PROGRAM FOR SELF-ESTEEM STRENGTHENING AMONG TEEN FEMALE SOCCER PLAYERS

PROGRAMA PARA EL FORTALECIMIENTO DE LA AUTOESTIMA EN JUGADORAS DE FÚTBOL ADOLESCENTES

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RESUMEN

En este trabajo fin de máster se diseña y desarrolla una propuesta de intervención a través de un programa específico llamado **4Adelante**, constituido por diferentes talleres y actividades, cuyo objetivo es la mejora de los niveles de autoestima en niñas adolescentes, de 10 a 15 años, jugadoras de fútbol en medio rural (Pozoblanco, Córdoba). El trabajo de investigación se centra en la autoestima, la importancia de trabajar su potenciación y en el entorno de niñas jugadoras de fútbol, que son cuestionadas en ocasiones por la práctica de este deporte y esto hace que puedan poner en duda su continuidad en el mismo. El propósito de este proyecto es el diseño de un programa de talleres y actividades que les haga trabajar y fortalecer la autoestima en el colectivo mencionado, con el fin de equiparar sus oportunidades y que puedan sentirse empoderadas a la hora de tomar sus decisiones, tanto a nivel deportivo como a nivel personal.

PALABRAS CLAVE: autoestima, deporte, fútbol femenino, adolescente, talleres.

ABSTRACT

In this article, an intervention proposal is designed and developed through a specific program called *4Adelante*, made up of different workshops and activities, whose goal is to improve self-esteem levels in adolescent female soccer players, from 10 to 15 years old, in rural areas (Pozoblanco, Córdoba). This research work focuses on the girl's self-esteem, the importance of working on their empowerment, and in their environment as young female soccer players, who are sometimes questioned for their practicing of this sport, making them question about their continuity in such activities. The purpose of this project is to design a program of workshops and activities aimed at making them work and strengthen their self-esteem in the aforementioned group, in order to equalize their opportunities and make them feel empowered when making their decisions, both at a sports and personal level.

KEY WORDS: self-esteem, sport, women's soccer, adolescent, workshops.

1. INTRODUCTION

Early adolescence is considered to be especially important in any person's self-esteem development. This study's purpose is to correlate the increase in self-esteem with the implementation of an online program based on workshops for adolescent female soccer players. Adolescence is a period that entails experiencing new situations, which are not always easy, that represent a challenge as adolescents are forming the view of themselves (Steinberg and Morris, 2001; Twenge and Campbell, 2001). Studying women's self-esteem has become one of the big trends in research, just like the practice of female soccer has increased in recent times.

According to the survey conducted by UN Women (2018) on gender equality in sports, the gender stereotypes in sports, mainly disseminated by the media and educational spaces, have an impact on how boys and girls practice sports. This survey found that the main reason why girls abandon sports and think it is not a space for them is the lack of support networks and equipped spaces so they can enhance their abilities for sports. This abandonment is certainly a limitation for them, as the belief that it is not a feminine or a suitable space for their development as sportswomen.

This work focuses on self-esteem and its possible improvement, basing on some of the pillars defined by Branden, on a group of girls who practice a sport mainly played by boys, and during a vital moment for their self-esteem development, which is adolescence.

2. PROBLEM STATEMENT

Self-esteem encompasses a set of self-perceptions developed across every person's life span, and it is closely related to the expectations each person has of him/herself. It is a measurable construct, basing on the idea that everyone has their own worth. A high self-esteem gives an advantage to anyone who possesses it, since it provides the person with the option of feeling valuable, thus promoting his/her performance, according to the value each person considers to have. This high value represents the foundation of people with high self-esteem and it is linked to the mental well-being of sportspersons, due to its relation, among other things, to resilience.

The objective of sportspeople is to achieve their goals, which is greatly related to their capacity to acknowledge their abilities, skills, and limitations. In order to achieve their goals, young female soccer players must have attitudes and capacities that

allow them to overcome challenges successfully. In addition, they must develop abilities and have strong confidence in themselves to persist and stand out in a traditionally masculine field, where gender-based questioning is widespread.

There are different studies addressing the prejudice against sportswomen, such as the one conducted by Abbassi (2016), in which she argues that there is greater discrimination against the female gender, especially, from men who do not practice contact sports. According to the survey conducted by UN (2018), most of boys and girls have high self-esteem levels. The main differences appear due to socioeconomic status and when the sporting discrimination variable is taken into account. In the latter case, girls are affected the most.

3. RESEARCH METHODOLOGY

3.1. Objectives

This work is framed within the exploratory research field, intended to investigate the possible relation between self-esteem levels and a group intervention through online workshops.

To carry out this investigation we propose the following questions:
- What are the self-esteem levels in the Cadet (U10-U15) female soccer team of Pozoblanco FC?
- Can an intervention though online workshops strengthen the self-esteem of the group?
- What would the self-esteem levels of the Cadet (U10-U15) female players of Pozoblanco FC be by the end of the intervention?

3.2. General Objective

After establishing the aforementioned questions, and having investigated on that matter, we propose this study's general objective: to design a program of workshops to strengthen self-esteem aimed at adolescent soccer players, and to determine whether it does improve their self-esteem levels.

3.3. Specific Objectives

1. To diagnose the team's self-esteem levels before the implementation of the program.
2. To implement the online program designed: **4Adelante.**
3. To determine the team's self-esteem levels after the implementation of the program.

3.4. Specific Hypotheses

The specific hypotheses that have provided guidance to us on this investigation process and how to solve it are:
1. It is important to know the starting point of self-esteem levels before implementing the self-esteem strengthening program.
2. Soccer players' self-esteem will be improved thanks to the implementation of a program based on workshops.
3. Knowing the self-esteem levels after the implementation of the program will allow us to know the results obtained.

