



Impact Of Self Esteem On Sports Performance of Teenage Girls During Covid-19

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ABSTRACT:

Self-esteem has effects on athlete performance during the Covid-19 (positive self-esteem has positive effect and negative self-esteem have negative effect). Self-esteem is defined as: Self-esteem is the positive or negative evaluations of the self, as in how we feel about it, in other words: Self esteem means you mostly feel good about yourself. Kids with self-esteem: feel proud of what they can do; see the good things about themselves and believe in themselves, even when they don't do well at first. In research done by Jaffee in 1992 it was shown that "girls aged nine to twelve build self-esteem through challenge, achievement in sports, risk taking experiences and skill development. Older girls derived positive self-esteem through the approval of others and a belief that girls in general are capable and able to play sports well"(Jaffee, 2007). The current pandemic also affects self-esteem, as well as performance of female players. Data collected from teenage girls from different societies of Lahore. The sample of the study is total of 133 athletes. According to the final graph results show that reply 78.9% strongly agree, 17.3% agree, 1.95% neutral, 1.28% disagree, 0.6% strongly disagree that sports activities affect the self-esteem on sports teenage girls during Covid-19.

Key Words: Performance, Self-esteem, Teenager girls, Covid-19.

INTRODUCTION

Self-esteem is an individual's subjective evaluation of their own predictions. Self-esteem is a term in physiology to reflect a person's overall emotions of his or her own worth. Self-esteem is an understanding a person creates his or her worth based on emotions and beliefs about how he or she first into a performance in any given situation in life. Self-confidence is an attractive psychological construct because it predicts success in sports, academic achievement and happiness. Traditionally, teenager girls have been discouraged and excluded from physical activity ad sports based on several inconspicuous philosophies. Originally, it was presumed that teenager girls bodies were

unable to handle the stress of physical sports and exercise (Gillbert, 2001).

The word self-esteem is termed as the feelings of someone about his/herself. It has been observed that challenges, achievement in sports, experiences to take risk and skill development in girls derived positive self-esteem through approval of others (Jaffee, 2007). Self-esteem is considering as a very important factor for teenager sports girls. Self-esteem in teenager girls can apply to a specific attribute, for example; "I believe I am a good player & athlete and I feel happy about that" or globally; "I believe I am a bad athlete, and I feel bad about myself in general". These types of perceptions are actually the final result of their tasks (Felts, 1998). Self-esteem is quite natural, but ignorance of its effects can hinder once performance. Mastering self-esteem is already a major part of the sports world. Star athletes such as Michael Jordan, Tom Brady, and Tiger Woods work with sports psychologists and mental coaches to train their brains to respond better to stress. Because they know that a huge part of winning the game is mental. And if an athlete's inner dialog affects their performance on the court or field, once self-esteem would also affect his or her performance in the office (Mendelson, 1996).

Sports can teach a teenager girl that it is acceptable to cheat or take short cuts to win, especially if coaches and parents turn a blind eye toward such practices. Gamesmanship tactics such as flopping in basketball, when a defensive player fakes an offensive foul by falling to the floor, are frequently encouraged by coaches and parents, and employed by young athletes. Acceptance of these tactics fosters a belief that such behaviors are not only acceptable but admirable; to win at any cost is okay (Vassilopoulos, et al., 2011). Sports can produce an unhealthy level of stress in a teenager sport girl, particularly a sport girl who is pushed to excel and who feels a failure with every loss. Sports can produce irrational, boorish behavior among parents and athletes. Sports can produce many athletes who are negative role models. Self-esteem includes many factors such as body image, sense of competence and self-satisfaction. The benefits of sports for teenage girls are well known. The game teaches girls commitment, respect for other athletes, how to relax, how to deal with stress, how to set and achieve goals, how to accept responsibility and failure, and how to be a formal winner. Extensive research shows that physical activity and sports can improve the mental, emotional and spiritual health of girls and young women (Derry, 2002). Girls play sports for many reasons: fun, staying in shape, to get exercise, to improve skills and to be a part of a team, just to name a few, ironically though, many girls in grades 7-12 are not participating in sports or are quitting playing altogether (Lanelines, 2003).

