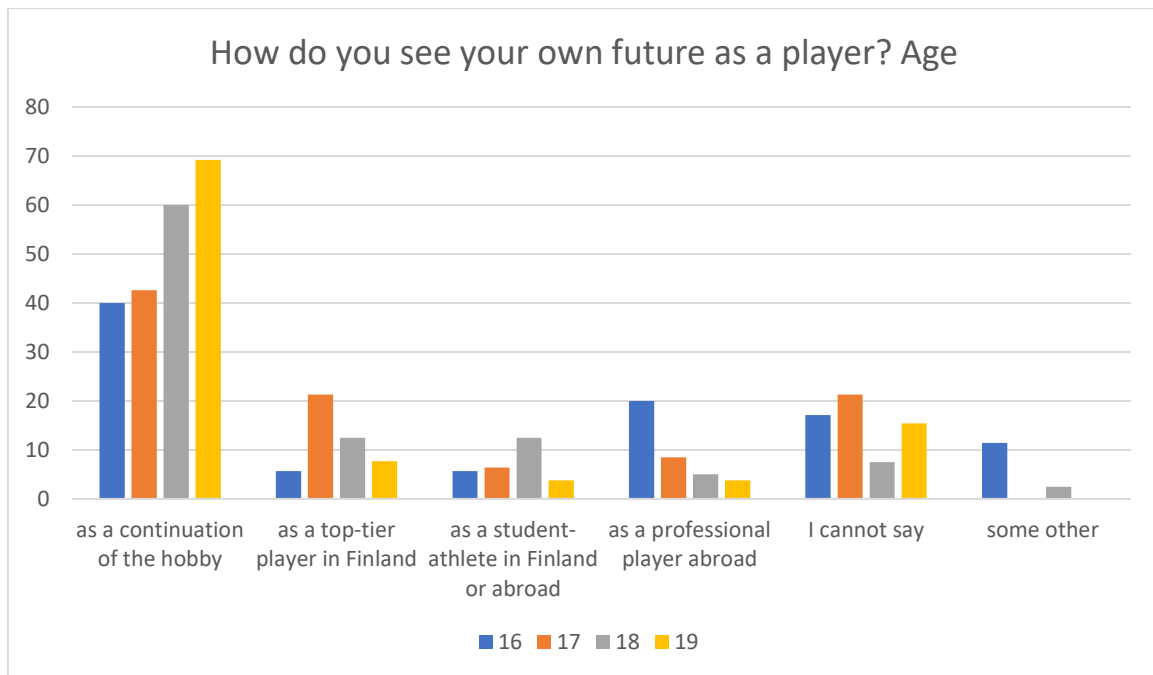


Figure 17. Future prospects of the players by player's age (n=148)

Figure 17 shows that 'as a continuation of the hobby' was the most picked answer for the 19-year-olds. On the other hand, 16-year-olds most commonly answered 'as a professional player abroad' compared to the other ages.

Table 12. Chi-Square Tests for Figure 17

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	28,210a	15	0.02
Likelihood Ratio	27,624	15	0,024
Linear-by-Linear Association	9,32	1	0,002
N of Valid Cases	148		
a 15 cells (62,5%) have expected count less than 5. The minimum expected count is ,88.			

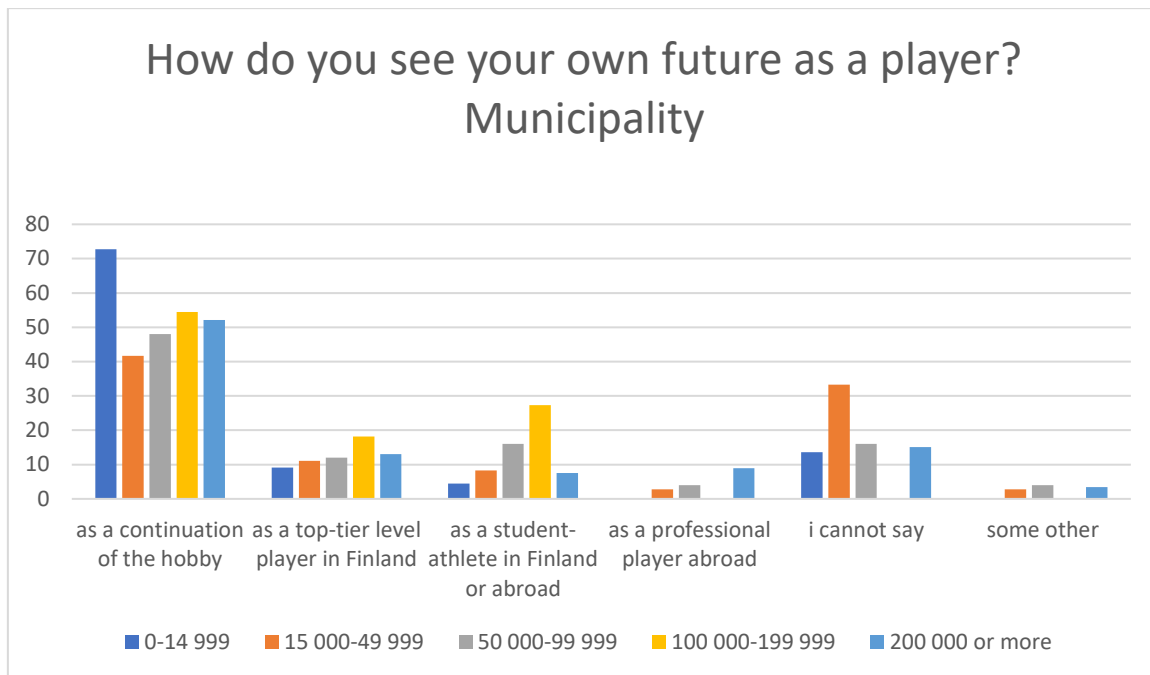


Figure 18. Future prospects of the players by club's municipality population size (n=146)

Figure 18 introduces the future prospects of the players by municipality population size. Large-mid-sized municipalities '100 000-199 999' the option, 'as a student-athlete in Finland or abroad' was emphasized the most. For the small municipalities '0-14 999' the alternative, 'as a continuation of the hobby' was the most picked answer. These facts can illustrate the phenomenon that in small municipalities the players have relatively modest prospects as a player in the future, because of the small-scaled clubs' resources, etc. and in larger municipalities the dual-career option is emphasized more.

Table 13. Chi-Square Tests for Figure 18

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	44,334a	20	0,001
Likelihood Ratio	47,972	20	<,001
Linear-by-Linear Association	0	1	0,993
N of Valid Cases	146		
a 22 cells (73,3%) have expected count less than 5. The minimum expected count is ,38.			

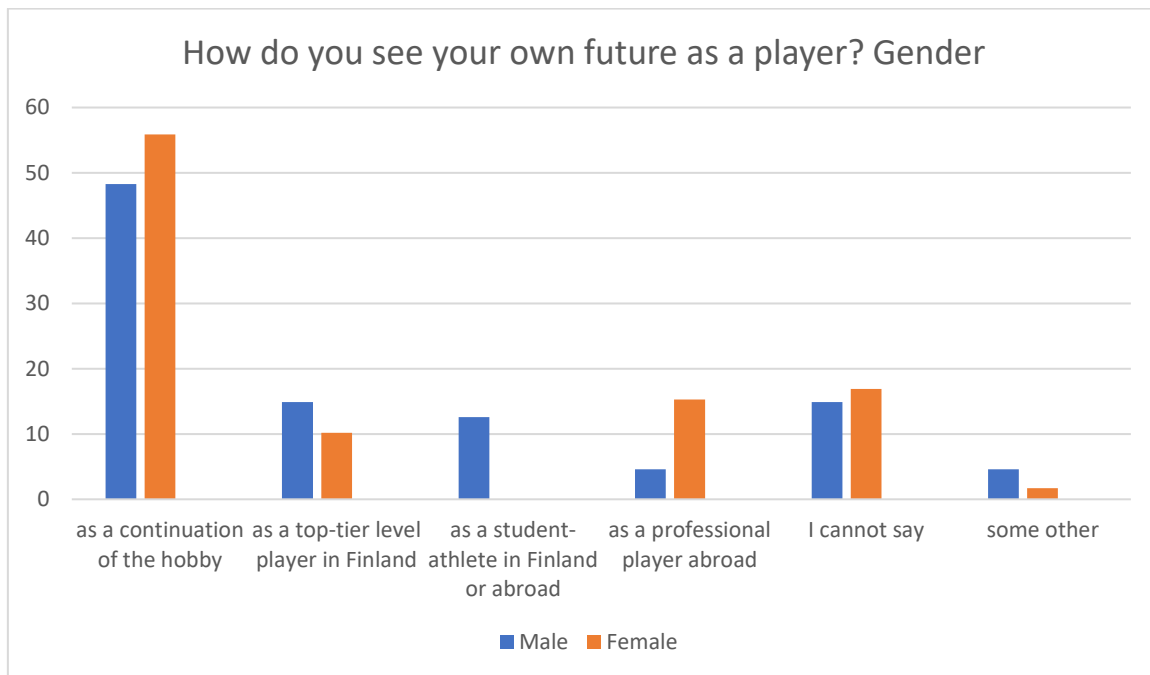


Figure 19. Future prospects of the players by player's gender (n=146)

Interestingly, by gender, the differences were that males were more targeted in a student-athlete career in Finland or abroad while females were not at all targeted to this option in the future. Females, instead, were more likely to focus on the career of a professional player abroad. Males were a little more likely to focus on a career in Finland as a top-tier player and females were a little more likely to continue their career as a hobby.

Table 14. Chi-Square Tests for Figure 19

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13,915a	5	0,016
Likelihood Ratio	17,863	5	0,003
Linear-by-Linear Association	0,026	1	0,871
N of Valid Cases	146		

a 3 cells (25,0%) have expected count less than 5. The minimum expected count is 2,02.

About 66 percent of the respondents did not participate in any other sport besides football and around 34 percent did participate in some extra sport besides football. Popular other sports were going to the gym and futsal, for example. This fact showed that football often has a dominating role in young players' lives and commonly acts as a single-sport within the alternative of multisport games.

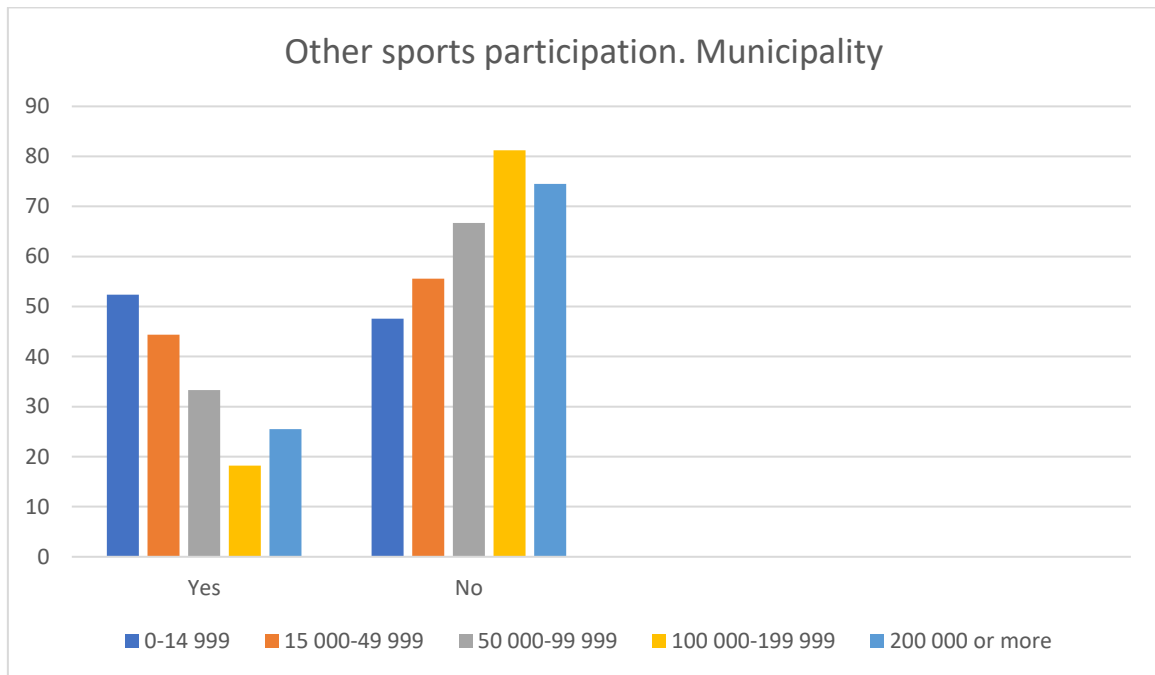


Figure 20. Other sports participation by club's municipality population size (n=143)

Figure 20 showcases the players' other sports participation besides football by municipality population size. It is well demonstrated that in the larger municipalities, the sport participation of football is more single-sport nature than in smaller municipalities the players were active in other organized sports as well.

Table 15. Chi-Square Tests for Figure 20

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7,628a	4	0,106
Likelihood Ratio	7,697	4	0,103
Linear-by-Linear	6,615	1	0,01

Association			
N of Valid Cases	143		
a 1 cells (10,0%) have expected count less than 5. The minimum expected count is 3,85.			

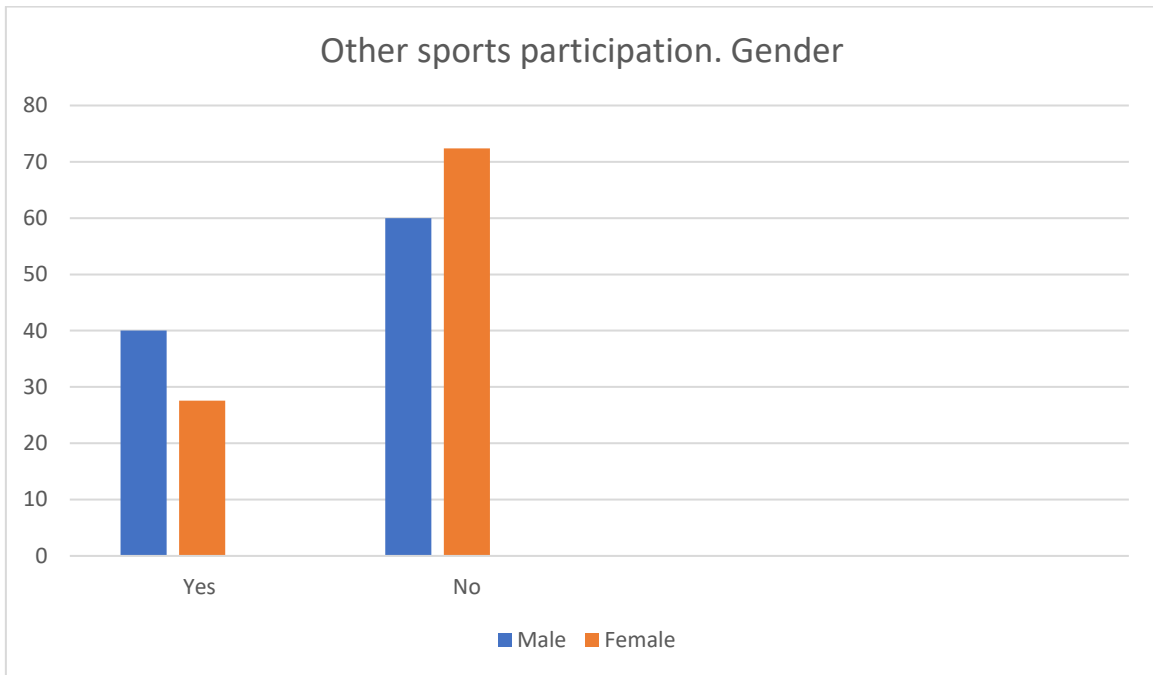


Figure 21. Other sports participation by player's gender (n=143)

It was shown that females were not taking part in other sports besides football as often as males. It might be that females are more single-sport orientated than males in this case.