4. MEASUREMENT STRATEGIES

We have chosen the **Rosenberg Self-Esteem Scale (RSES)** to measure self-esteem levels. It is one of the most used scales in research, translated into 28 languages, used and validated in more than 50 countries. It is the most widely used psychometric instrument to measure self-esteem today, due to its applicability, speed, and simplicity

On another note, we were capable of adjusting easily and reliably this scale to a digital tool such as Survey Monkey, which adapts very well to the ages of the team members (allowing its implementation through the mobile), and to the COVID-19 social reality, which has led us to the digitalization of all the workshops and tools.

ESCALA DE AUTOESTIMA DE ROSEMBERG (RSE)
(Rosenberg , 1965; Atienza, Balaguer, & Moreno, 2000)

Por favor, lee las frases que figuran a continuación y señala el nivel de acuerdo o desacuerdo, marcando con un aspa la alternativa elegida

		Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
1	Me siento una persona tan valiosa como las otras				
2	Creo que tengo algunas cualidades buenas				
3	Generalmente me inclino a pensar que soy un fracaso				
4	Soy capaz de hacer las cosas tan bien como los demás				
5	Ceo que no tengo mucho de lo que estar orgullosa				
6	Tengo una actitud positiva hacia mi misma				
7	En general me siento satisfecha conmigo misma				
8	Me gustaría tener más respeto por mi misma				
9	Realmente me siento inutil en algunas ocasiones				
10	A veces pienso que no sirvo para nada				

Figure 1: Rosenberg Self-Esteem Scale.
Source: authors' own creation.

5. THEORETICAL FRAMEWORK

5.1. Theoretical Bases of Self-Esteem

William James (1890) is considered a pioneer of the self-esteem construct for psychology, and it is very close to the current conceptualization of self-esteem, arguing that "self-esteem in this world depends entirely on what we back ourselves to be and do", as quoted in Monbourquette, J. (2002).

The study of self-esteem was resumed vigorously in the middle of the 20th century, when the definition given by Rosenberg (1965) was published and quoted by Molina-García; Castillo & Pablos (2007): "self-esteem in one's positive or negative attitude toward oneself and one's evaluation of one's own thoughts and feelings overall in relation to oneself."

Abraham Maslow (1979), through his theory of the hierarchy and motivation, describes self-esteem as an absolute and real necessity, which is "based on deserved respect from others rather than on external fame or celebrity and unwarranted adulation". Nathaniel Branden (1999) affirms that it is about "the experience of being competent in dealing with the basic challenges of life and necessities", and defines it (1995) as: "the confidence in our ability to think, confidence in our ability to cope with the basic challenges of life; confidence in our right to be successful and happy, the feeling of being worthy, deserving, entitled to assert our needs and wants, achieve our values, and enjoy the fruits of our efforts".

Catherine Cardinal (2007) wrote, "Self-esteem is learning to trust ourselves, to trust our instincts, to develop a rapport with our body and its messages". That is, if we can learn how to listen to our own inner self, we are going to make healthier choices. The author argues that, "healthy self-esteem is paying attention to how others make us feel, and then choosing those with whom we spend time", while "low self-esteem results when the inner critic prevails."

Psychiatrist and psychiatry lecturer at the University of New York, Luis Rojas Marcos (2007), in his book "*La autoestima: nuestra fuerza secreta*" [EN: Self-Esteem: our secret force], analyzes the aspects that determine the idea of our "I", such as childhood, cultural values, self-control, self-hatred, depressive states, as well as the role of self-esteem in our relationships with others.

Two famous phrases by Jack Canfield (2008) about self-esteem are: "self-esteem is made up primarily of two things: feeling lovable and feeling capable", and "greater self-esteem produces greater success, and greater success produces more high self-esteem, so it keeps on spiraling up."

Journalist Tamara Sánchez (2008), in her article "*Definición, significado y tipos de autoestima*" [EN: Definition, meaning, and types of self-esteem] states: "what others see in ourselves, or rather, what we think other see in ourselves, is crucial to determine our self-esteem level."

After delving into the study of self-esteem and in order to carry out our research work, we regard self-esteem through the definitions examined, as the combination of beliefs, emotions, perceptions, thoughts, attitudes, and behaviors oriented towards the self. Branden, who inspired us to develop this program, defines it as "the disposition to experience oneself as being competent to cope with basic challenges of life and of being worthy of happiness."

5.2. Factors that influence the development of self-esteem

Self-esteem is a complex abstract construct, and, sometimes, difficult to measure. How our self-esteem builds depends on many aspects, such as: education, lived experiences, perfectionism levels, etc.

To Coopersmith (1967) there are four influential criteria in the construction of any individual's self-esteem.
1. Significance: The way people feel they are loved and approved of by the people important to them.
2. Competence: that we believe we possess to perform tasks that are considered important and valuable.
3. Virtue: the attainment of moral-ethical standards.
4. Power: the extent to which people influence their own and other's lives.

McKay and Fanning (1999) point out that the foundations of self-esteem lie in the education received during childhood. Currently, there is sufficient evidence on the importance of its development in school settings and its impact on performance. A good self-esteem encourages people to feel competent, that they have the resources to accomplish their goals, taking into account their effort and work. They propose several factors:
- The family environment
- School and society
- Childhood

5.3. Self-esteem levels

Coopersmith (1976) argues that self-esteem can have three levels, differentiated according to the behavior of individuals: high, medium, or low. And it is reflected since people experience the same situations in a notably different way, given the fact that they have diverse expectations of the future, affective reactions, and self-concept.

High self-esteem is the desirable level for people to feel satisfied in life, to be conscious of their own worth and their capacities, and to be able to cope with inconveniences decisively.