Self-esteem represents a protective factor from the antecedents of depression (Rossi, et al., 2020). The Covid-19 is a new severe and potentially mortal disease threatening to infect the entire human population (Baud, et al., 2020). The COVID-19 pandemic-related fear also led to counterproductive and detrimental behaviors for the whole society (Lin, 2020). A sample of 513 adults from the United States identified that demographic and individual correlates of anxiety about financial hardship is the day after historic stock market drops in response to the emerging COVID19 crisis (Mann, et al., 2020). Physical activities are positively correlated to self-concept before and during the COVID-19 lockdown (González-Valero, et al., 2020).

The purpose of this research was to show the correlation between self-esteem and sports teenagers' girls. Self-esteem encompasses many factors including aspects such as body image, feelings of competency and self-satisfaction. Females between the ages of 11-18 experience a severe decrease in self-esteem usually related to body image. Consequently, around this time, girls' participation in sports decreases greatly. The female body goes through many changes. During this time, from the growth of breasts, changes in height and weight and also the addition of menarche (Jaffee, et al., 1996). It is imperative that females remain active in sports participation which has been shown to

improve not only their self-esteem but also their overall self-image and physical activity well-being. It is important that teenager girls get the opportunity to participate in physical activity for enhance the self-esteem which can start at an early age (Mendelson, 1996).

Statement of the Problem

Many young girls have been positively impacted by physical activity and sports, which directly relates to their overall self-esteem levels during Covid-19. Most girls should be involving themselves in physical activities and sports. In order to build self-esteem, more girls should be participating in physical activity.

Research Hypothesis

Null Hypothesis

Teenage girls participating in physical activity and sports on a regular basis do not have higher self-esteem than those female students not participating in physical activity and sports during Covid-19.

Alternative Hypotheses

Teenage girls participating in physical activity and sports on a regular basis have higher self-esteem than those female students not participating in physical activity and sports during the Covid-19 period.

Objectives of study

Physical activity and sports do help teenage girls improve and maintain their self-esteem. This study attempted to show

- To examine physical activity in girls leads to increased levels of self-esteem during Covid-19.
- Do teenage girls really benefit from physical activity and sports participation?

Literature Review

The introduction of intervention programs for adolescent girls helps to enhance physical activity and encourage girls to reduce time spent on phones, computers, or watching television. By introducing programs that engage the adolescent girls helps to minimize negative psychological issues like depression and low self-esteem. The research articles on the supportive initiatives to handle the psychological issues and low self-esteem in girls have shown strength in outlining in detail various physical programs that can engage the adolescent girls with behavioral self-esteem issues and covid-19(Vall-Roqué, et al., 2021; González-Valero, et al., 2020; Lin, 2020; Mann, et al., 2020;Satariano, et al., 2017;Mary Healy Jonas 2012;Vassilopoulos, et al., 2011; Taylor &Turek, 2010).

In a study of “Attitudes towards competition: do differences exist between boys and girls”, the research that both boys’ and girls’ number one reason to play sports is fun. The focus of this research, however, was to show the differences between boys and girls in relation to their views on sports(Mary Healy Jonas 2012).Research has shown that sport participation does have a positive effect on adolescent youth and helpful to promote their self-esteem as well as heightening their overall wellbeing (Taylor &Turek, 2010).

In research done by Jaffee in 1992 it was shown that “girls aged nine to twelve build self-esteem through challenge, achievement in sports”, risk taking experiences and skill development. Older

girls derived positive self-esteem through the approval of others and a belief that girls in general are capable and able to play sports well (Jaffee, 2007). The adolescent years, females' participation in sports and physical activity drops dramatically. Girls' motivation at this time however has traditionally been more directed towards the idea of "fitting in." With this said, it is a negative impact that all girls are not involved in sports and physical exercise (Wilson, 2006). Another characteristic is whether the self-esteem cues are assigned or self-selected. Studies were initially based on assigned self-esteem (Van Raalte, et al., 1995) to ensure that appropriate cues were selected and used by participants. However, in some recent studies researchers have allowed the selection of self-esteem cues by participants either from a designated list (Schuler & Langens, 2007) or their own preference (Malouff & Murphy, 2006).