Table 16. Chi-Square Tests for Figure 21

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2,336a	1	0,126		
Continuity Correctionb	1,822	1	17,70 %		

Likelihood Ratio	2,371	1	0,124		
Fisher's Exact Test				15,40 %	8,80 %
Linear-by-Linear Association	2,32	1	0,128		
N of Valid Cases	143				
a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 20,28.					
b Computed only for a 2x2 table					

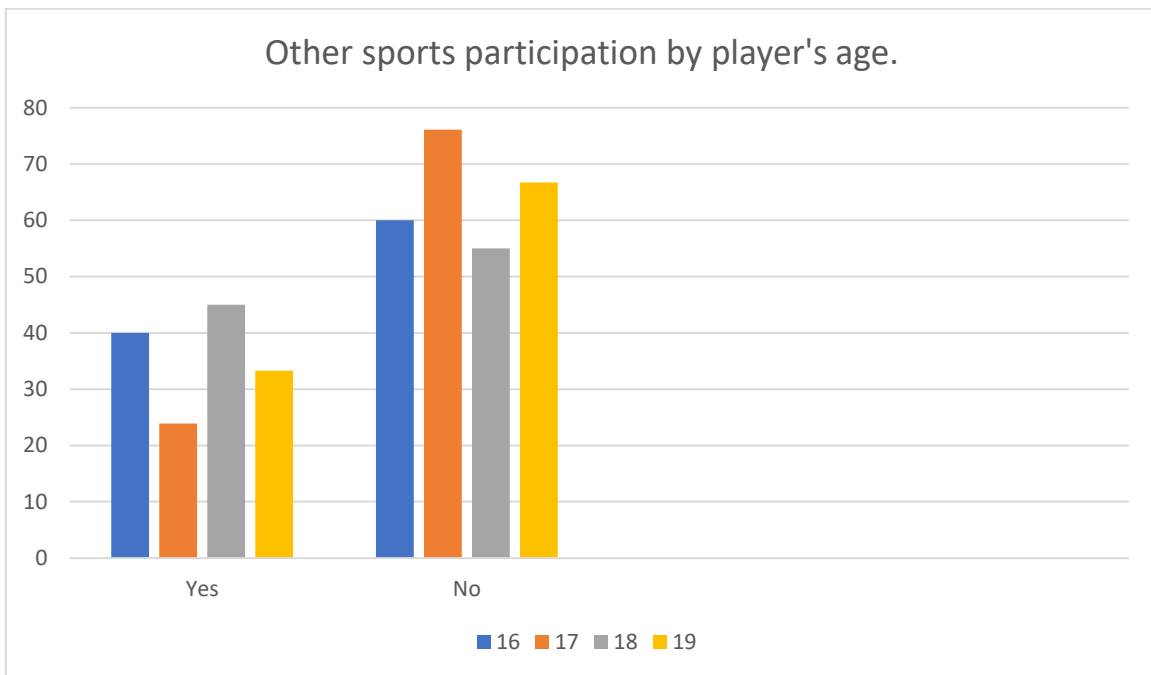


Figure 22. Other sports participation by player's age (n=145)

Figure 22 presents that relatively same way, all the age groups were not participating in any other sports besides football.

Table 17. Chi-Square Tests for Figure 22

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4,645a	3	0,2
Likelihood Ratio	4,746	3	0,191
Linear-by-Linear Association	0,053	1	0,818
N of Valid Cases	145		
a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 8,44.			

6.2 Responsibility themes

'What do you think social responsibility means in sports? Describe in a few words.' To this question, the respondents were answering mostly well-behaving comments in sports clubs. Considering, respecting, and encouraging others, safety, non-discrimination, equality, fair play, etc. were mentioned in nearly all the answers and the attitude towards social responsibility in sports as a phenomenon seemed to be positive among respondents all in all. This well demonstrated the awareness of social responsibility of the respondents, but one has to keep in mind that those who decided to answer to the questionnaire were most likely the ones who are most positively minded towards this topic of social responsibility in sports. McDonough et al., (2013), Kipp & Bolter (2020), Malinauskas & Juodsnukis (2017), Toivonen et al. (2019), and Guijarro et al. (2021) among others have all mentioned that respect is being one of the most important factors on social responsibility, while Kipp & Bolter (2020) stated considering others, for example. Whereas fair play was mentioned by Domínguez et al. (2021) and safety by Chung (2018) and Itani (Finnish Athletics Federation 2021). Equality seemed to be an important topic throughout the theory section as well. The discrimination aspect was also mentioned in the theory section by Burns & Fu (2022).

The next question: 'In which area in sports in Finland do you think social responsibility is most relevant?' gathered interestingly quite an even number of answers to every possible category. The most picked answer was 'in sportsmanlike behavior', which scored about 50 percent of the

answers. The next most picked answer was ‘in consideration of others’, around 49 percent. ‘In club’s responsible internal operations’ scored approximately 42 percent of the answers. These were the most picked answers by category. The next most frequently picked answers were; ‘in equality of individuals’ which received about 34 percent. ‘In athlete-centered coaching’ gathered about 30 percent of the answers. Gender equality scored approximately 28 percent of the answers and ethnic equality scored circa 27 percent. The least picked answers were ‘in managing people’ around 20 percent and ‘in ethical behavior’, about 20 percent. The first things that the respondent thought from the alternatives were pretty much the same as the literature offered in this thesis. This showcased that the respondents were more or less aware of social responsibility concepts when taking part in this questionnaire.

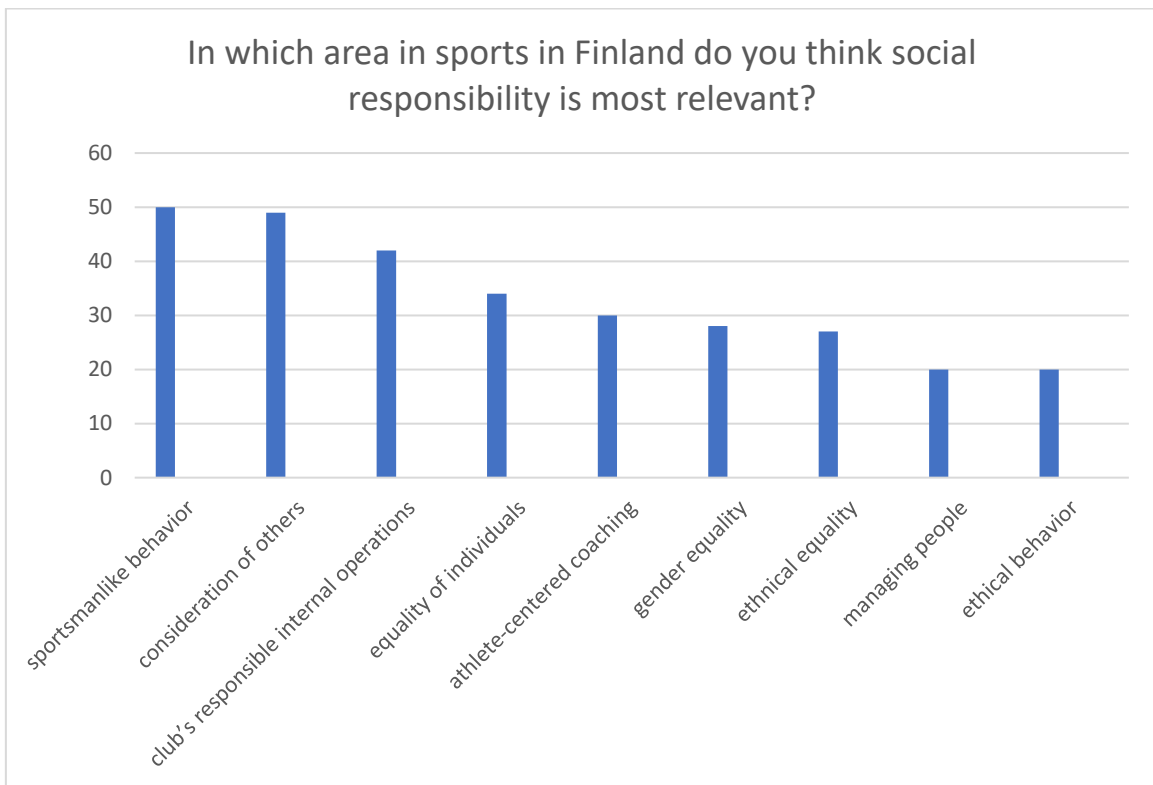


Figure 23. Social responsibility relevancy in sports in Finland

‘Sportsmanlike behavior’ was the most picked answer, but the other options did not fall far behind. ‘Consideration of others’ and ‘club’s responsible internal operations’ formed the top three alternatives. However, the next most chosen answers were almost as much chosen as the top three. ‘Equality of individuals’ was the next area and followed by ‘athlete-centered coaching’, ‘gender equality’, ‘ethnical equality’, ‘managing people’, and ‘ethical behavior’.

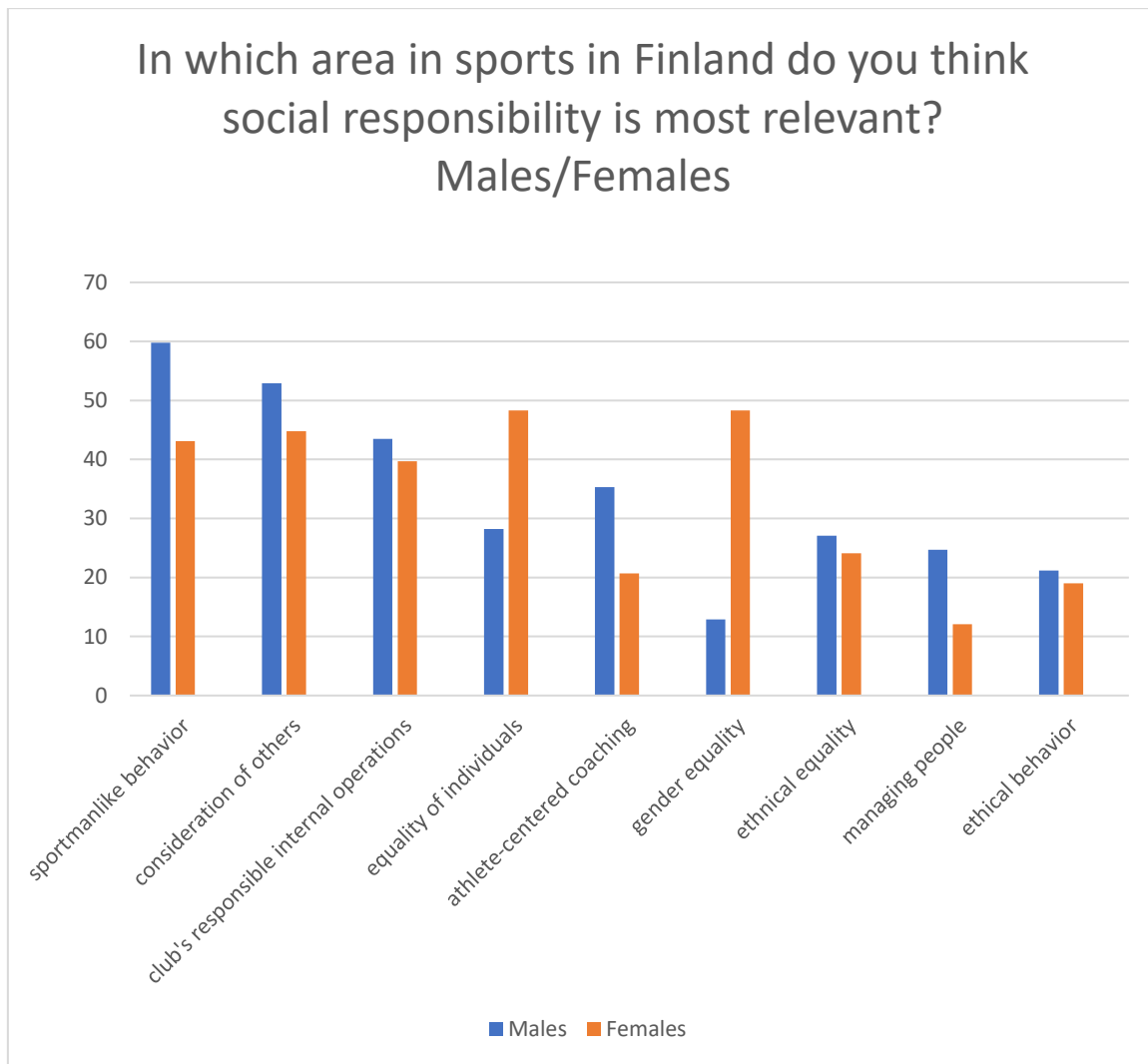


Figure 24. Social responsibility relevancy in sports in Finland by player's gender (n=143)

When looking at the gender-specific alternation in the question pattern, there are four clear favorites among males that were 'sportsmanlike behavior' 58,8 percent, 'consideration of others' 52,9 percent, 'club's responsible internal operations' 43,5 percent, and 'athlete-centered coaching' 35,3 percent. Females had, on the contrary, the five most picked answers that were 'gender equality' 48,3 percent, 'equality of individuals' 48,3 percent, 'consideration of others' 44,8 percent, 'sportsmanlike behavior' 43,1 percent, and 'club's responsible internal operations' 39,7 percent.

What this phenomenon indicates is that males were most likely more sports-centered in the perspectives of social responsibility, because 'sportsmanlike behavior' and 'athlete-centered coaching' at least are on the playing field of football. Females looked the social responsibility as more of the equal side of the practice, such as 'gender equality' and 'equality of individuals'

might indicate. There was a major gap in the ‘gender equality’ section between males’ and females’ answers. This might be explained that young females are more interested in gender equality topics than males in general and can see it as a part of social responsibility as well. Another major gap can be seen in the ‘managing people’ section but on a smaller scale. Males picked this answer more than females and this might be pointing out the fact that young males are more leadership-driven than females.

About 88 percent of the respondents thought that the realization of social responsibility in their team was either ‘important’ or ‘very important’. Approximately 10 percent of the answers were ‘somewhat important’. Other options were very minimal percentages. Those were ‘not important at all’ and ‘I cannot say’. These numbers told that the respondents thought that there is a place for social responsibility in the clubs’ environments as the competition has.

About 73 percent of the respondents thought that social responsibility was implemented in one’s team ‘excellently’ or ‘well’. Approximately 21 percent thought that it is implemented ‘moderately’ or ‘weakly’. Around five percent answered, ‘I cannot say’. The justifications mentioned the positive answers that were associated with all being respected, good team spirit, equality, etc. The negative answers were that respecting is inept, inappropriate communication, the favoring of some players, etc. These results gave information mostly that things are well in place in each organization, but there is still some work to be done in this category. The answers were similar to social responsibility in sports meaning question (question eight). Gadbois, Brandon University (2021) presented the concept of favoritism earlier in this thesis’ theory section, while Yabe et al. (2021) showcased the theory of lack of communications.

To the question ‘In your opinion, which persons play the most important role in realizing social responsibility?’ the answers were ‘the players of the team’ about 45 percent and ‘coaches’ around 42 percent. ‘Representatives of the club management’ scored circa 10 percent of the answers. Other options scored under five percent. Those were ‘the parents of the players’, ‘other staff members’, and ‘some other persons’. These results tell that these junior athletes might have seen social responsibility as an inner organizational phenomenon rather than an external phenomenon that comprised representatives of the club management, parents of the players, other staff members, etc.

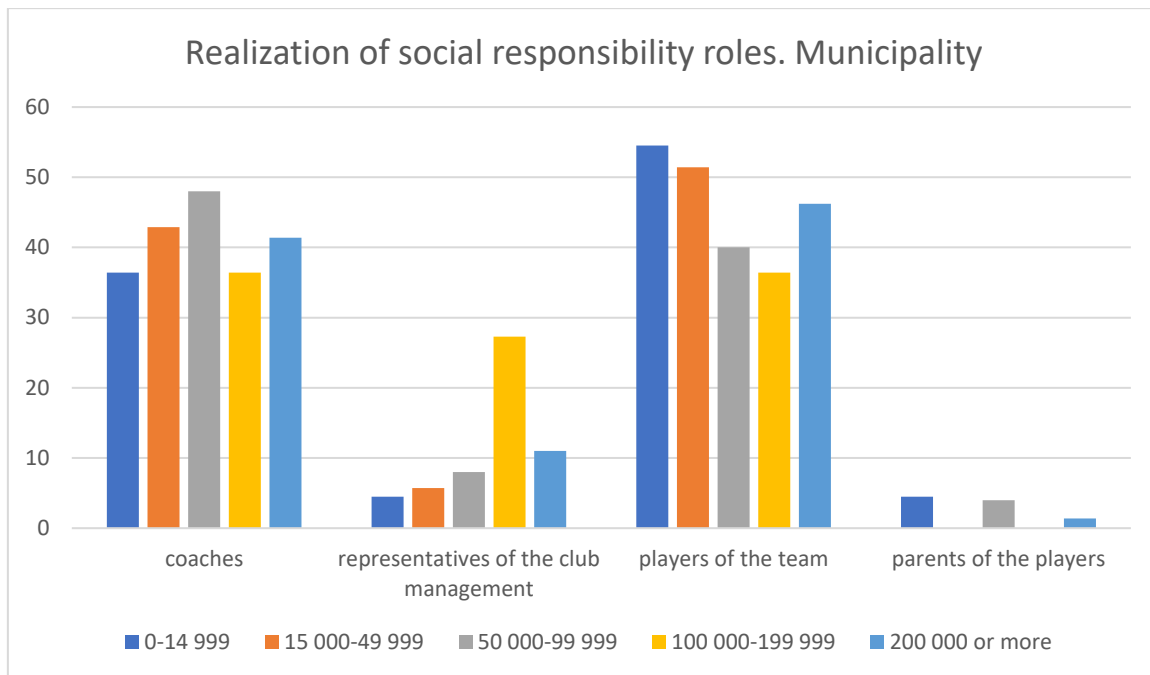


Figure 25. Realization of social responsibility roles by club's municipality population size (n=145)

Figure 25 represents the realization of social responsibility roles by municipality population sizes. In large-mid-sized, 100 000-199 999 municipalities, 'representatives of the club management' was a noteworthy pick. In small-sized, 0-14 999 municipalities 'players of the team' was the leading option in the questionnaire and the least answered was 'representatives of the club management'. In mid-sized, 50 000-99 999 municipalities 'coaches' was the most chosen answer. This could be because in smaller municipalities the players are highlighted more than the club management due to the grassroots-like environment. Vice versa, in the larger municipalities.