Individuals with a *medium self-esteem level* affirm to be people characterized for having similarities with those who have a high self-esteem, but show it to a lesser degree, and, in other cases, exhibit inappropriate behaviors that reflect difficulties in their self-concept.

People with a *low self-esteem level* are individuals who show despondency, depression, isolation, feel unattractive, as well as incapable of expressing or defending themselves, since they dread making others angry. People with this level consider themselves to be incompetent to overcome their flaws. They remain isolated to certain social groups, they are sensitive to criticism, and brood over inner problems.

Eisenberg and Patterson (1981) describe the behaviors related to high self-esteem and low self-esteem. They highlight: expectations related to the future, assertiveness, ways to deal with stress, risk taking, fear of failure, and vital aspirations.

According to Branden (1995) some people have the drive to accomplish their objectives, despite having a low self-image: as it can be the case of workaholics, who can be very productive, but because they feel driven by demonstrating their merits. In spite of this, they will be less efficient and less happy due to it.

5.4. Pillars of self-esteem

Nathaniel Branden (1995), in his book "The Six Pillars of Self-Esteem", shows that self-esteem is the willingness to consider ourselves competent to cope with the challenges of life (self-efficacy) and to feel worthy of happiness (self-respect). In this sense, he concludes that, currently, personal happiness and economic survival are largely based on how self-esteem is understood and promoted.

Branden states that self-esteem can be improved and it basically depends on oneself. For its development he defines six fundamental pillars to work upon:
1. *Living consciously*
2. *Self-acceptance*
3. *Self-responsibility*
4. *Self-assertiveness*
5. *Living purposefully*
6. *Personal integrity*

Branden argues that we need to act consciously, that is, regardless of people's experiences, their educational background, and other factors. According to this author, people can always improve their self-esteem.

This statement laid the foundations for the development of the self-esteem strengthening program aimed at adolescent female soccer players.

We designed the workshops using four of these pillars, reformulating their nomenclature:
1. Self-awareness
2. Self-acceptance
3. Self-respect
4. Self-confidence

We considered these are the most suitable ones to be implemented and best understood by the sample chosen. We excluded living purposefully and personal integrity due to the complexity it entails developing them through workshops given the ages of the sample.

Based on these four pillars chosen, in addition to the individual work each pillar entails, we could establish, with the team, a certain connection between them and a sequence to develop each of them.
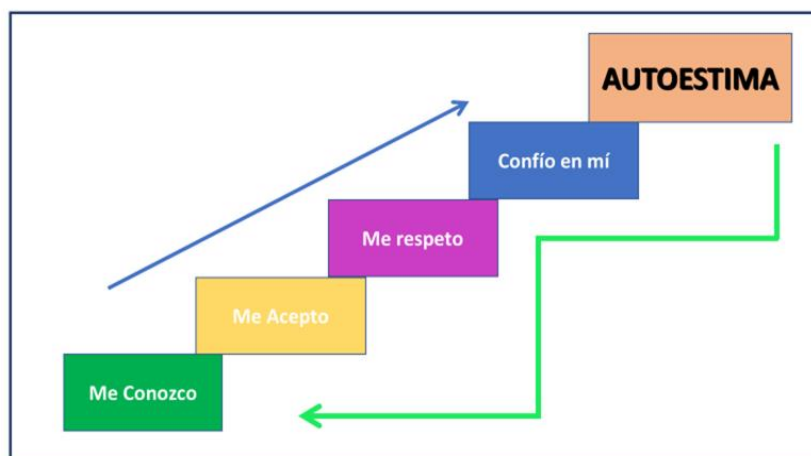
Figure 2: *Stair of self-esteem. Authors' own creation*.
Source: authors' own creation

5.5. Importance of self-esteem

Self-esteem consists in having a positive attitude towards oneself. Therefore, self-esteem basically implies loving and respecting oneself. Developing it, enhancing it, and improving it helps us feel better, which influences our behavior

Ana M. Bastida de Miguel (2010) expresses, "Self-esteem is the concept we have of our own worth that is shaped based on all the thoughts, feelings, sensations, and experiences about ourselves that we incorporate over the course of our life. All the impressions, evaluations, and experiences we live accumulate and form a positive feeling towards ourselves, or on the contrary, an awkward negative feeling for not being what we would like to be."

5.5.1. Self-Esteem in Sports

Self-esteem in sports relates to the degree to which sportspersons attain certain values or standards they deem "ideal". The greater the gap between what they do and obtain compared to their ideal, the lower the self-esteem will be. Conversely, the closer they are to achieving those ideal results or behaviors, the higher the self-esteem will be.

Castillo and Pablos (2007) concluded in their investigations that practicing sports on a regular basis has a positive impact on the moods and emotions we feel: happiness, fear, pathologies such as anxiety and depression, in addition to improving self-esteem.

It can be asserted that a good self-esteem tends to facilitate sports performance (Molina; Chorot; Valiente & Sandín, 2014). On another note, sports influence directly the physical self-concept that every person has of him/herself. Similarly, it has been noted that most people who have a high self-esteem tend to take care of their bodies and their health (Espinoza; Rodríguez; Gálvez; Vargas & Yáñez, 2011). Fernando

Callejo Muñoz (2010) concluded in his thesis, "Moods remain relatively stable before each one of the ten matches in every single one of the teams analyzed."