A research has shown that the involvement of seventh grade student in an urban middle school in organized team sports found that it had positive effects on their self-esteem as well as preventive effect on substance abuse (McHale, et al., 2005). Among teens, those who engage in sports and other physical activities are least likely to drop out of school, get pregnant, develop eating disorders, put up with abusive relationships, smoke, drink, do drugs or develop breast cancer as adults (Daughters, 2004). In the last two decades, the applied sport psychology literature has seen an increase in the number of experimental studies examining the effect of mental training on sporting performance. Within this increase, several studies have examined the effects of single psychological skill training (Devonport, 2006; Hatzigeorgiadis, et al., 2004; Ranganathan, et al., 2004).

Over time women have increased participation in sports based solely on the number of female sports contested. Title IX has helped to increase the participation in women's sports at the high school level by over 800% and has increased participation in college sports by 400% respectively (Women's Sports Foundation, 2001). Self-esteem in girls is linked to many factors, some of them being: personal appearance, acceptance of peers and even physical competence. However, the most influential factor in determining girl's self-esteem is perceived physical attractiveness (Jaffee, et al., 1996). High self-esteem has been linked to many positive qualities such as: active engagement in daily activities, better psychological health and even a more optimistic attitude (Bowker, et al., 2003). In response to these findings, many researchers have attempted to assess the effectiveness of co-educational physical education classes. Some researchers have shown that more equitable treatment occurs in a single-sex physical education environment (Derry, 2002).

Interest in girls' participation in sports has grown considerably in the last 25 years (Gilbert, 2001). The addition of appropriate facilities, female only sports teams and the overall exposure of women's sport in the media has made much of the difference. Many professionals have built prevention programs based solely on the promotion of female sports and exercise activities. Some still argue the relevance of women's sports in the present day; however, none will disagree that women's sports participation is on the rise. Women previously chastised by the media and by their peers are now leading an all-out charge, breaking into the ranks of the male dominated arenas. More women are becoming exposed to the benefits of sports and exercise from not only a physical standpoint, but also a psychological standpoint. Women are experiencing benefits such as, "improved physical health, reduced depression and increased self-confidence" (Gilbert, 2001).

In another study it was found that there is relationship conducted by between exercise activity and self-esteem was positive for men, but no concordance for women and even negative for young women under 21 (Eva-Carin, et al., 2000; Tiggemann & Williamson, 2000). Girls benefit from sports participation on many levels. Some of these benefits are highlighted by a study conducted by McEwin (1981). The journal stated eleven positives of participation in sports for adolescents. The following are a few highlighted selections from this list. Some girls enjoy the exercise, while others enjoy the bonds made from interaction with peers and with the respective coaches. Competing in sports may lead to an awarding of a college scholarship or the ability to play sports in college.

Sports allow leaders to emerge and utilized talents to be discovered. Finally, competitive sports show adolescents a better understanding of competition and how it is related to everyday life (McEwin, 1999).

High neuroticism, perceived vulnerability to disease, and belongingness stemming from large group activities also were associated with greater anxiety (Mann, et al., 2020). The Corona pandemic not only affects the economic condition, on the other side it also disturbed the individual's life (Vall-Roqué, et al., 2021). This disease attacked on the mental power of each person that causes to increase the chances of anxiety in all age categories. Some scholars have reported that self-esteem has little or no effect on disease prevention and treatment behaviors (Yaun, et al., 2018; Arsandaux, et al., 2020). In terms of personal characteristics, self-esteem moderates the relationship between perceived threat and fear. The two demographic characteristics, such as; age and gender, affect Covid-19 prevention behavior (Lin & Chen, 2021). Anxiety system is the link between both the fear of Covid-19 and dispositional loneliness, while self-esteem played mediator role between predictors and their adverse psychological consequences (Rossi, et al., 2020).

The researchers in this study developed a number of recommendations from the themes developed from the study. Some of the responses included "Involve girls in the development of programming physical activities for girls. Get girls together, some who use the site and some who don't, and ask them what they want. Give them realistic choices. They will feel ownership of the programs that develop" (Feltus, 1998).