Table 18. Chi-Square Tests for Figure 25

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11,179a	12	0,514
Likelihood Ratio	11,085	12	0,522
Linear-by-Linear Association	0,792	1	0,374

N of Valid Cases	145		
a 10 cells (50,0%) have expected count less than 5. The minimum expected count is ,15.			

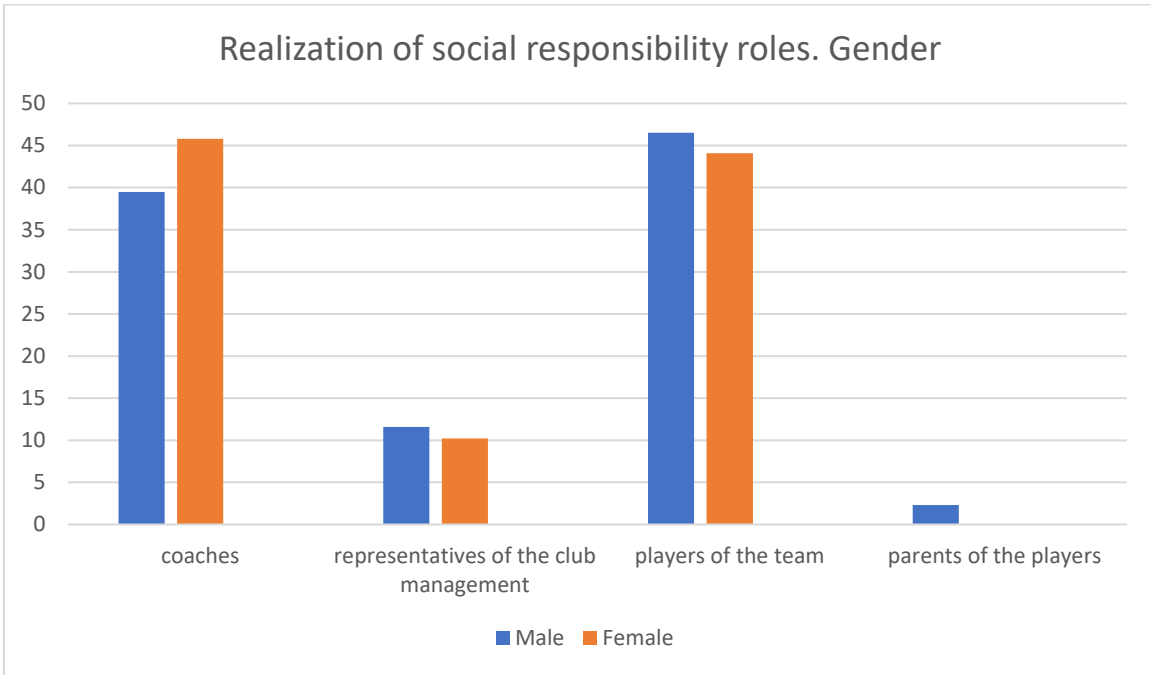


Figure 26. Realization of social responsibility roles by player's gender (n=145)

Figure 26 presents that both genders answered somewhat similarly to the question of the realization of social responsibility roles. This might mean that both genders share the same views on this matter.

Table 19. Chi-Square Tests for Figure 26

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1,808a	3	61,30 %
Likelihood Ratio	2,524	3	0,471
Linear-by-Linear Association	0,856	1	35,50 %

N of Valid Cases	145		
a 2 cells (25,0%) have expected count less than 5. The minimum expected count is ,81.			

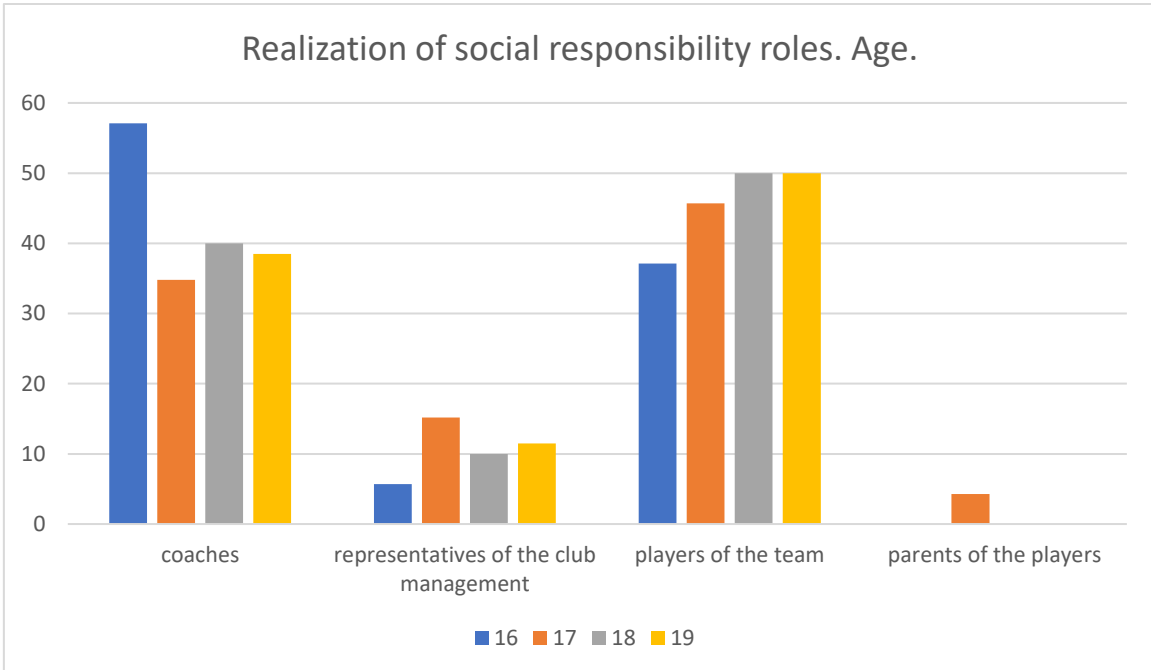


Figure 27. Realization of social responsibility roles by player's age (n=147)

Figure 27 shows that the youngest respondents, 16-year-olds, thought that 'coaches' were in the most important role in social responsibility realization and the older the participant got 'players of the team' answer was more commonly chosen.

Table 20. Chi-Square Tests for Figure 27

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9,498a	9	0,393
Likelihood Ratio	9,731	9	0,373
Linear-by-Linear Association	1,032	1	0,31
N of Valid Cases	147		

a 7 cells (43,8%) have expected count less than 5. The minimum expected count is ,35.

One interesting fact was that about 45 percent of the respondents thought that they did not know if social responsibility issues were dealt with by their clubs and approximately 37 percent of the respondents thought that these issues were not dealt with by their clubs. Only around 18 percent of the answers were that these issues were dealt with in their clubs. This phenomenon might be explained by the fact that social responsibility is still a relatively new concept in junior sports systems in Finland.

‘Write the example’ was the next task to be fulfilled by the respondent. The positive answers were regarding consideration of others, common rules and goals.

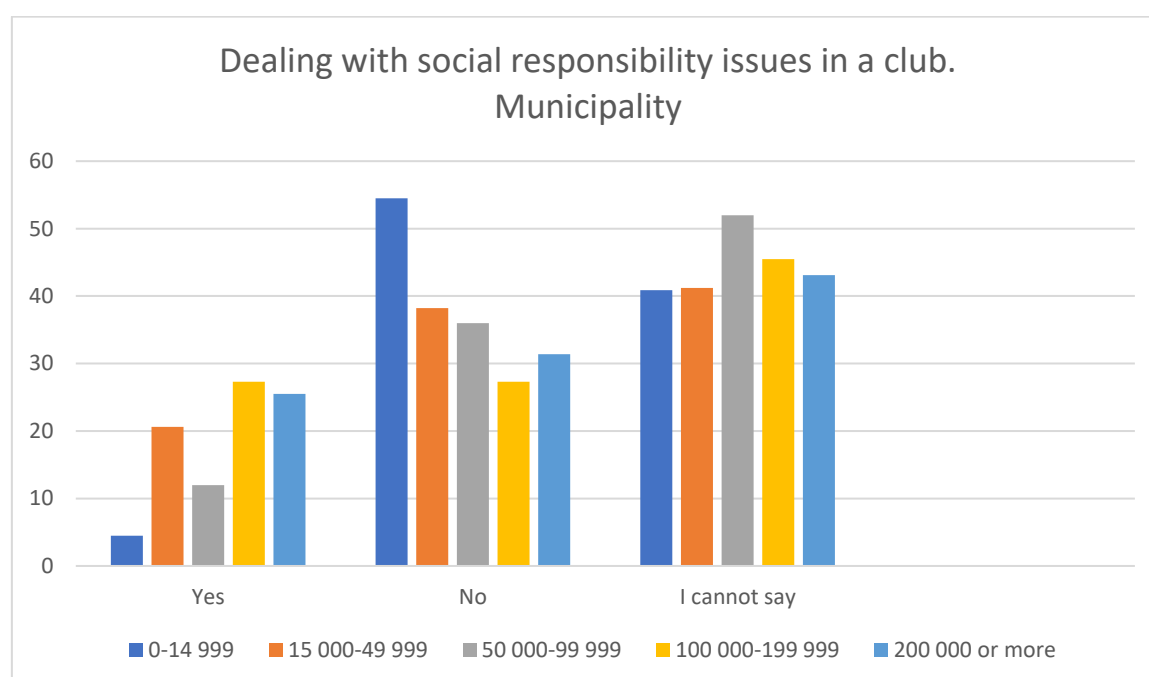


Figure 28. Dealing with social responsibility issues in a club by the club's municipality population size (n=143)

Figure 28 represents social responsibility dealing with the players' clubs by municipality population sizes. In small municipalities, 0-14 999 the answer was very often 'no' or 'I cannot say'. There were more positive answers in the larger municipalities, but often the answers were the same in these municipalities as well. This could be the result that in smaller municipalities

social responsibility is not yet a very much used method in the teams' environment, while in larger municipalities the differences are not so great.

Table 21. Chi-Square Tests for Figure 28

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7,715a	8	0,462
Likelihood Ratio	8,509	8	0,385
Linear-by-Linear Association	0,745	1	0,388
N of Valid Cases	143		

a 5 cells (33,3%) have expected count less than 5. The minimum expected count is 2,08.

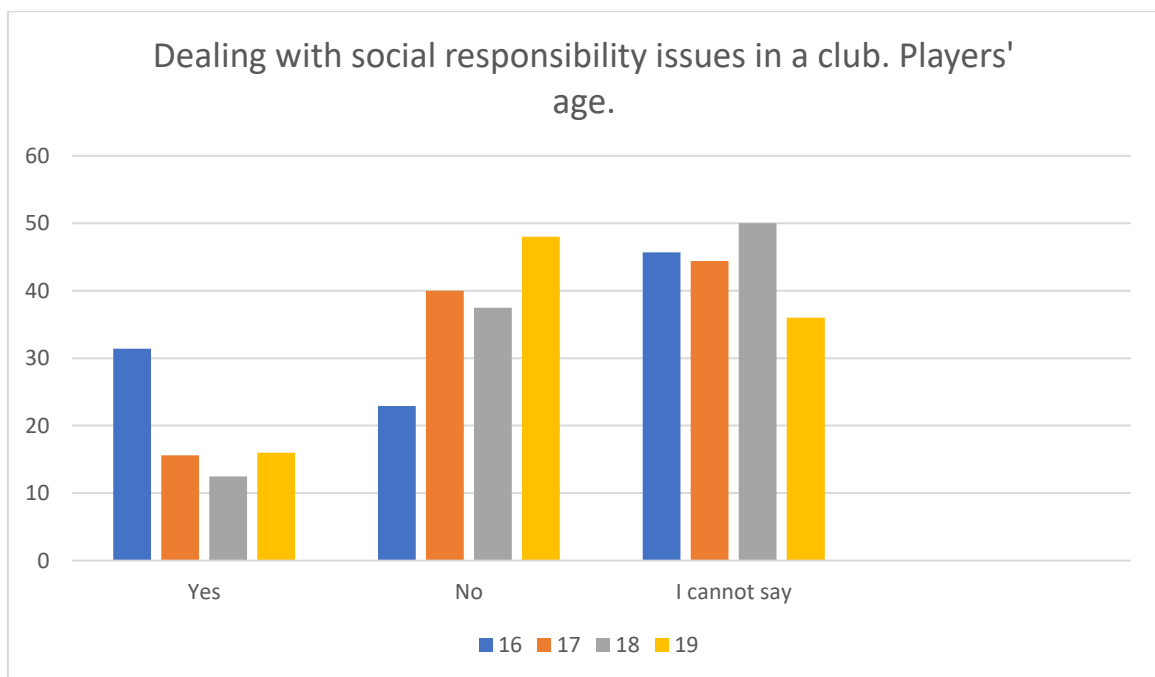


Figure 29. Dealing with social responsibility issues in a club by players' age (n=145)

Figure 29 presents that the youngest players that were 16 years-old thought more that social responsibility issues were dealt with in one's clubs than the comparable 19-year-olds, for example.

Table 22. Chi-Square Tests for Figure 29

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7,737a	6	0,258
Likelihood Ratio	7,545	6	0,273
Linear-by-Linear Association	0,355	1	0,551
N of Valid Cases	145		

a 1 cells (8,3%) have expected count less than 5. The minimum expected count is 4,66.

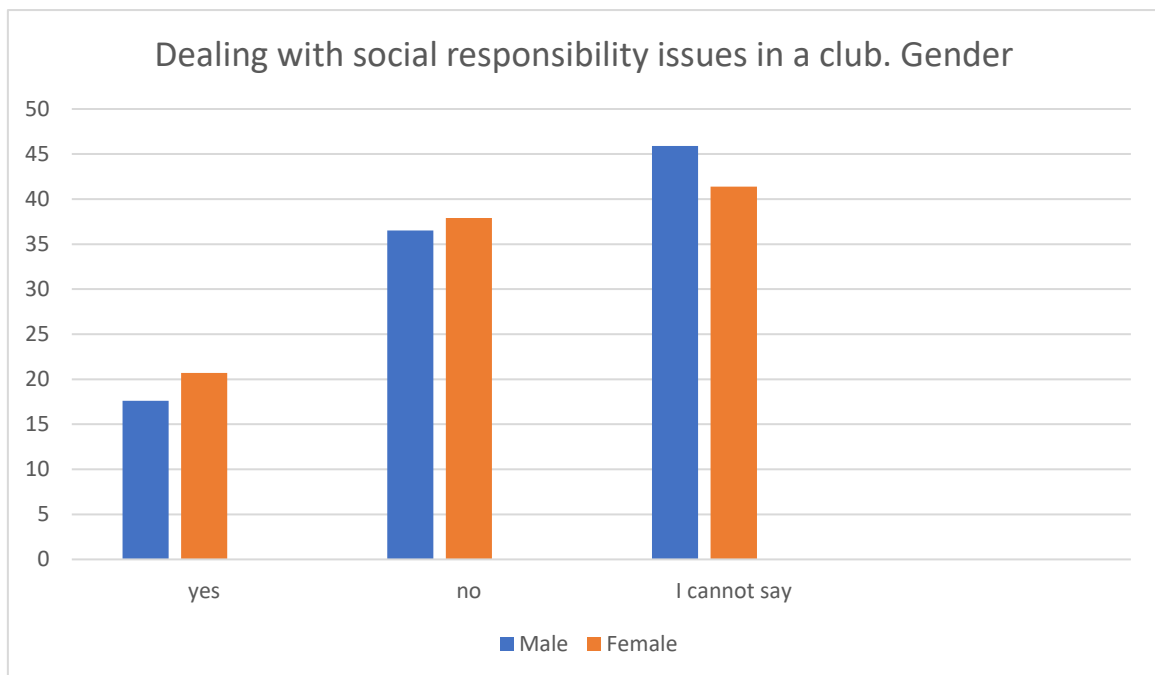


Figure 30. Dealing with social responsibility issues in a club by player's gender (n=143)

Figure 30 indicates that both genders were answering relatively the same way in dealing with social responsibility issues in one's club. Males were a little more uncertain if the issues were dealt with in their clubs than females and females were a little more frequently answering 'yes' to the question. This might be pointing out the fact that females were more likely to recognize

social responsibility aspects in their teams or the incidents occur a little bit more in the females' teams or the solutions to solve these incidents occur a little more in the females' teams.

Table 23. Chi-Square Tests for Figure 30

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	,348a	2	84,00 %
Likelihood Ratio	0,347	2	0,841
Linear-by-Linear Association	0,344	1	55,70 %
N of Valid Cases	143		
a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 10,95.			