Subsequently, Shaaron Hurtado (2014) in her thesis titled "*Nivel de autoestima y éxito deportivo en jóvenes que practican taekwondo*" [EN: Self-esteem levels and sports success of young people who practice taekwondo] conducted at the University Rafael Landivar, concluded that "young people who possess high self-esteem have good adaptation levels, are optimistic, pertinacious, trust in themselves, and are persistent in their pursuit of sports goals, which demonstrates there is an association between self-esteem and success in sports practice"

Joan Pere Roig Barceló (2015) in the thesis titled "*El deporte y la autoestima como factores de socialización e inclusión social*" [EN: Sports and self-esteem as factors in socialization and social inclusion], carried out at the University of the Balearic Islands, concluded: "sports influence favorably on people's reeducation and social rehabilitation, always in favor of their social inclusion and the increase or enhancement of their self-esteem."

5.5.2. Self-esteem in adolescents

Self-esteem refers to the feelings people have about themselves, enduring both across time and situations (Brown, Dutton, and Cook, 2001), although its stability varies across the life span (Trzesniewski, Donnellan, and Robins, 2003). The term self-esteem is often confused with an arrogant opinion about oneself, however, it is essential that adolescents understand that self-esteem has a fundamental role in their development as individuals and students.

Beyond appreciating the positive and accepting the negative aspects in ourselves, there is something that underpins this concept, and without which, self-esteem would fall apart. It is, as stated by Bonet (1997), acknowledging a fundamental principle, remembered by all the humanist psychotherapists: "Every human being, with no exception (including myself), for the mere fact to be it, is worthy of unconditional respect of everybody else and him/herself; he deserves to esteem him/herself and to be esteemed."

In order to evaluate self-esteem in adolescents, a tool was developed: The Rosenberg self-esteem scale in 1965. It includes 10 items based on respect and acceptance sentiments towards oneself. Half of these items have positively worded statements and the other half negatively worded ones. It is a one-dimensional instrument answered on a four-point scale, from "strongly agree" to "strongly disagree".

Maslow's hierarchy of needs, for example, is an element that indicates the importance of satisfying all the set of needs in order to be in balance; in stage four we find "esteem", which divides into two levels; on the one hand, self-recognition, and, on the other, the need of recognition from others (respect, success, trust, etc.).

PIRÁMIDE DE MASLOW

Figure 3: Maslow's hierarchy of needs.
Source: PiramidedeMaslow.net

Adolescents come from a life period, childhood, during which self-esteem levels are generally very high, and, due to the changes that occur in this new stage, both physical and personal, it tends to decrease.

Branden (1995) expresses that this is a sinuous path and warns that it is not easy to get to self-valuation based on the devaluation we make of ourselves, or based on how others value us, especially when it is not incorporate in our way of being in childhood or adolescence. According to this author a good self-esteem level is not attained immediately and permanently in childhood. It can increase as we grow up or it can deteriorate. There are people whose self-esteem was higher when they were ten than when they were seventy, and vice versa. Self-esteem can increase and decrease, and increase again across the life span. The adolescents who think they have high self-esteem manage to face experiences in a more self-fulfilling way (Dodgson and Wood, 1998; Tashakkori, Thompson, Wade, and Valente, 1990; and Di Paula and Campbell, 2002).

Trent, Russell and Cooney (1994) conducted a study using the Self-Perception Profile for Adolescents following Harter's Self-concept model, which assesses competence in 8 self-concept domains: scholastic competence, social acceptance, athletic competence, physical appearance, romantic appeal, conduct/morality, close friendships, job competence and, in addition, global self-worth. The results demonstrated high internal consistencies of these dimensions analyzed and the multidimensionality of the variables included in self-concept, already confirmed by Harter's model. The studies conducted by Harper and Marshall in 1991 (G. Sánchez, F. Jiménez and V. Merino, 1997) revealed that girls exhibited, significantly, more problems and lower self-esteem levels than boys.

5.5.3. Self-esteem in women

According to Maud, M.P (2004), "The women with the most self-confidence and those with a heightened sense of self-worth enjoyed better health and displayed less social dysfunction, depression, anxiety, and somatic symptoms. The women with a lesser sense of self-worth were characterized by having an emotional coping style

and the women with greater self-confidence had a more rational and less emotional coping style."

On another note, self-esteem in women manifests differently according to age, being lower during adolescence, and increasing gradually throughout adulthood (Robins, Trzesniewski, Tracy, Gosling, and Potter, 2002).

Branden (2010) explains personal stories of women who, after fighting for their self-esteem, had transformed and built lives upon the aforementioned pillars of self-awareness, self-acceptance, self-responsibility, self-assertiveness, determination, and personal integrity. In addition, he explains how women can cultivate these basic virtues to achieve their full potential and adopt effective strategies that help them solve quite common problems, from convincing family members to collaborate with household chores to putting an end to sarcastic comments from a significant other. Branden shows the issues that especially affect women, he debunks the traditional beliefs about romantic love and the concept of success, and reminds us that self-esteem is not a gift given by others, but an attitude that consists in breaking the bad habits, and taking the necessary steps to create a more satisfactory life.

Marcela Lagarde (2018) presents the feminist paradigm that emerged at the beginning of the current millennium with a macrosocial perspective. She considers that self-esteem in women is affected by cultural, social, and political factors. In her book "*Claves feministas para la autoestima de las mujeres*" [EN: Feminist Keys to Women's Self-Esteem], she argues that improving self-esteem in women can be achieved individually, but it requires every woman, and it must be treated both personally and politically, since complex social and cultural changes are necessary to disarticulate the contemporary gender construction. "Every woman needs to examine her self-identity from a feminist perspective to make it match with her self-esteem keys."

6. PRACTICAL FRAMEWORK

6.1. Description of the Sample

The initial population is made up of 14 adolescent female soccer players, all members of the Cadet B (U10-U15) Pozoblanco soccer team, with ages ranging from 10 to 15 years old. To select the cases, we established as inclusion criteria being a member of the Pozoblanco FC and being from 11 to 15 years old.