Different authors have different perceptions on the basis of their research work; Some supported the argument that sports has positive link to improve the self-esteem in teenager (Arsandaux, et al., 2020; Lin, 2020). On the other side, another argument supported that Covid-19 put no affect on the self esteem of female players and boys had more impact to improve their self-esteem as compare to girls (González-Valero, et al., 2020). Demographic characteristics also affect the Covid-19 prevention (Lin & Chen, 2021; Mann, et al., 2020; Rossi, et al., 2020).

Research Methodology

With reference to the topic of this research, the focus was kept on the impact of self-esteem on sports teenage girls during Covid-19. The research methodology for this purpose is as follow.

Research design

This research, the quantitative method has been used selected because it was an easy way to interpret the result. Moreover, a survey methodology was selected by the researcher to collect data from the population which is based upon a questionnaire (Kaori Araki, 2006).

Population

The population of this study consists of teenage girls from different schools (LGS School, LACAS, Roshan Islamic School, National School, Scill School) located in different societies of Lahore. Total of 200 survey sample have been carried out for this research.

- Paragon City
- Green City
- Askari 10

Sampling

The information was collected through random number generation. Sample was basically taken from a large population as it is not convenient for the researcher to examine the entire population.

In case of this study, 133 teenage from different societies in the district of Lahore were included and sample size calculated used with the help of Yamane formula:

$$n = \frac{N}{1 + Ne^2}$$

$$n = 133.3$$

Independent variable

Self-esteem and Covid-19 (Self-esteem means you mostly feel good about yourself. Kids with self-esteem: feel proud of what they can do. See the good things about themselves. Believe in them, even when they don't do well at first.)

Dependent variable

Sports teenage girls (Teenage athlete girls who play in the ground.)

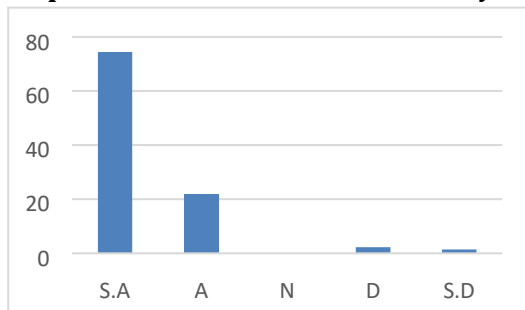
Data Analysis

Data was collected from 133 participants after the 1st Covid-29 pandemic in Pakistan. They gave the answer by selecting a specific option against each question. The five options were given against each question; Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

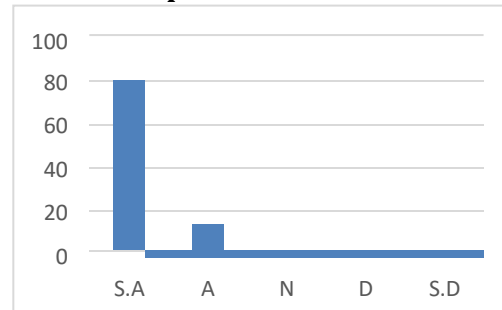
According to the statement of the first question (I believe the positive self-esteem is the key of success during Covid-19) results show in graph 1. The respondent reply was like; 74.43% strongly agree, 21.80% agree, 2.26% disagree, 1.503% strongly disagree and not a single person select the option of neutral against first question asked in the questionnaire.

On the bases of the second question (You are good at something, but you don't really think it's a big deal, because of low self-esteem), results can be observed with the help of graph 2. The response of the participants showed that 82.70% were strongly agree, 12.78% selected the option of agree, 1.503% opt neutral option. Only 3% said they were disagree with the given statement and not a single participant selected the option of strongly disagree.

Graph 1: Positive self-esteem is the key of success.