About 51 percent of the respondents informed that they had not experienced any socially irresponsible behavior in their club and circa 21 percent thought that there had been happened some incident that was irresponsible. Around 28 percent answered, 'I cannot say'. This fact clearly divided the answers into two halves, the other half that there was no socially irresponsible incident at all and the other half that there was some incident or did not know one. The incidents presented in the open question 'what kind of an incident?' were often favoring some players, some players not being respected, and inappropriate behavior.

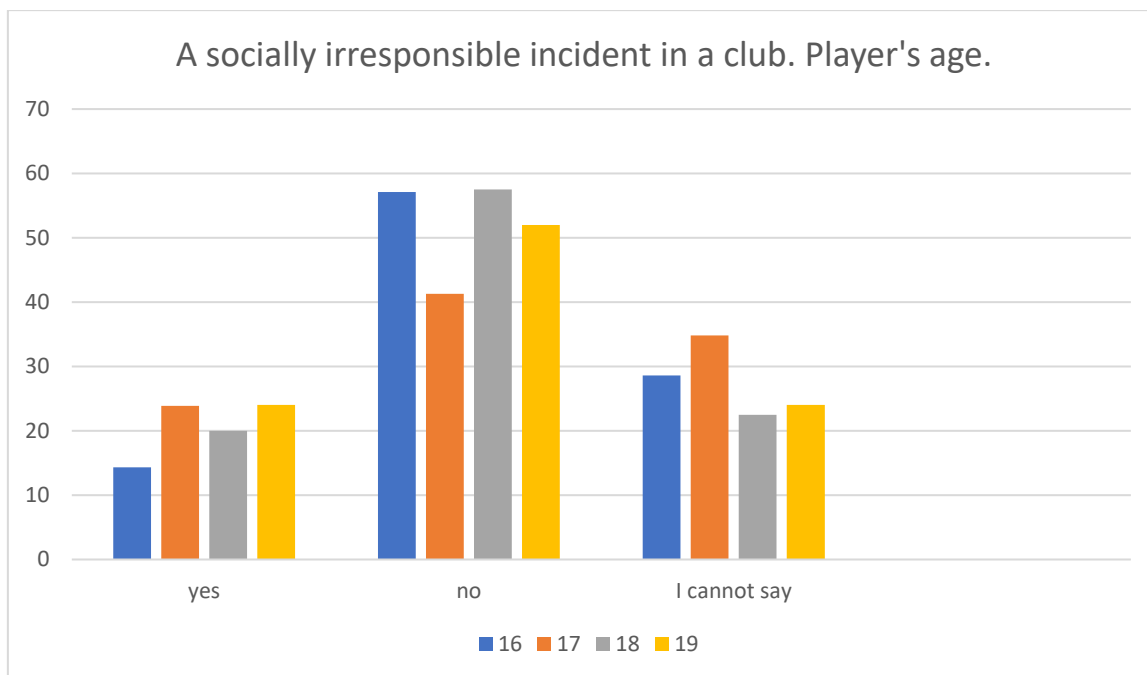


Figure 31. A socially irresponsible incident in a club by a player's age (n=146)

Figure 31 presents a socially irresponsible incidents in a club by player's age. The oldest participants, 19-year-olds, scored the highest in the 'yes' section that there was some kind of incident that happened in their club, but the scores were relatively low still. The second oldest participants, 18-year-olds scored the highest in the 'no' section. The 'I cannot say' was the most relevant for the youngest participants, 16–17-year-olds. There might be the case that the oldest participants recognize the incidents more frequently than the younger participants in general.

Table 24. Chi-Square Tests for Figure 31

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3,832a	6	0,699
Likelihood Ratio	3,927	6	0,687
Linear-by-Linear Association	0,888	1	0,346
N of Valid Cases	146		
a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 5,14.			

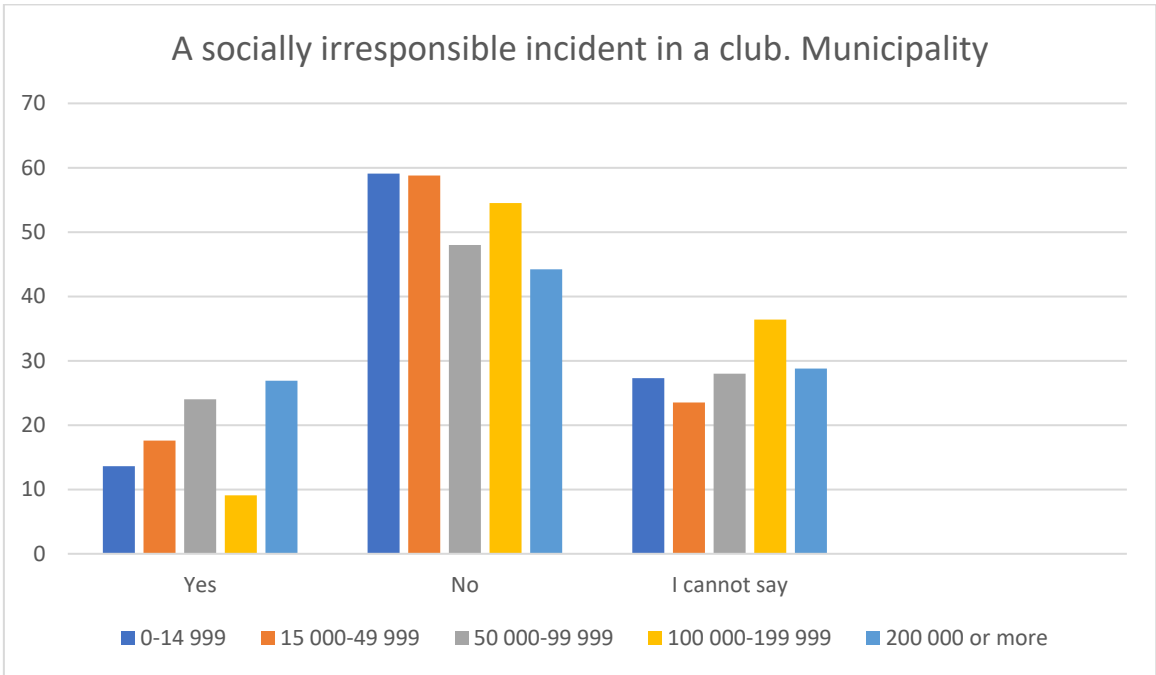


Figure 32. A socially irresponsible incident in a club by the club's municipality population size (n=144)

Figure 32 presents that in large municipalities' clubs, 200 000 or more, there was some kind of socially irresponsible incident occurring in a club more frequently than in other municipalities. Same with the mid-sized, 50 000-99 999 municipalities clubs. 'I cannot say' option was often picked as well. This might mean uncertainty among the respondents in this question's topic.

Table 25. Chi-Square Tests for Figure 32

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4,239a	8	0,835
Likelihood Ratio	4,421	8	0,817
Linear-by-Linear Association	0,193	1	0,66
N of Valid Cases	144		

a 3 cells (20,0%) have expected count less than 5. The minimum expected count is 2,29.

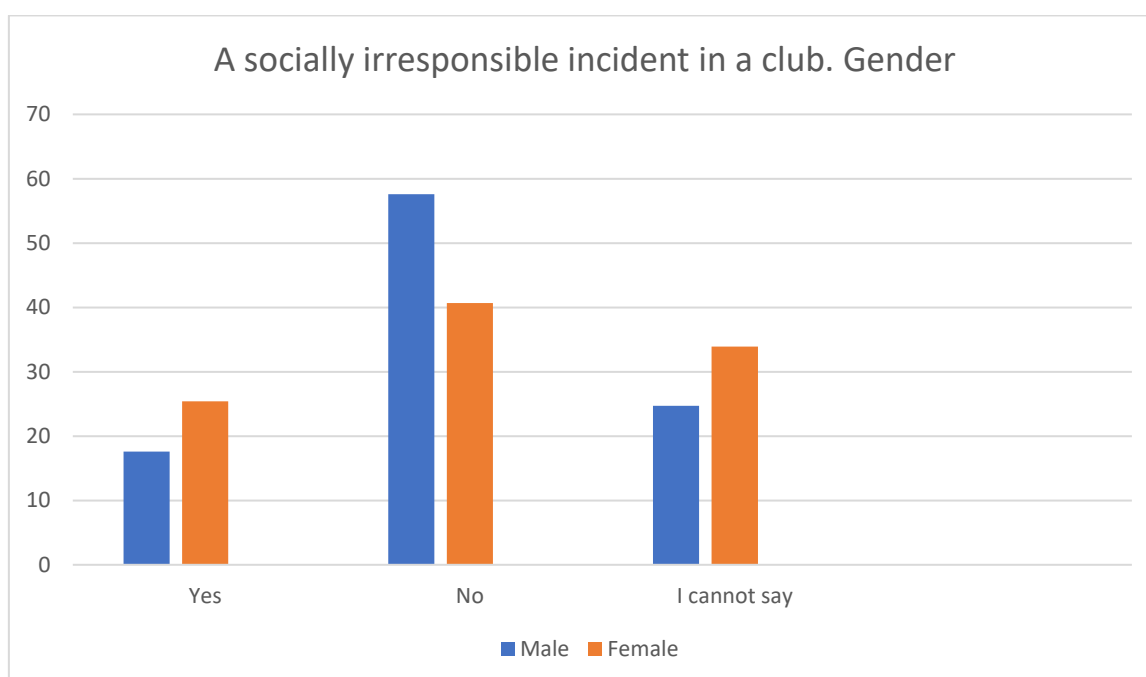


Figure 33. A socially irresponsible incident in a club by player's gender (n=144)

Figure 33 illustrates that males were more likely to answer 'no' to the question of a socially irresponsible incident in a club and females were more likely to report these types of incidents. Again, based on the results of this question it might be the case that in female teams socially irresponsible incidents are more frequent than in males' teams.

Table 26. Chi-Square Tests for Figure 33

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4,023a	2	13,40 %
Likelihood Ratio	4,041	2	0,133
Linear-by-Linear Association	0,014	1	90,50 %
N of Valid Cases	144		

a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 12,29.

‘How do you solve problems related to social responsibility in your club?’ was the next question, and it was an open question. Conversating with the parties was often the solution.

About 54 percent of the respondents thought that social responsibility is seen as a growing trend in the future and approximately 43 percent thought that the trend remains the same. Only three percent thought that the trend is decreasing in the future. There was a justification section after this question. The comments were that the media coverage and the general knowledge will most likely increase of this social responsibility topic in the future.

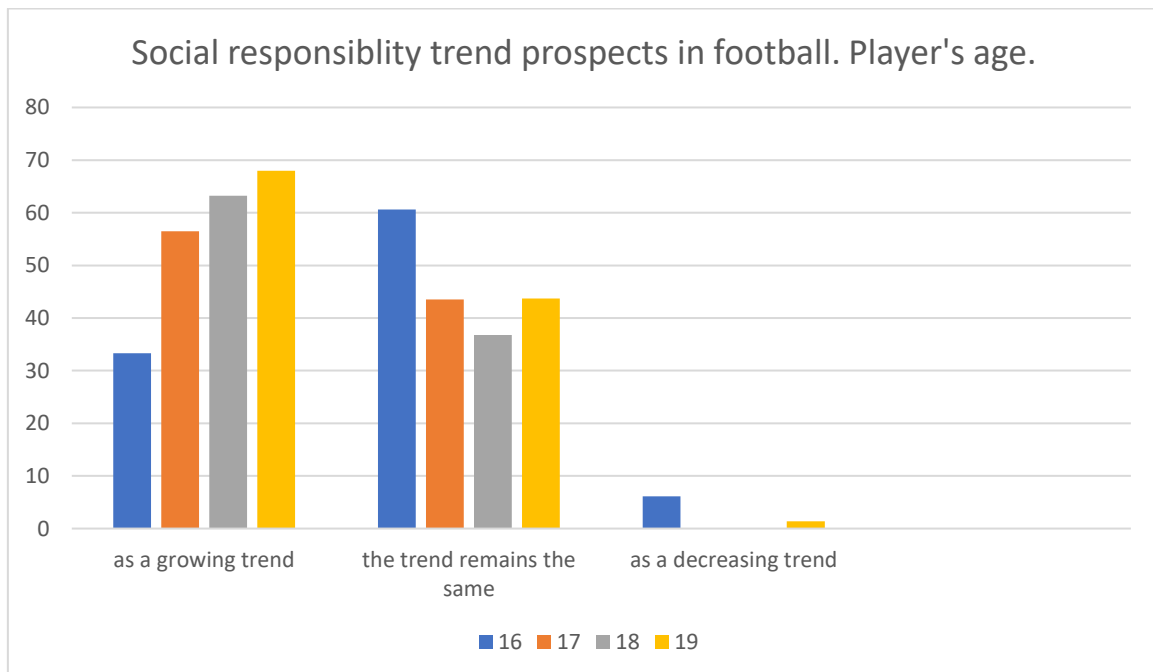


Figure 34. Social responsibility trend prospects in football by player’s age (n=142)

Figure 34 presents social responsibility trend prospects in football by player’s age. The youngest participants, 16-year-olds, thought that the trend will remain the same in the future. As the older the respondent gets, the more optimistic he or she was thinking of social responsibility as a trend in the future. This might be explained again by the awareness of social responsibility within the older participants.

Table 27. Chi-Square Tests for Figure 34

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14,029a	6	0,029
Likelihood Ratio	13,513	6	0,036
Linear-by-Linear Association	9,167	1	0,002
N of Valid Cases	142		

a 4 cells (33,3%) have expected count less than 5. The minimum expected count is ,35.

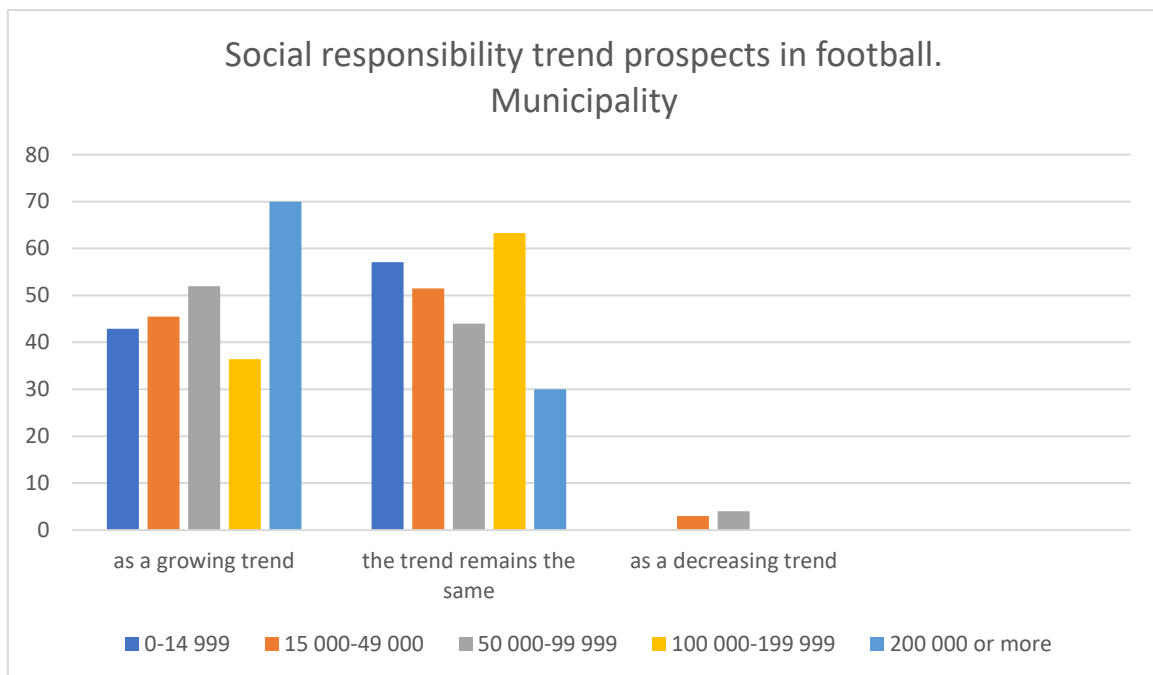


Figure 35. Social responsibility trend prospects in football by club's municipality population size (n=140)

Figure 35 shows that in large municipalities, 200 000 or more, social responsibility was seen the most as a growing trend in football in the future. 'The trend remains the same' was the most picked answer for mid-large-sized municipalities, 100 000-199 999 ones. This might mean that

in the larger municipalities, social responsibility issues are more recognized than in the smaller ones.

Table 28. Chi-Square Tests for Figure 35

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11,258a	8	0,188
Likelihood Ratio	11,962	8	0,153
Linear-by-Linear Association	5,918	1	0,015
N of Valid Cases	140		
a 6 cells (40,0%) have expected count less than 5. The minimum expected count is ,16.			