13 adolescent soccer players from the age group between 11 and 15 years old participated in this study, between the 6th grade of Primary Education and 4th grade of Secondary Education, according to the research work. It is a purposive sample.

Out of this group 10 girls participated in the program with different attendance rates, since three of them only attended the introductory presentation workshop and decided not to participate in the program. Finally, the actual number of participants in the study was 10. This sample represents 71% of the total initial population of Cadet B (U10-U15) Pozoblanco (Córdoba) female soccer players. The members of this

sample live in Pozoblanco and other nearby municipalities, all of them towns in the Province of Córdoba.

n	edad
1	10
1	11
3	12
5	13
1	14
3	15

Figure 4: Ages of the initial population.
Source: authors' own creation.

Regarding how long they have been practicing soccer and their positions in the team:

Tiempo practicando	n		Posición	n
0-1 año	3		Portera	1
2-4 años	4		Defensa	8
5-7 años	3		Centro	3
8 más años	4		Delantero	4

(*) algunas jugadoras tienen varias posiciones

Figure 8: Time they have been practicing soccer and positions in the team.
Source: authors' own creation.

As for other sports, hobbies, and talents these girls recognize, 4 of them practice paddle, 4 of them practice dance, 2 of them basketball, 1 practices taekwondo, 1 practices athletics, 1 practices handball, 1 practices tennis, 1 horseback riding, 1 running, and 2 of them sports in general. Among their favorite hobbies, 4 of them stated they like going out, 2 of them listening to music, 1 singing, 1 playing videogames, 1 carnivals, 1 watching Netflix, 1 eating, 1 being funny, and 1 playing the piano. This team plays in the 2ª Female Cadet category of Córdoba.

The sample chosen represents approximately 10% of all the Cadet (U10-U15) female soccer players of the Córdoba Province.

6.2. Research design and type

Research design

It is experimental, aimed to test whether our main hypothesis is suitable to reality, implementing a set of online workshops with the sample chosen, made up of a single treatment group; meaning the non-existence of a control group.

Research type

It is an experimental field research with a Participatory Action Research (PAR) approach: it is a research approach that links both participation and action, emphasizing in collective inquiry and experimentation. Ezequiel Ander-Egg (2003) makes a brief mention of the emergence and development of Participatory Action Research (PAR) as a methodological proposal of great importance. It is a longitudinal study since data from before and after the intervention is analyzed, including, also, the corresponding analysis on whether the action taken determines the achievement of the objectives.

6.3. Description of the program

The program implemented is comprised of six workshops aimed at developing activities focused on awareness, knowledge, and strengthening of self-esteem in athletic adolescents.

The program, called 4Adelante, was conducted from March 10 to June 11, 2020. The day of the week chosen for its implementation was Thursdays, although the program also included inter-workshop spaces for the development of more individual activities.

6.3.1. Execution, stages, and activities of the program

The program was designed and implemented from December 2019 to July 2020, while conducting the theoretical research work at the same time. During this time, and with the subsequent conclusions drawn, there were a significant number of activities, grouped into three phases:
1. Preparation of the program.
2. Development of the program.
3. Drawing conclusions.

Phase 1: preparation.

The following activities were developed during this phase:
- Getting in contact with Pozoblanco Club managers.
- Preparing the authorizations and program syllabus.
- Creating a specific e-mail account.
- Sending the authorizations and program syllabus.
- Collecting the authorizations.
- Preparing the on-site workshops

In parallel to the aforementioned activities, the research team held on-site meetings on numerous occasions to:

- Establish the duration of the program execution in 3 months
- Determine the number of workshops. We decided to carry out a total of 6 workshops, each one focused on one pillar chosen from the six defined by Branden, with a biweekly cadence.
    - Workshop 0: Introduction to the program and initial measurement of individual self-esteem levels, through the Rosenberg test.
    - Workshop 1: Self-awareness
    - Workshop 2: Self-acceptance
    - Workshop 3: Self-respect
    - Workshop 4: Self-confidence
    - Closing workshop: Drawing conclusions and subsequent implementation of the Rosenberg test.
- Create a control sheet for each of the workshops.
- Develop each one of the on-site workshops according to the control sheets aforementioned. For each workshop a PowerPoint presentation was prepared, with a theoretical section, and one or several videos to comment on, and a ludic/interactive section using different tools. Games linked to the content of each workshop were designed.
- Design an initial survey for the opening workshop.
- Transfer the Rosenberg test, both initial and final, to the Survey Monkey tool.

Creation of the imagotype

We decided to create an imagotype as a graphic representation of the brand, which would represent the program as a whole. A soccer ball was chosen as the symbol due to the activity these girls practice, and as the name of the brand: *Adelante*, representing the motto that should transcend the implementation of the Self-esteem strengthening program. In addition, we incorporated a **4** before the **A** for ADELANTE, with **4A** standing out, based on the four on-site workshops, since all of them begin with A: *Autoconocimiento, Auto aceptación, Auto respeto y Autoconfianza* [EN: Self-Awareness, Self-Acceptance, Self-Respect, and Self-Confidence]. The symbol and the lettering are combined into a sole piece.

Figure 9: Logotype of the program
Source: authors' own creation.

Phase 2: execution.

Once the workshops were prepared, we initiated their development and execution.

Development of workshop 0: Self-esteem

The opening workshop of the Self-esteem strengthening program for female soccer players, called "workshop 0", was conducted on March 10. It was used to "break the ice", to explain its format, introduce the self-esteem concept to the team and clarify doubts. The Rosenberg test and the survey designed by the team were administered to obtain personal data, addresses, e-mails, and phone numbers of the participants. Since it was an on-site workshop, Paula Salado attended again.