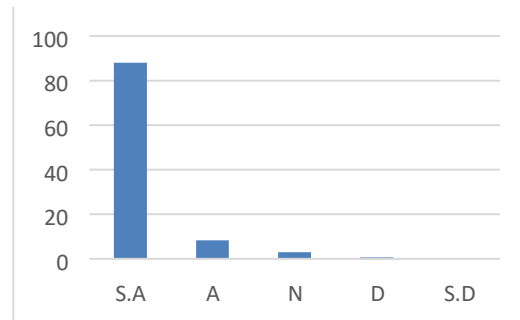
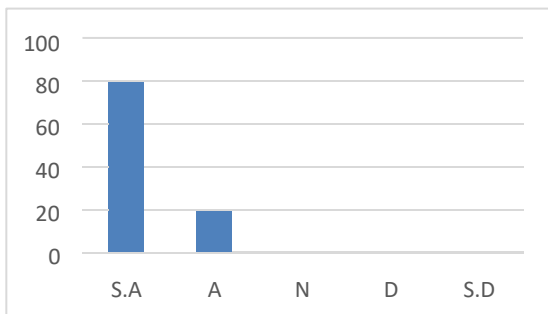
Graph 2: Lose due to low self-esteem.



According to the third statement given in the questionnaire (When a coach makes me angry, I get very upset and my performance is affected), the response of the players was as; 78.94% strongly agree, 18.79% agree, 0.75% neutral, 0.75% disagree, 0.75% strongly disagree. The pictorial illustration of this statement can be observed through graph 3.

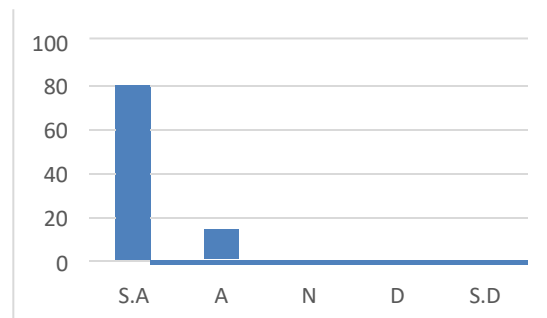
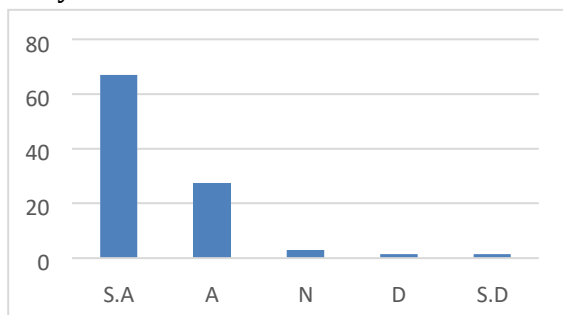
Graph 3: Coach Behavior and performance

Graph 4: Blame others



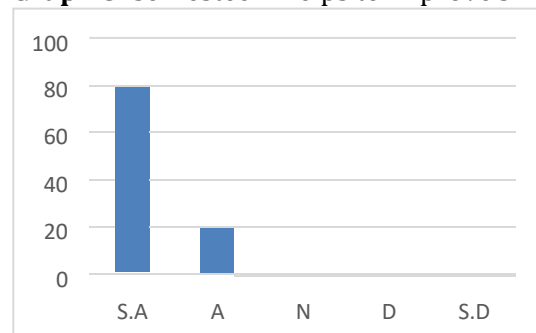
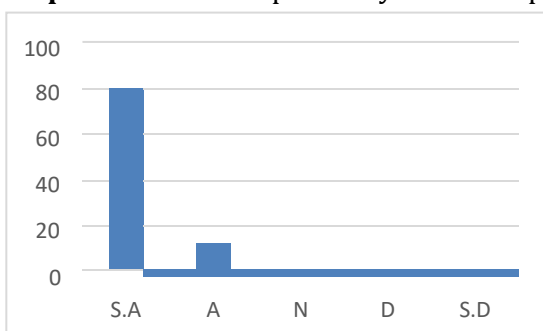
According to the fourth statement as added in the questionnaire (Blame others for my worries and mistakes just because of my self-confidence during Covid-19 pandemic) can reflect in graph 4. The results show that reply of players against this question was varies as; 87.97% strongly agree, 8.27% agree, 3% neutral, 0.75% disagrees, and not a single player selected the option of strongly disagree.

Graph 5: Lacking something about my self-esteem **Graph 6:** High self-esteem makes me angry easily



On the bases of the 5th question (Lacking something about my self-esteem, I make myself a victim of other people's actions and on the basis of the situation of Covid-19) added in the questionnaire, result show in graph 5. The graph 5 results show that response of the players was as; 66.92% strongly agree, 27.2% agree, 3% neutral, 1.503% disagree, and 1.503% strongly disagree.