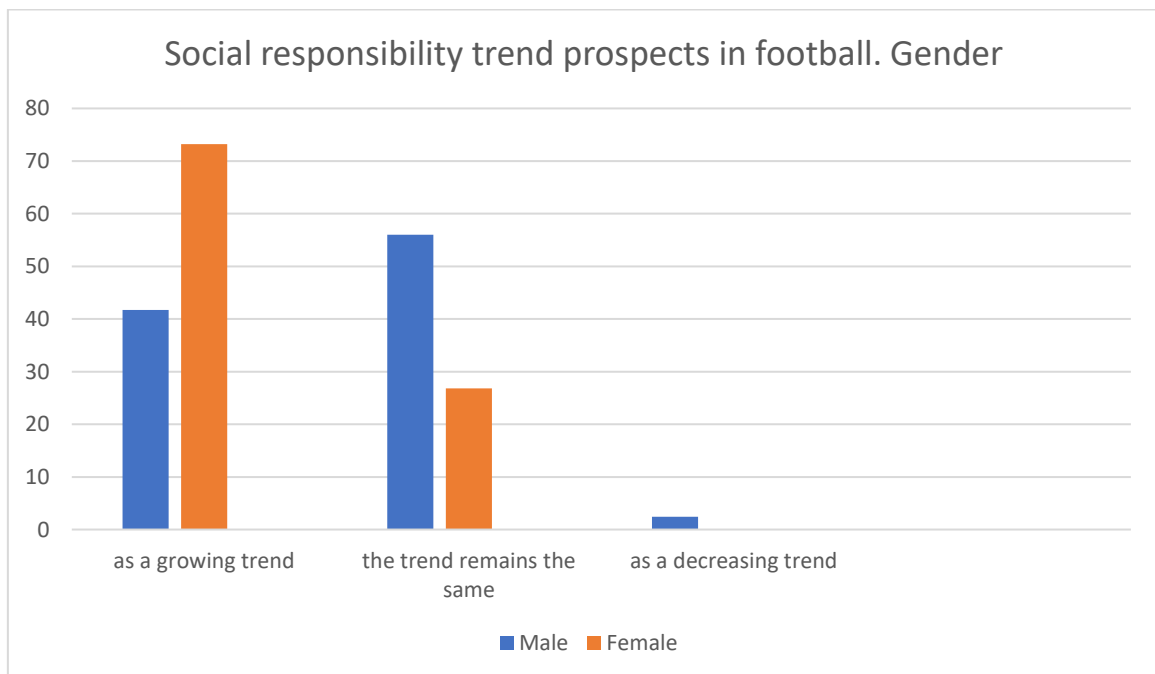


Figure 36. Social responsibility trend prospects in football by player's gender (n=140)

Figure 36 shows that females were more optimistic about the social responsibility trend in football in the future and males less optimistic about it. This can be explained by the potential

of gender equality in sports growth in the future and females were more likely to affiliate social responsibility with gender equality.

Table 29. Chi-Square Tests for Figure 36

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13,948a	2	<,001
Likelihood Ratio	14,95	2	<,001
Linear-by-Linear Association	13,826	1	<,001
N of Valid Cases	140		
a 2 cells (33,3%) have expected count less than 5. The minimum expected count is ,80.			

About 44 percent of the respondents heard or read ‘very little’ amount of social responsibility in sports. Approximately 31 percent ‘moderately’ and around 15 percent ‘not at all’. Only circa 10 percent of the answers were ‘much’ or ‘very much’.

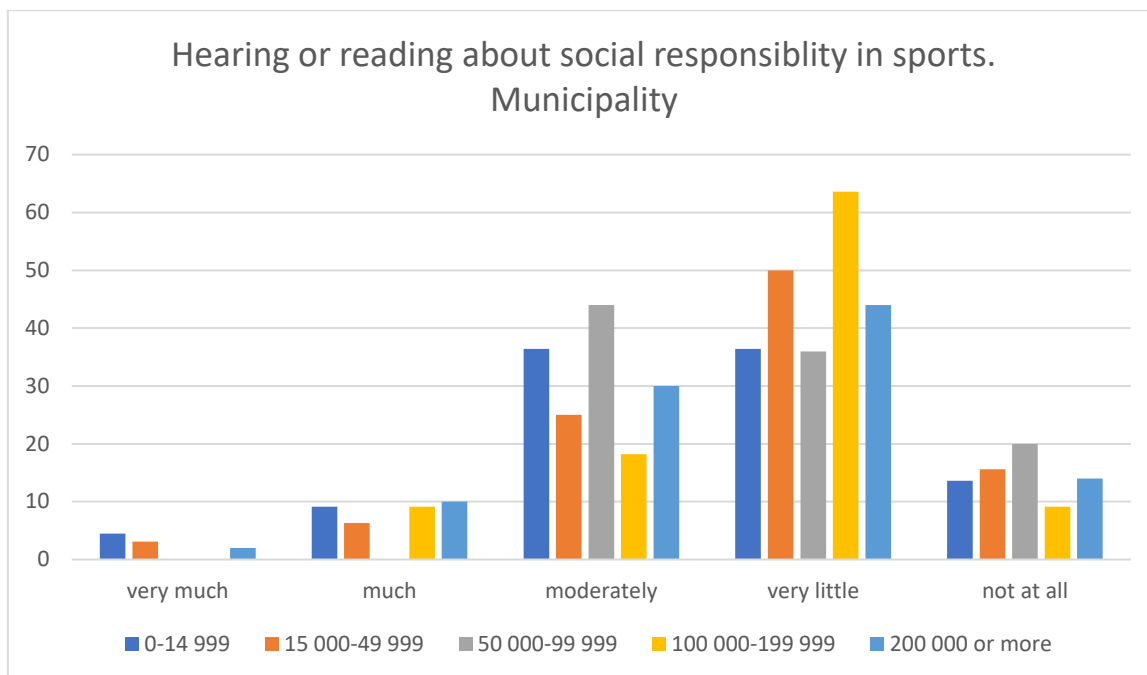


Figure 37. Hearing or reading about social responsibility in sports by club's municipality population size (n=140)

Figure 37 indicates that the respondents have either heard or read about social responsibility in sports 'very little' or 'moderately' in most of the cases by club's population size. Some 'not at all' answers occurred as well. The trend seemed to be that in the larger municipalities, 'very little' was quite a common answer, and in smaller municipalities 'moderately' was the more common pick of these five alternatives.

Table 30. Chi-Square Tests for Figure 37

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9,184a	16	0,906
Likelihood Ratio	11,426	16	0,782
Linear-by-Linear Association	0,015	1	0,902
N of Valid Cases	140		
a 16 cells (64,0%) have expected count less than 5. The minimum expected count is ,24.			

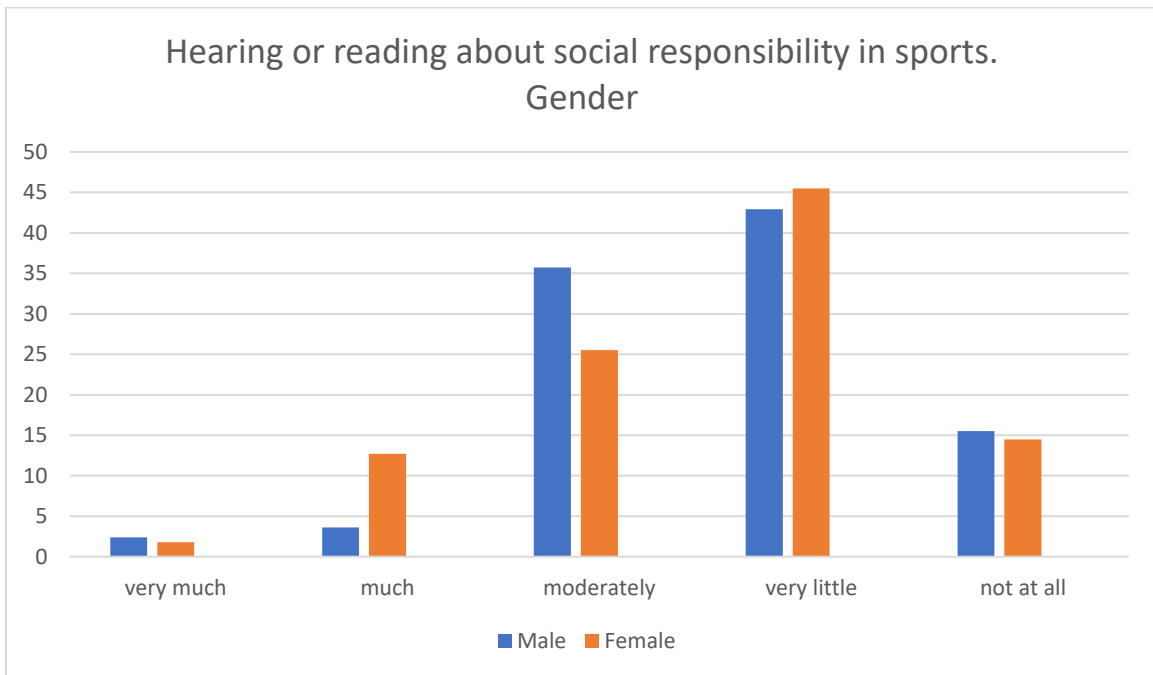


Figure 38. Hearing or reading about social responsibility in sports by player’s gender (n=139)

Figure 38 showed that females were more likely to hear or read about social responsibility in sports as a concept than males.

Table 31. Chi-Square Tests for Figure 38

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5,097a	4	0,277
Likelihood Ratio	5,041	4	0,283
Linear-by-Linear Association	0,217	1	0,641
N of Valid Cases	139		
a 3 cells (30,0%) have expected count less than 5. The minimum expected count is 1,19.			

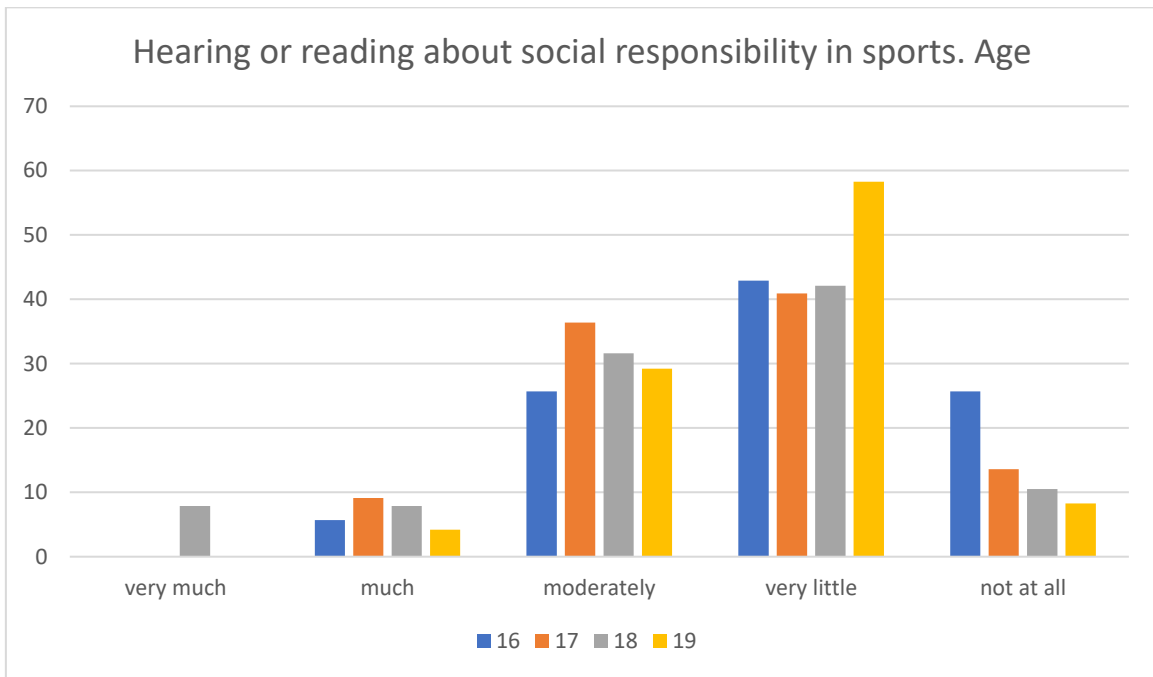


Figure 39. Hearing or reading about social responsibility in sports by player's age (n=141)

Figure 39 presents that the oldest participants, 19-year-olds, were answering most commonly 'very little' to the question of hearing or reading about social responsibility in sports. The younger the participant got, the more likely he or she was heard or read about the phenomenon 'not at all'.

Table 32. Chi-Square Tests for Figure 39

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14,746a	12	0,256
Likelihood Ratio	14,132	12	0,292
Linear-by-Linear Association	1,66	1	0,198
N of Valid Cases	141		
a 9 cells (45,0%) have expected count less than 5. The minimum expected count is ,51.			

The final question's results were somewhat similar to the question regarding how social responsibility issues were dealt with by each other's clubs. The last question was dealing with the Et ole yksin -campaign ['You are not alone'] by the Family Federation of Finland. About 66 percent of the respondents were not aware of this campaign and around 34 percent were aware of it. These last two questions might have meant that social responsibility issues could be made more visible for the youth athletes and the concept is still relatively new in Finland. This fact was also suggested in the theory section by Aarresola (2016, 9).

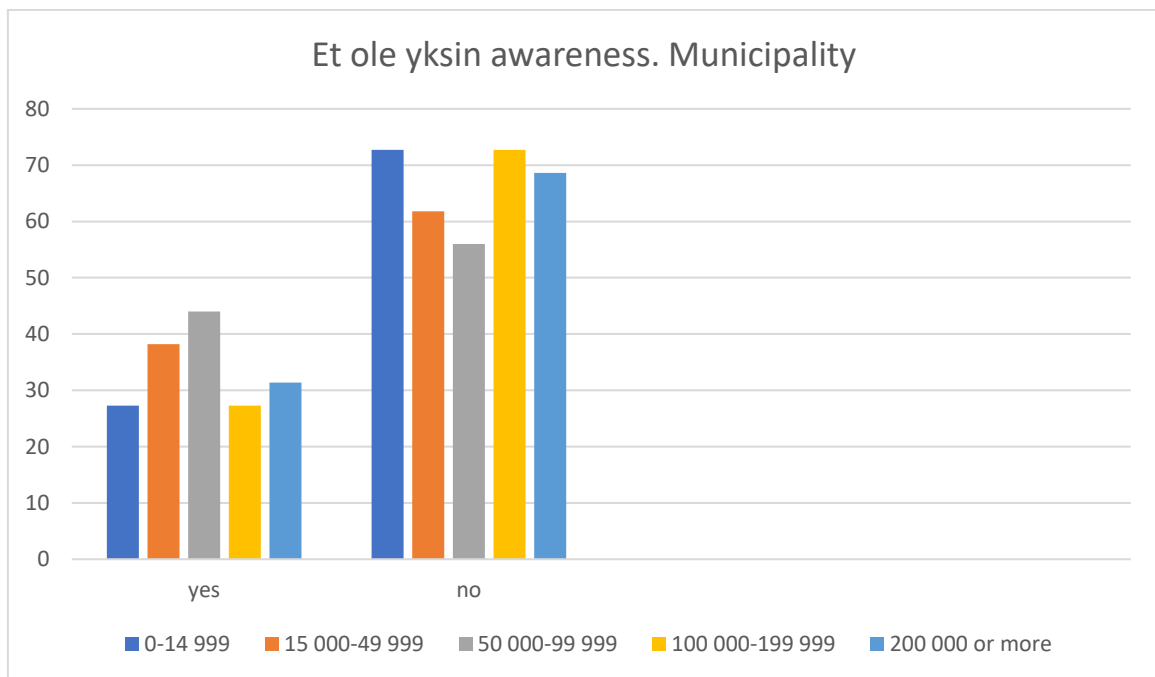


Figure 40. Et ole yksin awareness by club's municipality population size (n=143)

Based on figure 40 it seemed that in smaller municipalities the players were more aware of the Et ole yksin -campaign than in the larger municipalities excluding small municipalities, 0-14 999 that in there the players were most likely not aware of the campaign.

Table 33. Chi-Square Tests for Figure 40

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2,196a	4	0,7
Likelihood Ratio	2,183	4	0,702

Linear-by-Linear Association	0,053	1	0,817
N of Valid Cases	143		
a 1 cells (10,0%) have expected count less than 5. The minimum expected count is 3,77.			