On March 13, 2020, the state of alarm was declared in Spain due to the COVID-19, which meant the cessation of trainings and, days after, the lockdown in the whole country began. This situation jeopardized the implementation of the workshops just as they were intended. The extensions of the lockdown over time led us to contemplate different scenarios regarding the continuity of the project. The alternatives were: changing the research subject, conducting only a descriptive study (without implementing the program), or remaking the workshops into a completely online format. Despite the challenge the adaptation of the workshops entailed, and the fact that their in-person formats were already constructed, we decided to restructure the ones that had not been implemented yet into an online format.

This led us to a new preparation phase, with the workshops being adapted to an online modality, restructuring some of the contents and searching for new interactive tools: we chose Edmodo because it is a technological, social, educational platform that permits communication between students and teachers in a closed private setting, for use on the cloud, simultaneously allowing parents, if they want, to monitor their daughters' homework, and, in addition, is free. It provides an intuitive, friendly and safe environment, in which messages, files, and links can be shared, a work schedule, as well as to propose homework and activities, and manage them. The teacher can see everything that is posted on Edmodo and validate it first. Likewise, it allows structuring the workshops into classes, with a library available, and creating a folder structure to link and classify the documentation of each one of the workshops.

We decided to use Zoom as the tool to lecture the Thursday online sessions and Edmodo as the support platform for the documentation, activities in the period between workshops, and to promote adherence to the program in the players. We also chose other platforms such as Kahoot, Klaxoon, Survey Monkey, questionnaires associated to the Edmodo platform, as well as a WhatsApp group to boost the workshop activities.

Phase 3: Drawing conclusions and proposal for the continuity of the program.

After conducting the closing workshop, the team held an online meeting to draw conclusions from the workshops and the overall program, from different perspectives:
- Final vs. initial self-esteem levels (both individually and in the whole group).
- Feedback about the workshops provided by the players on the last day.
- Attendance and participation analysis.
- Analysis of participants' perception and comparison of that perception with Rosenberg's results.
- Qualitative analysis of attitudes and behaviors depicted in the videos.
- Writing of conclusions.
- Proposal for the continuity of the program.

6.3.2. Materials

We have created several digital materials to develop the program online.

Rosenberg Test on Survey Monkey

Given the age range of the sample, the Rosenberg Test was digitalized and administered to the players via Survey Monkey, using their mobile phones, even though it was administered in person in the opening workshop, and it was also administered during the closing one.

Survey from the team

A survey was developed by the research team requiring personal data with the purpose of every participant answering it on the day of the presentation of the workshops (workshop 0); it was also administered via Survey Monkey and collected the following items:

ENCUESTAS SURVEY MONKEY

INICIAL

1 Edad

2 Curso escolar

3 Número de integrantes en el núcleo familiar

4 Número de hermanos

5 Lugar de residencia

6 Otras aficiones

7 ¿Cuál es tu talento oculto?

8 ¿Cuánto tiempo llevas jugando a fútbol?

9 ¿Cuál es tu posición en el equipo?

10 ¿Con qué animal te identificas?

Figure 7: Initial Survey Monkey questionnaire for personal data.
Source: authors' own creation.

Workshops' Feedback Survey

ENCUESTAS SURVEY MONKEY
FEEDBACK FINAL

1- ¿Qué te ha parecido el contenido de los talleres?
2- ¿Crees que el n° de talleres es el adecuado?
3- ¿Cómo te ha parecido la dinamización de los talleres?
4- ¿Recomendarías a una amiga este programa de talleres?
5- ¿Prefieres los talleres presenciales o digitales?
6- ¿Cuánto te ha servido el uso de herramientas digitales durante los talleres: Zoom, Edmodo, Kahoot, Klaxoon, Survey Monkey?
7- ¿Qué cambiarías /añadirías/quitarías de estos talleres?
8- Según tu apreciación, ¿cómo ha cambiado tu nivel de autoestima?
9- De los 4 Talleres: Autoconocimiento, Autoaceptación, Autorespeto y Autoconfianza ¿Cuál has disfrutado más?
10- Si tuvieses una amiga con baja autoestima ¿qué le dirías de todo lo que has aprendido?

Figure 8: Survey Monkey feedback questionnaire about the workshops.
Source: authors' own creation.

Presentation of every workshop
We created PowerPoint presentations and used them in each one of the sessions (both during the in person session and the online ones), presenting concepts, dynamics, and activities to be implemented. They were shared via Zoom in each session with the girls. Then, these were uploaded to Edmodo so that the girls could have easy access to them.

Digital content included on the Edmodo platform
All the workshops were registered on Edmodo educational platform, incorporating a structured library with all the material associated to each of them. A set of activities linked to every workshop was created for the girls to develop during the Zoom session or during the period between sessions. Before every Zoom session, we gave the participants access to the workshop created on Edmodo. And by the end of the session, a post with the presentation given during the Zoom session was shared on the wall of the platform, and the access to the videos of the sessions was linked to Google Drive.

Observation sheet
It is implemented after a workshop has finished. It collects data on the emotions the participants state to have felt during each one of them, and assessment of the attitudinal and gestural evolution in the process over time.

Certificates
After workshop N°4 was completed, a certificate of acknowledgement was sent to every player from the four researchers. Each certificate was illustrated with the animal that each girl identified with; this information was collected in the survey administered on the first day.

7. RESULTS FROM THE PROGRAM IMPLEMENTATION

7.1. Rosenberg scale implementation results

Hereunder, we present the tables with the results of the Rosenberg test administered to the sample during the first (0) and final (6) workshops, showing the punctuation for every participant and the mean value of the team. Each participant is identified with the animal they chose in the initial test developed during workshop 0.