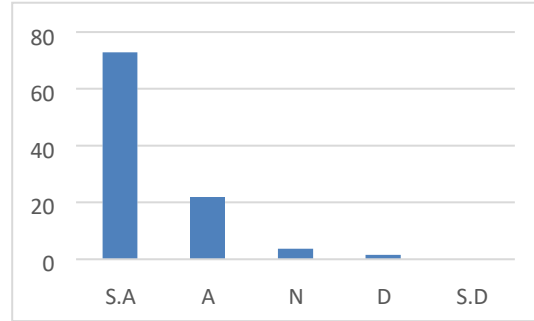
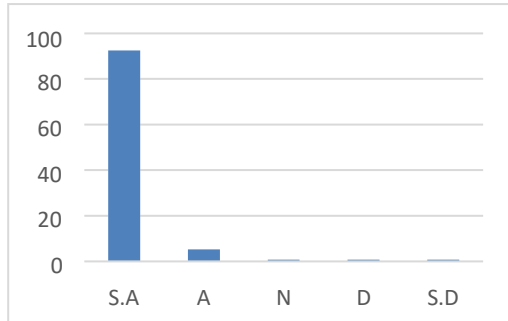
Graph 7: Self-esteem positively affectsthe personality **Graph 8:** self-esteem helps to improve skills



The pictorial illustration of6th question (My high self-esteem makes me angry easily and throws it at about a person whom makes me arrogant) showed in graph 6. The graph results showed that reply against this question from participated players were as; 83.46% strongly agree, 13.54% agree, 1.503% neutral, 0.75% disagree, 0.75% strongly disagree.

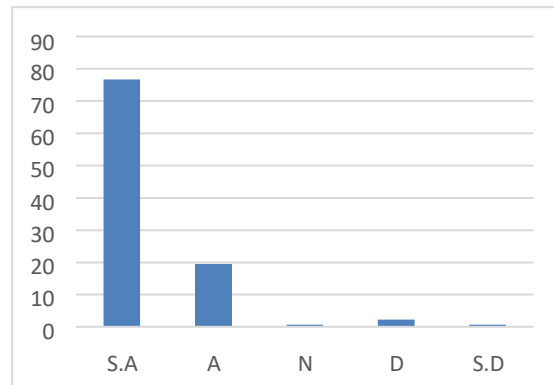
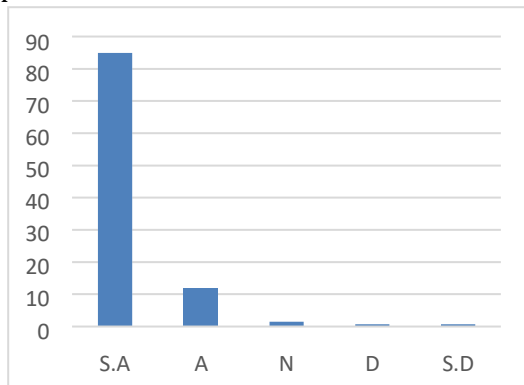
The response of the players against 7th question (Self-esteem gets positively affected your personality even like situation of Covid-19 pandemic) as shown in graph 7. The graph results show that reply 82.70% strongly agree, 12.78% agree, 2.255% neutral, 1.503% disagree, 1.503% strongly disagree. According to the statement (Self-esteem gets positively affected your personality), on the bases of the output that shown in graph 8, results show that reply 82.70% strongly agree, 12.78% agree, 2.255% neutral, 1.503% disagree, 1.503% strongly disagree.