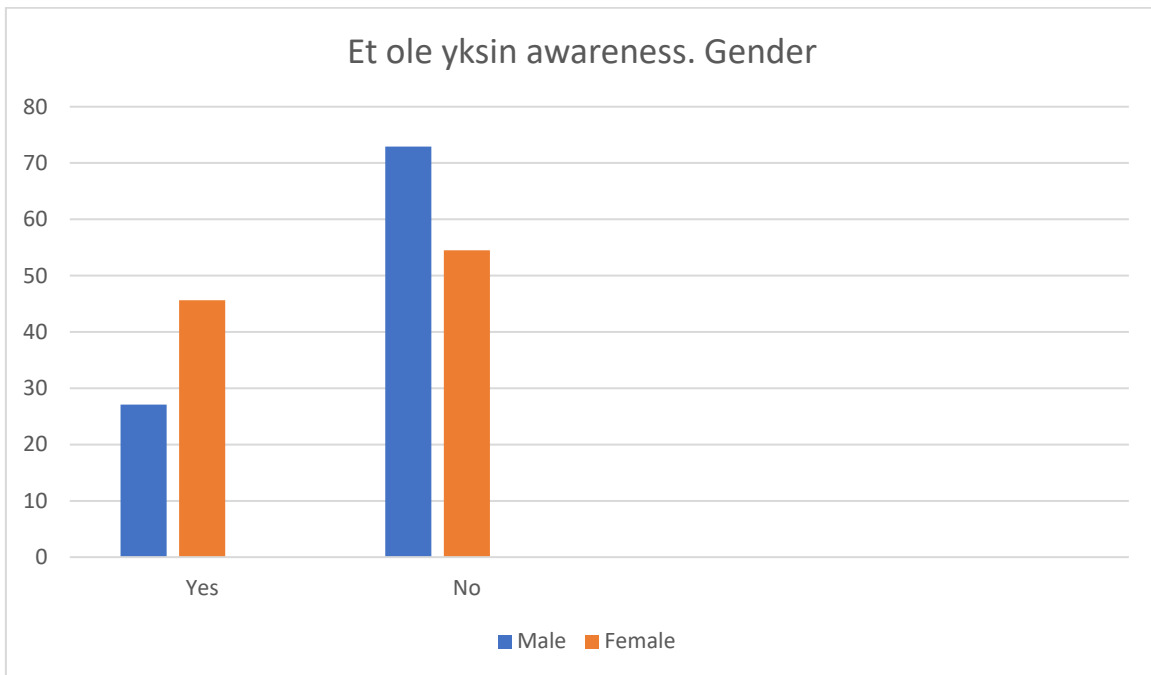


Figure 41. Et ole yksin awareness by player's gender (n=142)

Figure 41 presents that females were more aware of the Et ole yksin -campaign than males. This might be explained by that female teams have the incidents or have the solutions more to the incidents related to social responsibility than male teams.

Table 34. Chi-Square Tests for Figure 41

Chi-Square Tests						
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	
Pearson Chi-Square	5,198a	1	0,023			

Continuity Correction ^b	4,409	1	0,036		
Fisher's Exact Test				0,031	0,018
Linear-by-Linear Association	5,161	1	0,023		
N of Valid Cases	142				
a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 19,67.					
b Computed only for a 2x2 table					

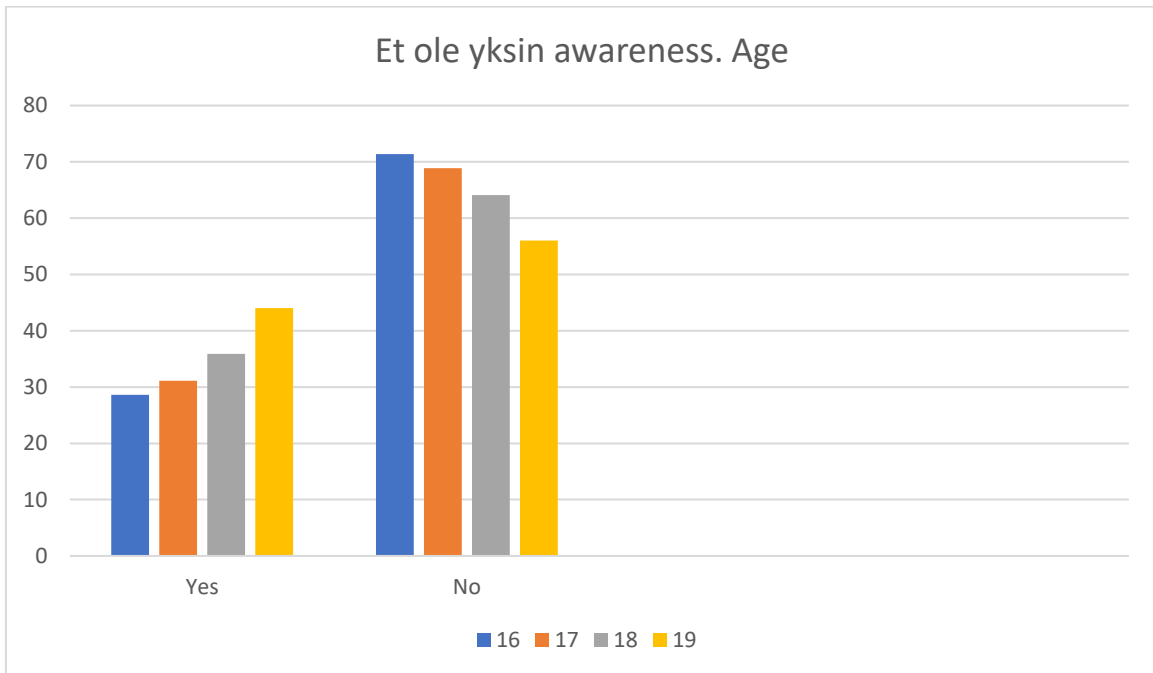


Figure 42. Et ole yksin awareness by player's age (n=144)

Figure 42 shows that linearly, as the younger the respondent were, the more unlikely he or she was to be aware of the Et ole yksin -campaign.

Table 35. Chi-Square Tests for Figure 42

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1,803a	3	0,614
Likelihood Ratio	1,777	3	0,62
Linear-by-Linear Association	1,673	1	0,196
N of Valid Cases	144		
a 0 cells (0,0%) have expected count less than 5. The minimum expected count is 8,51.			

7 DISCUSSION

Social responsibility is a broad concept and this study was focused on the junior club-level issues of social responsibility in Finland. When comparing the literature review and the findings of the questionnaire, there were several interesting results that are reported in this thesis.

First, the recent happening in January 2023 of the white card shown in the official match in the women's cup match in Portugal also was mentioned in the questionnaire answers as an example. Proposing that this action by the referee might be occurring more in the future and in Finland as well. Second, another example provided was the athletes' mental health that was mentioned in the open questions section of the questionnaire. In the future, the respondent thought that there will be more actions toward athletes' mental health. The IOC's long-term research project connected to the elite-level athletes' well-being and physical & mental health was in the theory section that connected this answer and the theory. The health & wellbeing of the UEFA's strategy has also been raised in the theory section of this thesis. Third, one other example was the gender inequality in football in Finland was predicted to reach the gap to a more equal degree. The comment stated that all the time in Finland there is more and more news about women's football in the media. In the literature, Mikkonen (2022) and Nummelin (2022) were optimistic about this gender equality in football, whereas Kankaanmäki (2020) and Pajuriutta (2016) were more doubtful whether we are, as Finns, in the most optimal situation in this phenomenon yet.

However, the frameworks presented in this thesis represent social responsibility from a holistic point of view most of the time, but the questionnaire targeted mainly on the details of social responsibility at the junior club level. The definitions that are used in the questionnaire are still based on the literature.

Gender differences between respondents' answers were one issue to be looked at in this thesis. According to question six, males were more focused on becoming student-athletes in Finland or abroad in the future and females were more focused on becoming professional athletes abroad. This is interesting because by common belief quite often females are considered of being more active in becoming student-athlete and by common view males are traditionally regarded as focusing on becoming professional athletes abroad more often than females. The trend might be changing as the results show. Other sports participation was more common

among males than females according to the results of question seven. This indicates that females are more concentrated on single-sport and males multiport performing. In the theory section by Ford & Williams (2011) suggested that those players that became professional players eventually were practicing more sports than the lower-level case players. It might be that the sports presented, however, quite often 'futsal' and 'going to the gym' were going hand-in-hand with the hobby of football itself. Males were more often answering 'athlete-centered coaching' and 'managing people' to the question of social responsibility relevancy in sports in Finland in question nine. Females were more concentrated on 'gender equality'. These results are pointing-out that males perceive social responsibility relevancy more often as a leadership-orientated issue rather than an equality issue, which was the case often with females. Social responsibility roles were more often 'coaches' among female respondents and males were answering more frequently 'players of the team' and 'representatives of the club management' in question 13. In male teams, there were more often happening socially irresponsible incidents rather than in female teams in question 16. Males answered more often to social responsibility trend prospects in football with 'the trend remains the same' while females were seeing more frequently the trend 'as a growing trend' in question 18. Females have read or heard about social responsibility in sports a little more than males in question 20. Et ole yksin -campaign awareness was more emphasized with females than males as well in question 21.

8 CONCLUSIONS

After a long process of researching, narrowing down the scope of the thesis, and writing the literature review it is safe to say that football has an important role in social responsibility implementation processes. This is strongly based on the theory presented and the data gathered in the process of writing this thesis. Naturally, professional sports organizations have been more developed in the social responsibility processes, while junior and grassroots organizations, which this thesis is examining specifically, might have been slower to implement these processes in their actions.

It should be noted that often the actions start at the grassroots level, thereby it could be beneficial that the amateur junior sports organizations would be more focused on the social responsibility area in Finland in the future. It would be interesting to find out what type of answers would be in the same age group of players for 10 years from now or so. There have been already studies of financial, social responsibility calculations that football produces for Finnish society. The results were significant, but the awareness of social responsibility can possibly raise these numbers in the future as well.

Young football players in Finland perceive social responsibility in relatively the same way as the literature presented in this thesis according to this research. The same virtues were emphasized in the answers as in the literature, but the concept of social responsibility was a little unknown among players. Social responsibility was seen often as a growing trend in the future in football. In the future, hopefully, social responsibility issues will be raised even more in the Finnish sports clubs' environments. This is recommended because social responsibility clearly has major positive outcomes for the athletes and the entire organizations running the sport of football.

8.1 Limitations of the study

I could write the same project in different ways after finishing it in retrospect. The questionnaire-sending process might have been done earlier. For example, in the summer of 2022 when the competition season is going on in football in Finland. Now the answering period was in January 2023. The reason for this was that the cooperation with the Football Association

of Finland was confirmed during that time. However, this fact should not have an effect on the results of this thesis in the end.

Also, the scope of the thesis was relatively large even though I did not include CSR and environmental or economic sections of responsibility. This was mainly because the topic of social responsibility is very comprehensive. This fact can be seen in the references list which was somewhat extensive compared to other master's theses of this field conducted in Finland. Still, this should not have an effect on the results of the thesis.

8.2 Suggestions for future studies

Future studies could be the repetition of the same research again in 10 years from now. This could give the direction that how these issues have possibly changed during the decade. Also, other sports can take an example from this study conducted. In England, for example, where the sports business of football is a large market, the Premier League clubs are focused on social responsibility issues comprehensively. Finnish clubs can take an example of those in the future as well. Social responsibility is not at least a decreasing trend in football according to the respondents of this research. Depending on what is understood by social responsibility in sports, the results of social responsibility trend prospects in football were often seen as growing or remaining the same in the future according to this study.

I presented this study in the public football-themed theses seminar organized by the University of Jyväskylä, Football Association and Finland, and Haaga-Helia University of Applied Sciences in May 2023. The future study option suggested by the representative of the Football Association of Finland was that the questionnaire would comprise questions that what kind of social responsibility actions would the players want from their clubs in the future. This present study was focusing more on the current status of social responsibility in football clubs. I would say that this suggestion would be a valuable research topic in the future as the awareness of the concept of social responsibility in sports increases constantly.

REFERENCES

- Aarresola, O. (2016). Nuorten urheilupolut - Tutkimus kilpaurheiluun sosiaalistumisen normeista, pääomista ja toimijuudesta, University of Jyväskylä.
- AFC Bournemouth. (2023). Retrieved on 10.4.2023 from <https://www.afcb.co.uk/community-sports-trust/>
- Albion In The Community. (2023). Retrieved on 10.4.2023 from <https://albioninthecommunity.org.uk>
- Annala, O. (2019). Professionalization Of The Voluntary Sport Sector Case Helsingin Palloseura – from Finnish champions to local youth development. University of Jyväskylä. Retrieved on 11.12.2022 from <https://jyx.jyu.fi/bitstream/handle/123456789/66893/URN%3aNBN%3afi%3ajyu-201912185368.pdf?sequence=1&isAllowed=y>
- Arsenal. (2023). Retrieved on 10.4.2023 from <https://www.arsenal.com/community>
- Aston Villa FC. (2023). Retrieved on 10.4.2023 from <https://www.avfc.co.uk/foundation/>
- Bowes, I. & Jones, R. (2006). Working at the Edge of Chaos: Understanding Coaching as a Complex Interpersonal System. *The Sport Psychologist*, 20(2), 235-245. <https://doi.org/10.1123/tsp.20.2.235>
- Brentford FC Community Sports Trust. (2023). Retrieved on 10.4.2023 from <https://www.brentfordfccst.com/our-projects/>
- Burns, R.D.; Fu, Y. (2022). Parental Perceived Discrimination and Youth Participation in Out-Of-School Sports. *Children*, 9(1808). <https://doi.org/10.3390/children9121808>
- Chelsea FC. (2023). Retrieved on 10.4.2023 from <https://www.chelseafc.com/en/chelsea-foundation>
- Chelsea FC. (2023). Retrieved on 10.4.2023 from <https://www.chelseafc.com/en/chelsea-foundation-what-we-do>
- Chung, J. (2018). Social Responsibility in Sports: A Call for a Systematic Approach. *Journal of Legal Aspects of Sport*, 28, 138-150. <https://doi.org/10.18060/22568>
- Domínguez, B. (2021). The Development of Fair Play in Physical Education and School Sports: A Systematic Review. *European Journal of Contemporary Education*, 10(2), 308-323, <https://doi.org/10.13187/ejced.2021.2.308>
- Dyck, R. (2014). Social Responsibility - Methods, Dilemmas and Hopes-Vol-3: Methods, Dilemmas and Hopes Bentham Science Publishers 2014. https://sfx.finna.fi/nelli09?url_ver=Z39.88-2004&ctx_ver=Z39.88-

- 2004&ctx_enc=info:ofi/enc:UTF-8&rfr_id=info:sid/sfxit.com:opac_856&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&sfx.ignore_date_threshold=1&rft.object_id=371000000214300&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&
- Elenius, S. (2019). ”Alku on aina alku ja siitä lähetään nousemaan” Suomen Palloliiton rooli suomalaisen nais- ja tyttöjalkapalloilun kehittämisessä 1971–2009. University of Eastern Finland. Retrieved on 11.12.2022 from https://erepo.uef.fi/bitstream/handle/123456789/21570/urn_nbn_fi_uef-20190835.pdf?sequence=1&isAllowed=y
- European Commission. (2016). Expert Group on Good Governance. Recommendations on Gender Equality in Sport. Retrieved on 14.3.2023 from https://ec.europa.eu/assets/eac/sport/library/policy_documents/expert-group-gender-equality_en.pdf
- EU Sport. (2017). Accountability and Transparency: Handbook for sport organizations, Retrieved on 5.2.2023 from https://issuu.com/bsda/docs/io3_goodgovernancesport_handbook_design_compressed
- Everton In The Community. (2023). Retrieved on 10.4.2023 from <https://www.evertoninthecommunity.org/>
- Fahy, T. (2016, September 30). Where Does the World-Class Talent of Jari Litmanen Rank?. The Football Times. <https://thesefootballtimes.co/2016/09/30/where-does-the-world-class-talent-of-jari-litmanen-rank/>
- Fear, F. (2015, February 18). Help Wanted: Social Responsibility in Sports. The Sports Column. <https://www.thesportscol.com/2015/02/help-wanted-social-responsibility-sports/>
- FIFA. Retrieved on 11.1.2023 from <https://www.fifa.com/about-fifa>
- Finlex (2014). Laki naisten ja miesten välisestä tasa-arvosta. Retrieved on 9.3.2023 from <https://www.finlex.fi/fi/laki/ajantasa/1986/19860609>
- Finnish Broadcasting Company YLE. (2021, June 22). <https://yle.fi/aihe/artikkeli/2021/06/22/huuhkajien-taival-em-kisojen-alkulohkossa-kiinnost-niin-verkossa-kuin>
- Finnish Olympic Committee (2020). Sustainable Sports. Retrieved on 30.4.2023 from https://www.olympiakomitea.fi/uploads/2020/03/24a43db4-vastuullisuusohjelma_eng.pdf