Test de Rosenberg Marzo			
Jugadoras	Preguntas	Puntuación Total	Resultado
1	Koala	27	Autoestima saludable
2	Leona	20	Autoestima saludable
3	Loro	27	Autoestima saludable
4	Cabra	18	Autoestima saludable
5	Guepardo	13	Autoestima muy baja
6	Gallo	16	Autoestima saludable
7	Lobo	14	Autoestima muy baja
8	Gato	16	Autoestima saludable
9	Serpiente	27	Autoestima saludable
10	Perro	11	Autoestima muy baja
11	Tigre	27	Autoestima saludable
12	Caballo	25	Autoestima saludable
13	Perro Caniche	24	Autoestima saludable
TOTAL		20,38	Autoestima saludable

Figure 9: Initial Rosenberg Test results table.
Source: authors' own creation.

Test de Rosenberg Junio			
Jugadoras	Animal	Puntuación Total	Resultado
1	Koala	28	Autoestima saludable
2	Leona	28	Autoestima saludable
3	Loro	#N/D	#N/D
4	Cabra	14	Autoestima muy baja
5	Guepardo	#N/D	#N/D
6	Gallo	16	Autoestima saludable
7	Lobo	17	Autoestima saludable
8	Gato	25	Autoestima saludable
9	Serpiente	26	Autoestima saludable
10	Perro	#N/D	#N/D
11	Tigre	23	Autoestima saludable
12	Caballo	#N/D	#N/D
13	Perro Caniche	23	Autoestima saludable
TOTAL		22,22	Autoestima saludable

Figure 10: Final Rosenberg Test results table.
Source: authors' own creation.

7.2. Analysis of the implementation results

Promedio de puntuación de Marzo VS Junio

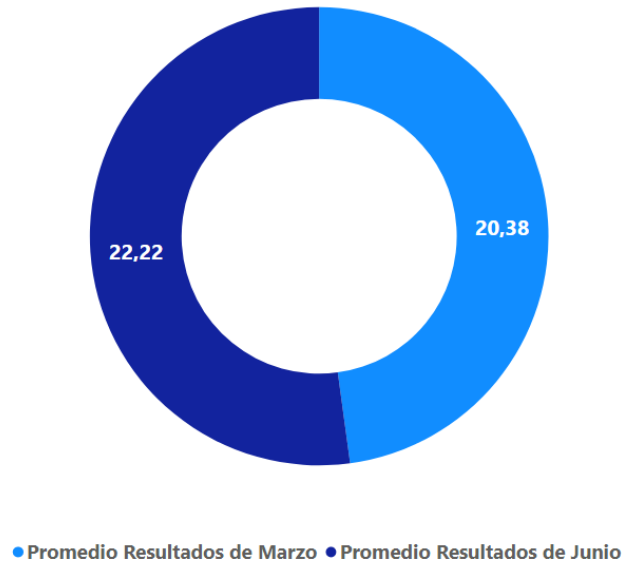● Promedio Resultados de Marzo ● Promedio Resultados de Junio

Figure 11: Comparative diagram of self-esteem levels.
Source: author's own creation.

After administering the Rosenberg test in workshop 0, the result obtained was 20.38 out of 30. After the workshops were completed the test was administered again during session 6; the result was 22.22 out of 30. When comparing both self-esteem figures of the sample, we noted an increase in the group's self-esteem by 1.84 points.
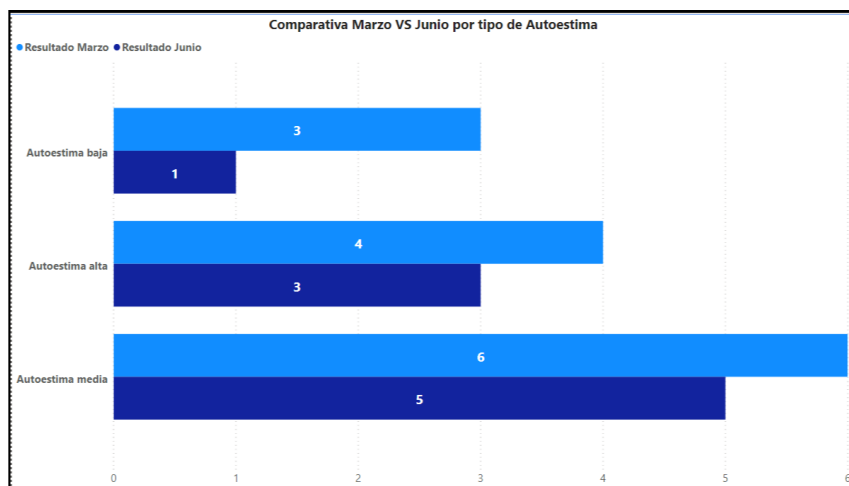

Figure 12: Self-esteem comparison between March and June, divided in levels.
Source: authors' own creation.

The number of participants and their different self-esteem levels (low, medium, and high), according to Rosenberg, are presented in this graph, comparing the results

obtained in March and June. For low self-esteem, we can observe there were three participants in March and only one in June; four of them had high self-esteem in March, decreasing to three in June; finally, six players had medium self-esteem levels in March, while there were five in June.