Graph 9: self-esteem keeps you self-balanced **Graph 10:** positive self-esteem helps to pump up



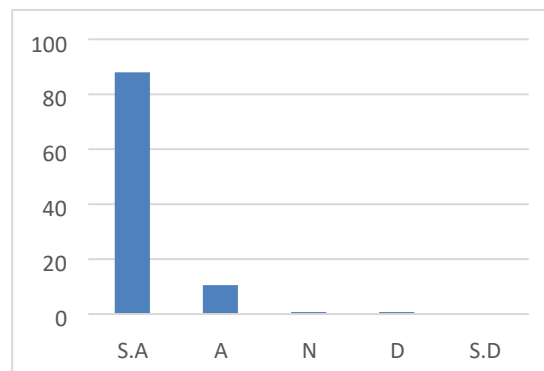
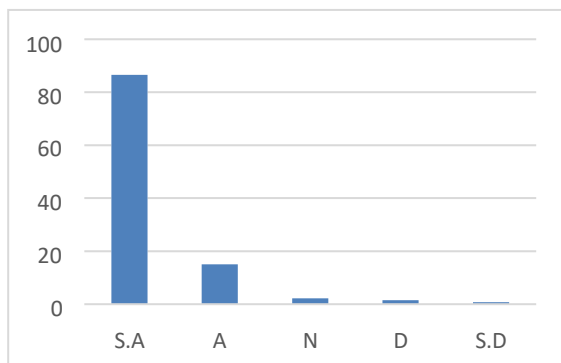
The results of question 9 (Through self-esteem you keep your self-balanced even during the lockdown) as illustrated in graph 9. The results confirmed thereplies of players against that question; 92.5% strongly agree, 5.3% agree, 0.75% neutral, 0.75% disagree, 0.75% strongly disagree. According to the statement of the graph 10 (I believe my positive self-esteem help me to pump up when I make mistake during game) results show that reply 72.93% strongly agree, 21.8% agree, 3.8% neutral, 1.503% disagree, 0% strongly disagree.

Graph 11: negative self-esteem leads to failure **Graph 12:** Positive self-esteem leads to good performance



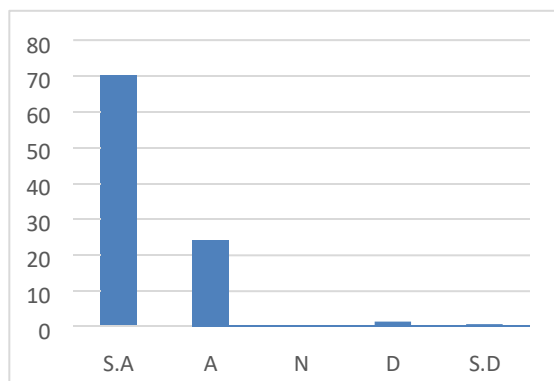
According to the statement of 11 (I believe that negative self-esteem of an athlete my lead to failure if she is technically good) the graph 11 results showed that reply 84.96% strongly agree, 12.03% agree, 1.503% neutral, 0.75% disagree, 0.75% strongly disagree. According to the statement of 12 (I believe that my positive self-esteem can lead to a good performance) the graph results show that reply 76.7% strongly agree, 19.5% agree, 0.75% neutral, 2.26% disagree, 0.75% strongly disagree.

Graph 13: self- esteem makes a hero or a zero **Graph 14:** Ability to do a task and performance

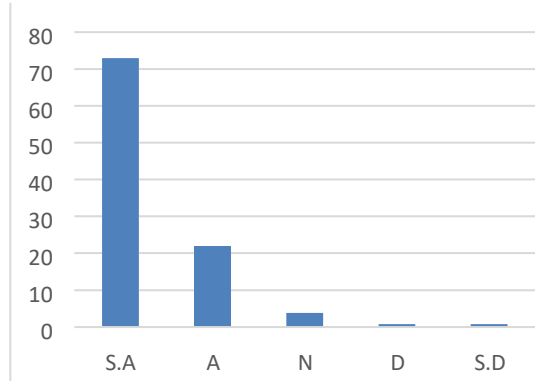


According to the question 13 (I believe that players positive or negative self- esteem during game can make her a hero or a zero respectively) as results illustrated in graph 13 showed that reply 86.5% strongly agree, 15.03% agree, 2.26% neutral, 1.503% disagree, 0.75% strongly disagree. According to the 14th statement (I believe that my ability to do a task will help me to improve my performance and Covid pandemic has no impact to change my abilities) added in the questionnaire, shows the results in graoh 14. The of graph 14 results show that reply 87.96% strongly agree, 10.52% agree, 0.75% neutral, 0.75% disagree, 0% strongly disagree.