- Flores, A. (2020, May 19). The future of social responsibility in sport. Itik Consulting Sport & Leisure Ltd. <https://www.sportanddev.org/en/article/news/future-social-responsibility-sport>
- Ford, P. & Williams, M. (2011). The developmental activities engaged in by elite youth soccer players who progressed to professional status compared to those who did not. *Psychology of Sport and Exercise*, 13 (3), 349-352. <https://doi.org/10.1016/j.psychsport.2011.09.004>
- Fulham FC. (2023). Retrieved on 10.4.2023 from <https://www.fulhamfc.com/foundation/>
- Gadbois, S. (2021). Favouritism in Competitive Sports: Relationships With General Self-Worth & Positive Experiences. Brandon University. Retrieved on 27.2.2023 from <https://www.brandonu.ca/research-connection/article/favouritism-in-competitive-sports-relationships-with-general-self-worth-positive-experiences/>
- Geeraert, A. (2015). Sports governance observer 2015 The legitimacy crisis in international sports governance. Retrieved on 26.4.2023 from https://www.playthegame.org/media/jhpcm2ng/sgo_report_editjune2020.pdf. 10
- Goulda, D., Martin, E., & Walker, L. (2021). A season long investigation of social emotional learning associated with high school basketball participation. *Journal of Applied Sport Psychology*, 34(3), 2. <https://doi.org/10.1080/10413200.2021.1955421>
- Guijarro, E., MacPhail, A., González-Víllora, S., & Arias-Palencia, NM. (2021). Education Relationship Between Personal and Social Responsibility and the Roles Undertaken in Sport. *Journal of Teaching in Physical Education*, 40(1), 76-85. <https://doi.org/10.1123/jtpe.2019-0097>
- Hall, M. (1996). *Feminism and sporting bodies : essays on theory and practice*. Human Kinetics cop. Champaign, IL, USA. 4-5.
- Hargreaves, J. (1985). Playing like gentlemen while behaving like ladies: contradictory features of the formative years of women's sport. *The International Journal of the History of Sport*, Vol. 2(1), 40-52. <https://doi.org/10.1080/02649378508713562>
- Hargreaves, J. (1994). *Sporting Females : Critical Issues in the History and Sociology of Women's Sport*. Taylor & Francis Group. 209-234.
- Haskins, R. (2009). The Sequence of Personal Responsibility. Retrieved on 26.9.2022 from <https://www.brookings.edu/articles/the-sequence-of-personal-responsibility/>
- Hastie, P., & Buchanan, A. (2000). Teaching Responsibility Through Sport Education: Prospects of a Coalition. *Research Quarterly for Exercise and Sport* ©2000 by the

- American Alliance for Health, Physical Education, Recreation and Dance*, Vol. 71, No.1, 25-35. <https://doi.org/10.1080/02701367.2000.10608877>
- Hellison, D. (2011). *Teaching Personal and Social Responsibility Through Physical Activity* (3rd. edit). Champaign, IL: Human Kinetics. <http://ezproxy.jyu.fi/login?qurl=https%3A%2F%2Fbookcentral.proquest.com%2Flib%2Fjyvaskyla-ebooks%2Fdetail.action%3FdocID%3D4528331>
- Helokumpu, E. (2020). *The Impact Of Training Compensations And Solidarity Payments On Economic Performance Of Finnish Football Clubs*. Lappeenranta-Lahti University Of Technology LUT. Retrieved on 11.12.2022 from https://lutpub.lut.fi/bitstream/handle/10024/160697/Master%27s_Thesis_Helokumpu_final.pdf?sequence=1&isAllowed=y
- Herhi, S. & Kontkanen, H. (2022). ”Vatsa pienemmäksi, takapuoli isommaksi” Sosiaalisen median vaikutukset tyttöoletettujen jalkapalloilijoiden ja joukkuevoimistelijoiden kokemiin ulkonäköpaineisiin. University of Turku. Retrieved on 10.12.2022 from https://www.utupub.fi/bitstream/handle/10024/153430/Kontkanen_Hanna_Herhi_Silja_opinnayte.pdf?sequence=1&isAllowed=y
- Hotti, P. (1998). *Juniorivalmentajien kasvatuserätyöt Suomen Palloliiton Kaakkois-Suomen piirissä*. University of Jyväskylä.
- Hämäläinen, K. (2013). *Valmennusosaamisen Käsikirja 2013*. Suomen Olympiakomitea. Finnish Olympic Committee. Retrieved on 7.3.2023 from https://www.suunnistusliitto.fi/system/wp-content/uploads/2016/01/2013_ValmennusosaamisenKasikirja_SuomenOlympiakomitea.pdf
- Hölttä, J. (2020). *Why buy a ticket? The demand for football in Finland and its relationship with social media activity*. University of Helsinki. Retrieved on 11.12.2022 from https://helda.helsinki.fi/bitstream/handle/10138/317586/Hoelttae_Jan_ProGradu_2020.pdf?sequence=3&isAllowed=y
- International Olympic Committee. (2021). Retrieved on 17.1.2023 from <https://olympics.com/ioc/gender-equality/objectives>
- International Olympic Committee. Retrieved on 17.1.2023 from <https://olympics.com/ioc/news/ioc-launches-new-long-term-study-of-olympians-to-protect-athletes-physical-and-mental-health>
- Itani, S. (2021, September 9). *Sport is never just sport Social responsibility in the sport community*. [PowerPoint slides]. LTS.

- https://www.lts.fi/media/lts_tapahtumat/ltp21/luennoitsijoiden-materiaalit/lts-sami-itani.pdf
- Itkonen, H. & Nevala, A. (2012). A popular game in Father Christmas Land? Football in Finland. *Soccer & Society*, 13(4), 570-583, <https://doi.org/10.1080/14660970.2012.677229>
- Itkonen, H. & Nevala, A. (2007). Kuningaspelin kentät. Jalkapalloilu paikallisena ja globaalina ilmiönä. Gaudeamus Helsinki University Press. Helsinki. 6, 11, 35
- Itkonen, H. & Nevala A. (1991). Liikunan vuoksi - Näkökulmia liikuntakulttuurin muutokseen. Koivu ja tähti osakeyhtiö. 22
- Jauhola, T. (2022). Gender Inequality in Finnish Football Exploring the ways top-level female football players experience gender inequality in Finland. Copenhagen Business School. Retrieved on 10.12.2022 from https://research-api.cbs.dk/ws/portalfiles/portal/72772367/Tuuli_Maria_Eliina_Jauhola.pdf
- Kaivosaari, A. (2017). ”Lempeä Lydia” – ”Viomakas Björger” Naishiihtäjien representoinnin muutokset Urheilulehden teksteissä vuosina 1905–2010. University of Jyväskylä. Retrieved on 8.3.2023 from https://jyx.jyu.fi/bitstream/handle/123456789/53511/978-951-39-6984-4_vaitos21042017.pdf?sequence=1&isAllowed=y
- Kananen, M. (2020). ”Supertähden ilmaantuminen on oletettavasti vain ajan kysymys” Maahanmuuttajat ja suomalaisen jalkapalloilun tulevaisuus. Retrieved on 20.2.2023 from <https://journal.fi/kulttuurintutkimus/article/view/90947/58187>
- Kankaanmäki, E. (2020). Naisten toissijaisuus urheilumediassa Tutkimus Helsingin Sanomien urheilu-uutisoinnista tammikuussa 2017. University of Helsinki. Retrieved on 10.12.2022 from <https://helda.helsinki.fi/bitstream/handle/10138/316391/Kankaanmaki%20Emmi%20Pro%20gradu%202020.pdf?sequence=3&isAllowed=y>
- Kannosto, J. & Lilja, S. (2020). Vanhempien Odotukset Lasten Jalkapalloharrastuksen Kasvastustoiminnalle. University of Turku. Retrieved on 11.12.2022 from https://www.utupub.fi/bitstream/handle/10024/149034/Kannosto_Jessica_Lilja_Siiri_opinnayte.pdf?sequence=1&isAllowed=y
- Kavoura, A. & Kokkonen, M. (2021). What do we know about the sporting experiences of gender and sexual minority athletes and coaches? : A scoping review. University of Jyväskylä. Retrieved on 12.12.2022 from https://jyx.jyu.fi/bitstream/handle/123456789/68267/Kavoura_Kokkonen_What%252

0Do%2520We%2520Know%2520About%2520the%2520Sporting.pdf?sequence=2&isAllowed=ys 4.

- Kurki, L. & Nivala, E. (2006). Hyvä ihminen ja kunnan kansalainen Johdatus kansalaisuuden sosiaalipedagogiikkaan. Tampere University Press. Tampere. Retrieved on 7.3.2023 from https://trepo.tuni.fi/bitstream/handle/10024/65787/hyva_ihminen_ja_kunnan_kansalainen_2006.pdf 119-146.
- King, B. (2019, September 9). Feeling the impact: Social responsibility in sports. *Sports Business Journal*. <https://www.sportsbusinessjournal.com/Journal/Issues/2019/09/09/In-Depth/Social-responsibility.aspx>
- Kipp, L., & Bolter, N. (2020). Motivational climate, psychological needs, and personal and social responsibility in youth soccer: Comparisons by age group and competitive level. *Psychology of Sport & Exercise*, 51 (101756), <https://doi.org/10.1016/j.psychsport.2020.101756>
- Koivisto, E. (2022). The impact of women's football sponsorship announcement on the stock price of the sponsoring company. Hanken School of Economics. Retrieved on 8.1.2023 from https://helda.helsinki.fi/dhanken/bitstream/handle/10227/486151/Koivisto_Emma.pdf?sequence=1&isAllowed=y
- Kolyperas, D. (2012). Corporate And Social Responsibility In Professional Football Club Organizations. The University Of Strirling Stirling School Of Sports. Retrieved on 28.4.2023 from <https://core.ac.uk/download/pdf/9549515.pdf>
- Kokko, S., Martin, L., Husu, P., Villberg, J., Mehtälä, A., Jussila, A., Tynjälä, J., Vasankari, T., Ng, K., Tokola, K., Vähä-Ypyä, H., Suomi, K., Blomqvist, M., Mononen, K., Koski, P., Hentunen, J., Laakso, N., Huotari, K., Elorinne, M., Hirvensalo, M., Polet, J., Lintunen, T., Laukkanen, A., Palomäki, S., Heikinaro (2019). Lasten ja nuorten liikuntakäyttäytyminen Suomessa : LIITU-tutkimuksen tuloksia 2018. University of Jyväskylä.
- Laine, A. & Vehmas, H. (2017). The Private Sport Sector in Europe: A Cross-National Comparative Perspective. Springer International Publishing AG. <https://ebookcentral.proquest.com/lib/jyvaskyla-ebooks/detail.action?docID=5162981> 118

- Lautela, Y. & Wallén, G. (2007). Rakas jalkapallo - Sata vuotta suomalaista jalkapalloa. Kustannusyhtiö Teos. Helsinki.
- Leeds United. (2023). Retrieved on 10.4.2023 from <https://www.leedsunited.com/foundation/aboutus>
- Lehtosaari, R. (2010). Liikunta Kansainvälisenä Kielenä Maahanmuuttajien liikuntasuhde ja näkemyksiä liikunnan vaikutuksesta kotoutumiseen. University of Turku. Retrieved on 12.12.2022 from <https://www.utupub.fi/bitstream/handle/10024/63067/gradu2010lehtosaari.pdf?sequence=1&isAllowed=y>
- Leicester City. (2023). Retrieved on 10.4.2023 from <https://www.lcfc.com/community?lang=en>
- Leino, I. (2018). Liikunta maahanmuuttajapoikien harrastamisen ja kotoutumisen kenttänä. University of Oulu. Retrieved on 11.12.2022 from <http://jultika.oulu.fi/files/nbnfioulu-201902091180.pdf>
- Liverpool FC. (2023). Retrieved on 10.4.2023 from <https://www.liverpoolfc.com/foundation/about-us>
- Malinauskas, R. & Juodsnukis, D. (2017). Education of Social Responsibility among Sports Schools Students. *European Journal of Contemporary Education*, 6(2). 289-296, <https://doi.org/10.13187/ejced.2017.2.289>
- Manchester City. (2023). Retrieved on 10.4.2023 from <https://www.mancity.com/city-in-the-community>
- Manchester United Foundation. (2023). Retrieved on 10.4.2023 from <https://www.mufoundation.org/en/About-Us>
- McDonough, M., Ullrich-French, S., & Anderson-Butcher, D., Amorose, A., & Riley, A. (2013). Social Responsibility among Low-Income Youth in Physical Activity-Based Positive Youth Development Programs: Scale Development and Associations with Social Relationships. 25(4), 431-447, *Journal of Applied Sport Psychology*, <https://doi.org/10.1080/10413200.2012.751563>
- Mertaniemi, M. & Miettinen, M. (1998). Suuntana hyvinvointi - Mitkä ovat liikunnan mahdollisuudet? LIKES. Jyväskylä.
- Metso, J. (2020, June 13). Apu. <https://www.apu.fi/artikkelit/petasiko-tulevaisuudentutkijahuuhkajien-loistavan-tulevaisuuden>
- Mikkonen, M. (2022). ‘We are going to the right direction... but we are not in ideal world yet’: understanding gender (in)equality within leadership positions in Nordic football

- governance. *Sport in Society*. <https://doi.org/10.1080/17430437.2022.2088358>. Retrieved on 12.12.2022 from <https://www.tandfonline.com/doi/epdf/10.1080/17430437.2022.2088358?needAccess=true&role=button>
- Ministry of Social Affairs and Health. (2013). Ammattuurheilijoiden Sosiaaliturvatyöryhmän Raportti. Retrieved on 6.3.2023 from https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/74469/RAP2013_41.pdf?sequence=1&isAllowed=y
- Mononen, K., Aarresola, O. Sarkkinen, P., Finni, J., Kalaja, S., Härkönen, A., Pirttimäki, M. (2014). Tavoitteena Nuoren Urheilijan Hyvä Päivä Urheilijan polun valintavaiheen asiantuntijatyö. Kilpa- ja huippu-urheilun tutkimuskeskus KIHU, Jyväskylän yliopisto, VALO ry, Suomen Olympiakomitea. Retrieved on 7.3.2023 from https://kihuenergia.kihu.fi/tuotostiedostot/julkinen/2014_mon_tavoitteen_sel88_18230.pdf#page=55
- Morgan, S. (2023, January 23). *Daily Mail*. <https://www.dailymail.co.uk/sport/football/article-11666075/What-white-card-shown-referees-Premier-League.html>
- Morris, R. Tod, T., Eubank, M. (2016). From youth team to first team: An investigation into the transition experiences of young professional athletes in soccer. *International Journal of Sport and Exercise Psychology*, 15(5), 523–539, <https://doi.org/10.1080/1612197X.2016.1152992>
- National League, Kansallinen Liiga. (2022). Retrieved on 9.3.2023 from <https://www.kansallinenliiga.fi/liiga/>
- Newcastle United Foundation. (2023). Retrieved on 10.4.2023 from <https://www.nufoundation.org.uk/what-we-do>
- Nottingham Forest Community Sports Trust. (2023). Retrieved on 10.4.2023 from <https://nottinghamforestcommunitytrust.co.uk/programmes/>
- Niazitabar, M., Andam, R., Bahrololoum H, Memari, ZH, Pandari, A., (2019). The Social Responsibility in Football Organizations in Increment of Developing Societies. *Sport Management Studies*. 225-246, 13(65), <https://doi.org/10.22089/smrj.2019.6649.2373>
- Nummelin, A. (2022). Poppakonsteja vai vakavasti otettavaa urheilua? Naisjalkapalloilun mediakuva Helsingin Sanomissa 1970–1990-luvuilla. University of Turku. Retrieved on 10.12.2022 from https://www.utupub.fi/bitstream/handle/10024/153776/Nummelin_Annabella_Opinna_yte.pdf?sequence=1&isAllowed=y

- Paavola, M. (2003). Korkokengillä Vai Nappiksilla? Tutkimus naiseuden ja jalkapalloilun yhdistämisestä. University of Jyväskylä. Retrieved on 10.12.2022 from <https://jyx.jyu.fi/bitstream/handle/123456789/9685/G0000072.pdf?sequence=1&isAllowed=y>
- Pajuriutta, S. (2016). Tytöttely On Jäänyt Taka-Alalle – Vai Onko? Naiseuden kehykset Helsingin Sanomien urheilusivujen arjessa. Tampere University. Retrieved on 10.12.2022 from <https://trepo.tuni.fi/bitstream/handle/10024/99296/GRADU-1465563541.pdf?sequence=1&isAllowed=y>
- Palace For Life Foundation. (2023). Retrieved on 10.4.2023 from <https://www.palaceforlife.org/about-us/>
- Palloliitto, the Football Association of Finland. (2022). Jalkapallon yhteiskunnallinen vaikutus. Retrieved on 21.2.2023 from <https://www.palloliitto.fi/palloliitto/palloliiton-sroi/>
- Paloniemi, A. (2022). Finnish Broadcasting Company Yle. Retrieved on 24.1.2023 from <https://yle.fi/a/3-12484261>
- Parent, B. (2018). Social Responsibility in Sports: Current Landscape. *Journal of Legal Aspects of Sport*, 28, 126-137, <https://doi.org/10.18060/22567>
- Parviainen, K. (2022). Laadukkaiden pelaajapolkujen kehittäminen seurayhteistyöllä - Selvitystyö Suomen Palloliiton strategiaprojektin edistämiseen. Haaga-Helia University of Applied Sciences. Retrieved on 18.1.2023 from <https://www.theseus.fi/bitstream/handle/10024/748508/Laadukkaiden%20pelaajapolkujen%20kehitt%3%a4minen%20seurayhteisty%3%b6ll%c3%a4.pdf?sequence=2&isAllowed=y>
- Pielke, R. (2023). Obstacles to accountability in international sports governance. Transparency International. Retrieved on 5.2.2023 from https://www.transparency.org/files/content/feature/1.4_ObstaclesToAccountability_Pielke_GCRSport.pdf
- Pienimäki, I. (2019). Scoping Review: Teaching Personal and Social Responsibility Through Physical Activity (TPSR-Model). University of Jyväskylä. Retrieved on 28.4.2023 from <https://jyx.jyu.fi/bitstream/handle/123456789/64838/URN%3aNBN%3afi%3ajyu-201906253424.pdf?sequence=1&isAllowed=y>
- Pirinen, R. (2006). Urheileva nainen lehtiteksteissä. Tampere University. Retrieved on 8.3.2023 from <https://trepo.tuni.fi/bitstream/handle/10024/67579/951-44-6574-1.pdf?sequence=1&isAllowed=y>