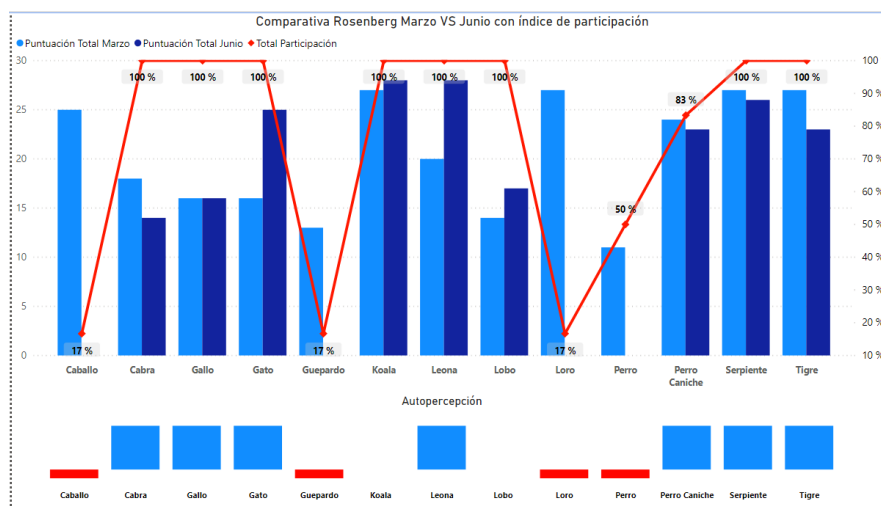It should be noted that not all the participants responded the final test.

Figure 13: Comparison between self-esteem levels in March vs. June based on participation.
Source: authors' own creation.

This graph shows the differences in self-esteem levels for each one of the participants of the sample, also including the percentage rates of attendance to the workshops of the 4Adelante program. We also included, for comparison purposes, the perception each girl has on whether their self-esteem level had evolved or not. During the closing workshop we administered a qualitative survey to inquire about how their self-esteem levels had changed after the implementation of the workshops. The red bars at the bottom represent the girls who did not respond the test; the blue bars represent those girls who think their self-esteem did change; and the bars with no color represent the participants who think their self-esteem did not change from March to June.

8. CONCLUSIONS

8.1. Conclusions regarding the general hypothesis

After implementing the 4Adelante program and carrying out this research work, based on the Rosenberg tests administered at the beginning and at the end of the program, we observed an improvement in the group's self-esteem level. On another note, the results from the survey administered to the participants provide the same conclusions.

Based on all this, we can affirm the general hypothesis proposed in this research project: "The implementation of a program aimed at improving self-esteem levels in adolescent female soccer players will enhance their self-esteem."

8.2. Conclusions regarding the specific hypotheses

Regarding specific hypothesis 1, we can confirm the necessity of previously measuring the self-esteem levels of the sample in order to know the starting point before the execution of the program.

By implementing a self-esteem strengthening program, adolescents' self-esteem levels have been improved after their participation in the workshops and activities of the program. This confirms the second specific hypothesis.

It is essential to conduct a test at the end of the program in order to evaluate objectively the evolution of participants' self-esteem levels after the implementation of the program based on workshops. Otherwise, we would only have subjective assessments from the participants in the final test, which would not give us the objectivity necessary to draw conclusions. This validates the third specific hypothesis.

8.3. Conclusions regarding the general objective

Adolescence is a stage full of significant changes that determine the important transition from childhood into adulthood. These are transition years during which the youth begin to define their personality, and that can be quite complicated sometimes, not only for them, but also for their environment. The design of the workshops took these aspects into account, and was also grounded in the importance of the development of self-esteem, since they are girls who practice a sport that is eminently considered to be masculine.

Nurturing self-esteem is essential for their psychological well-being, something that will determine their emotional aspects in adulthood. But, how can we help them in this process? working on their self-esteem, choosing key pillars that define it and developing a program according to them.

The pillars to which Branden refers in his book: "The Six Pillars of Self-Esteem", inspired us to develop the 4Adelante program. By implementing this program, we noted the importance of developing ludic activities to promote learning. The content that was almost completely digital at the beginning and which became 100% digital after the restructuring of the workshops, has promoted participation and adherence to the program.

We conclude that it is a program designed to develop self-esteem, specifically aimed at adolescent female soccer players.

8.4. Conclusions regarding the specific objectives.

1. Regarding specific objective 1, we concluded that it is very important to conduct an objective initial measurement of the self-esteem levels before the implementation of the program.
2. Implementation of the online program designed: **4Adelante**

3. At first, on-site workshops were proposed, but due to the COVID-19 situation they were implemented online and complemented with digital activities.
4. To determine the team's self-esteem level after the implementation of the program.

9. FUTURE LINES OF RESEARCH

We believe it would be advisable to work on the pillars included in the 4Adelante program in greater detail, and quite probably with a greater number of sessions. The continuity of the project within the club itself would be necessary, in order to benefit from it in the most effective way possible.

Similarly, we understand it can be extrapolated to the other Cadet (U10-U15) female teams, since the program is aimed at the ages included in this category and female teams, addressing specifically the situations these girls might be living, even in soccer.

We propose, in order to prepare future programs, taking into account the results obtained after the final evaluation, to note possible improvements that can be incorporated based on the feedback provided.

In any case, our proposal would include these important aspects:
- To increase the number of total workshops.
- To establish a hybrid-based program, in person/online, adaptable to the reality of the moment or the team.
- To use a portion of time during workshop 0 to train participants to manage the tools they will use.
- To make one of the future lines of action be aimed at working more thoroughly on the self-confidence workshop.
- To spend more time at the end of every workshop eliciting personal situations voluntarily from participants.

Our continuity proposal would be to adapt the program and train the trainers and the club so they can implement it with the population who has not participated and with new members, and to extend it to other clubs in the Province of Córdoba.

Another proposal for the future is the development of a program similar to 4Adelante, aimed at strengthening self-esteem in Cadet (U10-U15) adolescent female teams, in other sports. We understand that it can also be extrapolated to masculine teams, with the corresponding adaptation of the workshops, as well as to other geographical locations, both in rural and urban areas.

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