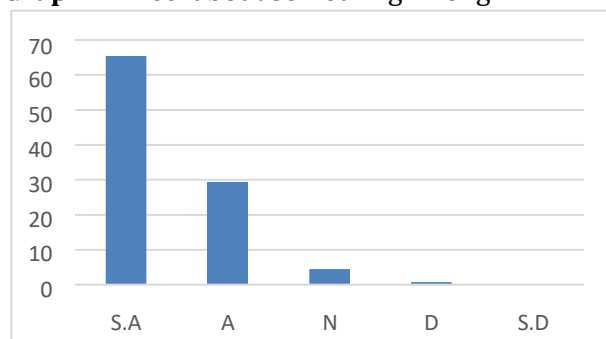
Graph 15: Mistake during game



Graph 16: Critical analysis of the game



Graph 17: feel about something wrong



The results of 15th question (I think when I make a mistake during game, low self-esteem makes me feel bad) are shown in graph 15 and results show that reply 71.43% strongly agree, 24.1% agree, 2.26% neutral, 1.503% disagree, 0.75% strongly disagree.

The output of 16th question (I believe critical analysis of the game is just as important as positive self-esteem for an athlete to win) as shown in graph 16 and the results show that reply 72.93% strongly agree, 21.8% agree, 3.76% neutral, 0.75% disagree, 0.75% strongly disagree. According to the statement 17 (When I feel about something wrong, I keep quite because I don't have ability to express it or just because of covid-19), as given in the selected questionnaire for this study, results show that reply 65.4% strongly agree, 29.3% agree, 4.51% neutral, 0.75% disagree, 0% strongly disagree.

Discussion and Conclusion

Discussion

The purpose of this research was to examine impact of self-esteem on sports teenager girls during Covid-19. A sample of 133 teenager girls from different societies of Lahore was collected for the purpose of analysis. A five-point Likert scale survey was used to assess the self-esteem.

Were selected through sample random sampling technique and different questions were asked by them with reference the impact of self-esteem on sports teenager girls. Their responses were analyzed and interpreted by using percentage technique. Data obtained through questionnaire was written in trouble form. The result shows that self-esteem in teenager girls has significant impact. From the result, it can be observed that athletes are agreeing with most of the positive self-esteem. However, they disagree to some statements. 17 questions were related to impact of self-esteem on sports teenager girls.

The first question on the survey asked I believe that positive self-esteem is the key of success. The second question is you are good at something about you don't really think it's a big deal because of low self-esteem. Following these two questions were 5 phrases in which the participants had to select their response. The average figure for teenage girls shows that girls who participate in sport are more likely to signs of positive self-esteem and pandemic of Covid-19 has no significant impact to disturb their confidence and self-esteem.

Conclusion

Effective and constructive self-esteem is an important factor to grow as an efficient and successful teenage athlete. To achieve professional success self-esteem must be effective & potent.

The final graph of this research shows that 78.9% of the people are strongly agreed that Self-esteem is important for an athlete and his team to learn how to do self-esteem perfectly as this will not only help teams to complete their projects successfully but also enable to achieve success and growth. This study also concluded that sports are the best tool to improve the self-esteem of teenage girls and it helps to fight against the Covid-19 critical situation with a healthy mind.

The most important traits of a sports leader are honesty, integrity, to be a "good" person and to be positive. Exhibiting these traits can increase better performance. High/low self-esteem influences the physical and psychological development of athletes. Some important roles of a selfesteem are teacher, organizer, competitor and friend.

This study shows that self-esteem have significant impact on performance does indeed influence self-esteem skills. The result also shows that the designed hypothesis is accepted and Covid-19 has no significant impact to reduce the self-esteem and performance of the teenage girls.

Recommendations

Recommendations for the future studies are as follows:

- In future, more participants can be selected as a sample.
- Researchers can compare both genders (males and females) to study the impact of self-esteem in Pakistan's context, even after the covid-19.
- Collect data from different country, city and gender for more useful information.

Limitations

Limitations of the study are as follow:

- Only teenage sports girls from different societies of Lahore city have been selected.
- Study is based on only survey methodology.
- However key informant interviews could be more beneficial in case of this research.

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