- Pope, S., Bromley, P., Lim, A., Meyer, J. (2018). The Pyramid of Nonprofit Responsibility: The Institutionalization of Organizational Responsibility Across Sectors. *International Society for Third-Sector Research*, 29(4), 1300–1314, <https://doi.org/10.1007/s11266-018-0038-3>
- Premier League. (2023). Retrieved on 10.4.2023 from <https://www.premierleague.com/tables>
- Rannankari, T. (2022). Tyttöjalkapalloilijoiden toimintahorisontit. University of Eastern Finland. Retrieved on 8.1.2023 from https://erepo.uef.fi/bitstream/handle/123456789/27741/urn_nbn_fi_uef-20220633.pdf?sequence=1&isAllowed=y
- Rantanen, J. (2021). Jalkapallovalmentajien tunne- ja vuorovaikutustaidot sekä opetustavat. University of Helsinki. Retrieved on 11.12.2022 from https://helda.helsinki.fi/bitstream/handle/10138/326574/Rantanen_Joonas_Progradu_2021.pdf?sequence=2&isAllowed=y
- Ratten, V., & Babiak, K. (2010). The role of social responsibility, philanthropy and entrepreneurship in the sport industry. *Journal of Management & Organization*, 16(4), 482–487. <https://doi.org/10.1017/S1833367200001875>
- Riba, T. (2020). Do Good, Do Right: The Impact Of Social Responsibility In Sports. Barca Innovation Hub. Retrieved on 28.1.2023 from <https://barcainnovationhub.com/do-good-do-right-the-impact-of-social-responsibility-in-sports/>
- Robertson, J. (2016). Exploring the Social Responsibility of Sport Organisations. Victoria University. Retrieved on 15.9.2022 from <https://vuir.vu.edu.au/32301/1/ROBERTSON%20Jonathan%20Francis%20-%20Thesis.pdf>
- Ryba, T. V., Aunola, K., Ronkainen, N. J., Selänne, H., & Kalaja, S. (2016). Urheilijoiden kaksoisuraan liittyvän tutkimuksen tämänhetkinen tilanne Suomessa. *Liikunta ja tiede*, 53(2-3)
- Ryba, T., Ronkainen, J., Douglas, K., Aunola, K., (2020). Implications of the identity position for dual career construction: Gendering the pathways to (Dis)continuation. *Psychology of Sport & Exercise*, 53(101844), <https://doi.org/10.1016/j.psychsport.2020.101844>
- Salasuo, M., Piispa, M. & Huhta, H. (2016). Exceptional Life Courses - Elite Athletes and Successful Artists in 2000s Finland. Retrieved on 6.3.2023 from https://www.nuorisotutkimusseura.fi/images/julkaisuja/exceptional_life_courses.pdf
- SHAPE. Society of Health and Physical Educators. (2013). National PE Standards: SHAPE

- America Sets the Standard. Retrieved on 9.4.2023 from <https://www.shapeamerica.org/standards/pe>
- Sheldon, B., & La Farge, P. (1993). Promising Practices in Teaching Social Responsibility. SUNY Series, Democracy and Education, George H. Wood. https://sfx.finna.fi/nelli09?url_ver=Z39.88-2004&ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&rfr_id=info:sid/sfxit.com:opac_856&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&sfx.ignore_date_threshold=1&rft.object_id=111004366794766&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&
- Southampton. (2023). Retrieved on 10.4.2023 from <https://www.southamptonfc.com/saints-foundation/projects>
- Sunila, N. (Host). (2021, October 21). Marianne Miettinen – Suomalaisen tyttö- ja naisjalkapallon sekä valmennuksen kehittäminen. (No. 18) [Audio podcast episode]. In Valmentajan Äänellä. <https://podcasters.spotify.com/pod/show/soundofcoaching/episodes/Marianne-Miettinen---Suomalaisen-tytt--ja-naisjalkapallon-sek-valmennuksen-kehittminen-e192k9i>
- Szerovay, M. (2022). Current Issues in Sustainability of Sport & Nordic Football Conference 01.02.2022 - 30.05.2022 RESS2140. Lecture slides 4.4. [Powerpoint Slides]. University of Jyväskylä, 4.4.2022. <https://moodle.jyu.fi/login/index.php>
- Tabar, L. (2021). The Social Impact of CSR Activities in Sports – A Case Study from Germany. Malmö University. Retrieved on 15.9.2022 from <https://www.diva-portal.org/smash/get/diva2:1574107/FULLTEXT02>
- Thompson, A., Lachance, E., Parent, M. & Hoye, R. (2022). A systematic review of governance principles in sport. *European Sport Management Quarterly*, <https://doi.org/10.1080/16184742.2022.2077795>
- The Geography of Transport Systems. (2020). Retrieved on 8.1.2023 from <https://transportgeography.org/contents/chapter4/transportation-sustainability-decarbonization/three-e-development/>
- Transfermarkt. Most valuable clubs. (2023). Retrieved on 8.3.2023 from https://www.transfermarkt.com/vereins-statistik/wertvollstemannschaften/marktwertetop/plus/0/galerie/0?land_id=49&kontinent_id=6&yt0>Show

- Toivonen, H.-M., Wright, P.M., Hassandra, M., Hagger, M. S., Hankonen, N., Hirvensalo, M., Talvio, M., Gould, D., Kalaja, S., Tammelin, T., Laine, K. & Lintunen, T. (2019). Training programme for novice physical activity instructors using Teaching Personal and Social Responsibility (TPSR) model: A programme development and protocol, *International Journal of Sport and Exercise Psychology*, 19(2), 159-178, <https://doi.org/10.1080/1612197X.2019.1661268>
- Tottenham Hotspur. (2023). Retrieved on 10.4.2023 from <https://www.tottenhamhotspur.com/the-club/foundation/about-us/>
- Tuikkanen, T. (2021). Suomalaisen Jalkapallon Liigaseurat Ammattimaistumisen Prosessissa. University of Jyväskylä. Retrieved on 11.12.2022 from <https://jyx.jyu.fi/bitstream/handle/123456789/77947/URN%3aNBN%3afi%3ajyu-202109295013.pdf?sequence=1&isAllowed=y>
- UEFA (2022). Respect Report Season 2021/22. Retrieved on 21.12.2022 from https://editorial.uefa.com/resources/027c-16de82ba0771-42b483175523-1000/uefa-respect-report-2021-22_20221220080143.pdf
- UEFA. (2019). What UEFA does. Retrieved on 6.3.2023 from <https://www.uefa.com/insideuefa/about-uefa/what-uefa-does/>
- Upen. (2019, March 6). What is the Difference Between Social Responsibility and Corporate Social Responsibility. *Pediaa*. <https://pediaa.com/what-is-the-difference-between-social-responsibility-and-corporate-social-responsibility/>
- Urdaneta, R., Guevara-Pérez, J., Llana-Macarulla, F., Moneva, J. (2021). Transparency and Accountability in Sports: Measuring the Social and Financial Performance of Spanish Professional Football. *Sustainability*, 13(15), <https://doi.org/10.3390/su13158663>
- United Nations. (2023). Retrieved on 15.9.2022 from <https://www.ohchr.org/en/good-governance/about-good-governance>
- Uusi-Pohjola, P. (2020). Jalkapalloharrastuksen Vaikutukset Lasten Ja Nuorten Hyvinvointiin Kustannusten muutokset pallokoulusta junioritoimintaan. University of Vaasa. Retrieved on 11.12.2022 from https://osuva.uvasa.fi/bitstream/handle/10024/10619/UVA_2020_Uusi-Pohjola_Anne.pdf?sequence=2&isAllowed=y
- Valkonen, A. (2013). “We Fangirls Need Our Fanservice” A study on the topics of discussion in a predominantly female online football community. University of Jyväskylä. Retrieved on 12.12.2022 from

- <https://jyx.jyu.fi/bitstream/handle/123456789/41538/URN%3aNBN%3afi%3ajyu-201305221751.pdf?sequence=1&isAllowed=y>
- Vehviläinen, H. (2008). Alussa Oli Mimmiliiga Naisten jalkapalloilun muutos Suomessa vuosina 1971–2006. University of Jyväskylä. Retrieved on 10.12.2022 from https://jyx.jyu.fi/bitstream/handle/123456789/19614/URN_NBN_fi_jyu-200902151065.pdf?sequence=1&isAllowed=y
- Vehviläinen, H. & Itkonen, H. (2009). Mimmiliigasta maailmalle : tutkimus suomalaisen naisjalkapalloilun muutoksesta. Ilias Oy. Eura. 9, 146-150.
- Vettenniemi, E. (2007.) Puisto, pallo ja palomiehet. Saapuiko jalkapallo Suomeen keväällä 1876?. Suomen urheiluhistoriallinen seura. Retrieved on 20.12.2022 from <https://www.suhs.fi/wp-content/uploads/2017/04/Vettenniemi-Erkki-Puisto-pallo-ja-palomiehet-SUHS-vsk-2007-IK.pdf>
- Virtanen, A. (2017, October 22) Miksi Tim saa tonneja ja Tinni taskurahoja maajoukkuepeleistä? *Helsingin Sanomat*. <https://www.hs.fi/urheilu/art-2000005418447.html>
- Vveinhardt, J. & Fominiene, V. (2020), Bullying Trends Inside Sport: When Organized Sport Does Not Attract but Intimidates. *Frontiers in Psychology*, 11(2037), <https://doi.org/10.3389/fpsyg.2020.02037>
- Väisänen, A. (2019). Vertaileva Tutkimus Naisten Jalkapallon Kehityksestä Ja Nykytilasta Suomessa Ja Ruotsissa. University of Jyväskylä. Retrieved on 10.12.2022 from <https://jyx.jyu.fi/bitstream/handle/123456789/64798/URN%3aNBN%3afi%3ajyu-201906243380.pdf?sequence=1&isAllowed=y>
- Waheduzzaman, W. (2010). Value of people's participation for good governance in developing countries. Victoria University. Retrieved on 29.10.2022 from https://www.researchgate.net/publication/235273186_Value_of_people's_participation_for_good_governance_in_developing_countries
- Westham United F.C. (2023). Retrieved on 10.4.2023 from <https://www.whufc.com/club/community/foundation/about-us/welcome>
- Wolverhampton Wanderers FC. (2023). Retrieved on 10.4.2023 from <https://www.wolves.co.uk/foundation/programmes-projects/>
- Yabe, Y. Hagiwara, Y., Sekiguchi, T., Momma, H., Tsuchiya, M., Kanazawa, K., Yoshida, S., Itoi, E., Nagatomi, R. (2021). Characteristics of Parents Who Feel a Lack of Communication with Coaches of Youth Sports. *Tohoku J. Exp. Med.*, 253(3), 191-198, <https://doi.org/10.1620/tjem.253.191>

Yushiqiao, Z. (2018). A Reserach Into The Comparison Between The Premier League And Other European Football Leagues In Terms Of Finance And Administration. Siam University. Retrieved on 13.3.2023 from https://e-research.siam.edu/wp-content/uploads/2019/08/IMBA-2017-IS-A-Research-into-the-Comparison-between-the-Premier-League_compressed.pdf

APPENDIX 1. Questionnaire

Taustatiedot/ Background information

1. Ikä:/ Age:

2. Sukupuoli:/ Gender:

Mies/Male

Nainen/Female

Muunsukupuolinen/Non-binary identity

3. Joukkueesi kunnan asukasmäärä:/ The number of inhabitants of the municipality in your team:

0-14 999

15 000-49 999

50 000-99 999

100 000-199 999

200 000 tai enemmän/200 000 or more

4. Missä oppilaitoksessa opiskelet tällä hetkellä tai olet opiskellut viimeisimpänä?/ In which educational institution are you studying currently or the latest?

Peruskoulussa/In primary school

Ammatillinen oppilaitos/In vocational school

Lukiossa/In high school

Ammattikorkeakoulussa/At university of applied sciences

Yliopistossa/At university

Muu/Other

JALKAPALLOAIHEET/ FOOTBALL THEMES

5. Kuinka monta vuotta olet pelannut jalkapalloa?/ How many years have you played football?

0-2 v/y

3-5 v/y

6-8 v/y

9-12 v/y

Yli 12 v/Over 12 y

6. Millaisena näet oman pelaajatulevaisuutesi?/ How do you see your own future as a player?

Harrastuksen jatkamisena/As a continuation of the hobby

Pääsarjatason pelaajana Suomessa/As a top-tier level player in Finland

Opiskelijaurheilijana Suomessa tai ulkomailla/As a student-athlete in Finland or abroad

Ammattipelaajana ulkomailla/As a professional player abroad

En osaa sanoa/I cannot say

Joku muu/Some other

7. Harrastatko jotain muuta urheilulajia jalkapallon lisäksi?/ Do you play any other

sports besides football?

Kyllä, mitä lajia?/Yes, what sport?

En/No

VASTUULLISUUSAIHEET/ RESPONSIBILITY THEMES

8. Mitä mielestäsi sosiaalinen vastuullisuus tarkoittaa urheilussa? Kuvaa muutamalla sanalla./ What do you think social responsibility means in sports? Describe in a few words.

9. Millä alueella Suomen urheilussa sosiaalinen vastuullisuus on mielestäsi merkityksellisintä? Voit valita 3 vastausta./ In which area of sports in Finland do you think social responsibility is most relevant? You can choose 3 alternatives.

Ihmisten johtamisessa/In managing people

Urheilijalähtöisessä valmentamisessa/In athlete-centered coaching

Vastuullisessa seuran sisäisessä toiminnassa/In club's responsible internal operations

Urheilijamaisessa käyttäytymisessä/In sportsmanlike behavior

Sukupuolten välisessä tasa-arvossa/In gender equality

Yksilöiden yhdenvertaisuudessa/In the equality of individuals

Etnisessä tasa-arvossa/In ethnical equality

Toisten huomioon ottamisessa/In consideration of others

Eettinen käyttäytymisessä/In ethical behavior

10. Kuinka tärkeänä näet sosiaalisen vastuullisuuden toteutumisen joukkueessasi?/
How important do you see the realization of social responsibility in your team?

Erittäin tärkeänä/Very important

Tärkeänä/ important

Melko tärkeänä/ Somewhat important

En lainkaan tärkeänä/Not important at all

En osaa sanoa/I cannot say

11. Kuinka sosiaalinen vastuullisuus toteutuu joukkueessasi? Perustele vastauksesi./

How is social responsibility implemented in your team? Justify your answer.

Erinomaisesti/Excellently

Hyvin/Well

Kohtalaisesti/Moderately

Heikosti/Weakly

En osaa sanoa/I cannot say

12. Perustelu/ Justification:

13. Ketkä henkilöt ovat mielestäsi tärkeimmässä roolissa sosiaalisen vastuullisuuden toteutumisen kannalta?/ In your opinion, which persons play the most important role in realizing social responsibility?

Valmentajat/Coaches

Seurajohdon edustajat/Representatives of the club management

Joukkueen pelaajat/Players of the team

Muut taustahenkilöt/Other staff members

Pelaajien vanhemmat/Parents of the players

Jotkut muut henkilöt, ketkä/Some other persons, who?

14. Käsitelläänkö sosiaaliseen vastuullisuuteen liittyviä asioita seurassasi? Kirjoita esimerkki./ Are social responsibility related issues dealt with in your club? Write the example.

Kyllä/Yes

Ei/No

En osaa sanoa/I cannot say

15. Kirjoita esimerkki./ Write the example.

16. Onko seurassasi tapahtunut jotain sellaista, joka on mielestäsi sosiaalisesti vastuutonta?/ Has something happened in your club that you think is socially irresponsible?

Kyllä – minkälainen tapahtuma?/Yes – what kind of an incident?

Ei/No

En osaa sanoa/I cannot say

17. Miten seurassasi ratkotaan sosiaaliseen vastuullisuuteen liittyviä ongelmia? Kuvaa muutamalla sanalla/ How do you solve problems related to social responsibility in your club? Describe in a few words.

18. Millaisena näet sosiaalisen vastuullisuuden tulevaisuuden omassa lajissasi?

Perustele vastauksesi./ How do you see the future of social responsibility in your own sport? Justify your answer.

Kasvavana trendinä/As a growing trend

Trendi pysyy samana/The trend remains the same

Laskevana trendinä/As a decreasing trend

19. Perustelu:/ Justification:

20. Kuinka paljon olet kuullut puhuttavan tai lukenut sosiaalisesta vastuullisuudesta urheilussa?/ How much have you heard or read about social responsibility in sports?

Hyvin paljon/Very much

Paljon/Much

Jonkin verran/Moderately

Melko vähän/Very little

En lainkaan/Not at all

21. Oletko tietoinen Et ole yksin -kampanjasta?/ Are you aware of the Et ole yksin -campaign?

Kyllä/Yes

En/No