

The Impact of the Soccer Program at a Rural County High School on Females of Hispanic
Descent on Social Development

By

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ABSTRACT

The social development of an adolescent is a complex process, and adolescent minorities face additional challenges. Female Hispanics take on many gender and cultural roles and face challenges of balancing school, home life, and community involvement. Extracurricular activities can help build traits that will impact a person for the rest of his or her life. It can connect a student to his or her community and teach life lessons.

This qualitative case study focused on female Hispanic players that participated on the newly established soccer team at rural county high school for at least one season. Journal observations, interviews, and semi-structured open-ended questions were used to determine if the soccer program had any impact on the participants. Community members and teachers that worked with participants were also used as informants of the participants' social interactions.

Through the analysis of data, the researcher identified themes to match the four research questions. Themes of gender and racial equality, ability to engage in diverse situations, and school involvement all arose relating to the changed perception of social interactions since participating on the soccer program. Support groups, building relationships, and community integration were themes formed that related to the female Hispanic players' relationships with others that were formed because of the interaction in the program. Leadership and pride and purpose were themes formed related to decision making characteristics that were taught in the program. Confidence, character building, soft skills, team concepts, and motivation to persevere were the final themes found related to lessons learned from the program.

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DEDICATION

First I would like to dedicate this dissertation to my parents, Victor and Gabriela Chirica. Your sacrifices have provided me the opportunity to get an education and better my life. Thank you, dad, for always pushing me to strive in being the best in all I do, holding me to high expectations, and never letting me settle for mediocracy. I am grateful that you stayed on me to excel in both soccer and school. It has truly set me up for the future. Thank you, mom, for loving me and always supporting me. You showed me how to work hard and never give up, even in challenging times. Mom and dad, you both led by example, and I am so grateful for both of you. I love you both so much! Te iubesc!

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CHAPTER 1 INTRODUCTION

Theorists

Teens in today's society undergo many challenges that require adaptation. Psychological, intellectual, and physical changes attribute to the many obstacles adolescents are faced with overcoming. They must learn to cope with the overarching theme of responsibility that may include balancing acts of school, jobs, and extracurricular activities (Gholamzadeh, Jadidi, & Donyavi, 2017). Students of this age must learn how to cope with trials of impulsivity, identity crisis, relationships, and viewpoint of time (Siegel & Shaughnessy, 1995). Social identity theory summarizes that the stronger individuals identify with their own cultural group, the less they favor others from different groups. On the contrary, the multi-cultural theory states that the more a cultural group identifies with their own ethnicity, the likelihood of accepting others outside of their culture will increase (Negy, Shreve, Jensen, & Uddin, 2003). Theorists have researched the behavior of adolescents and have concluded the developmental social stages are a difficult time period of dynamic changes and self-identity. Pressures of school, family, and social factors cause stressful situations. Adding an extracurricular activity such as a sport while simultaneously learning to integrate as a minority in society can add extra difficulty to the mix. Coaches and mentors have helped adolescents through sporting programs to become better at time management and recognition of self-identity. This has provided an overall positive effect.

Influences of the Sporting World and Outcome

According to Donaldson & Ronan (2006), a study found a relationship between adolescents who viewed themselves competent at sports and a positive self-concept with fewer behavioral problems. (Donaldson & Ronan, 2006). Another study conducted by Benson, Surya, & Eys (2014) viewed athlete perceptions in the "nature and transmission of roles in sport teams"

indicating that athletes' specialized task roles developed from prescribed assignments by their coach; their social roles evolved from group interactions; and their leadership roles developed through the formal and informal processes. In another study by the same researchers, some athletes relied on informal expectations of a player's role rather than direct and concise coaching instruction when it came to self-efficacy and responsibility of player performance. Analyses from the second study revealed starters were more likely to select roles requiring specialized tasks and leadership, while nonstarters were more likely to select roles requiring assistant roles (Benson, A. J. Surya, M., & Eys, M. A. 2014). Coaches were viewed as an inspiration to athletes in helping to endure hardships, developing moral character, sportsmanship, and respect for others (Lumpkin and Stokowski, 2011). Based on these studies, it is clear all athletes are influenced by expectations from both coaches and teammates to develop specialized or leadership skills. Having a sense of belonging and responsibility provides self-perception to be viewed in a more positive light forming confidence and intrinsic motivation. These uplifting tasks provide the skills adolescents need to socially develop in society and persevere through challenges.

Barriers on Social Development

Minorities are faced with barriers that can make it extra difficult to integrate social norms. Language barriers, discrimination, and financial hardships can cause setbacks on Hispanic adolescents. A study conducted by Patel, Barrera, Strambler, Munoz, & Macciomei (2016), showed significant differences in GPA scores compared to the life stressor scale scores in minority groups (Patel, Barrera, Strambler, Munoz, & Macciomei, 2016). Mejia-Smith & Gushue (2017) have also established career barriers for females of Hispanic backgrounds including finances, gender, ethnicity, and race. However, having a positive ethnic identity and being able to acculturate into a different culture effectively helps in breaking some of the

perceived barriers that can lead to career achievements (Mejia-Smith & Gushue, 2017). Ali & Menke (2014), studied the social cognitive career theory in relation to Hispanics and Caucasians. The results found that rural schools placing emphasis on self-efficacy and outcome expectations without ignoring the barriers Hispanics face strengthens their career achievement (Ali & Menke, 2014). These studies show how extraneous barriers can have a detrimental impact on the development and future aspirations of a person. School officials who discuss these issues with Hispanics and help them come up with ways and methods to deal with problems while simultaneously guiding them to reach goals can make all the difference in an adolescent's life for future success.

Cultural and Gender Role Expectations

The importance of participating in sports may vary in importance based on gender and cultural expectations. Viewpoints are found to be more collectivistic than individualistic for those of Hispanic backgrounds. The main achievement places emphasis on the group rather than on one individual person. Contrary to the American emphasis on individual competition in youth sports including team sports, Hispanic cultural focuses on interpersonal relations. Their goals are also based on current experiences rather than future outcomes (Ryska, 2001). Hispanics who are able to blend cultures, help form role expectations of marriage and parenting styles. These expectations vary based on gender. Although roles differ, transitions of development depend on the adaptation stage of that particular individual (Archuleta, 2015). When observing cultural roles, females of Hispanic decent take on cultural roles that are different from their male counterparts. An analysis by Wells (2005), viewed the impact of culture and education on work patterns of Hispanic women. The study viewed cultural values, jobs, physical problems, and educational gains. The article stated the two types of roles for the women. One mentioned the

traditional roles such as to be a wife/mother and to remain at home taking care of the family. The second role described the women in the labor force. These women would modify their traditional roles by joining the workforce. Overall the results showed Hispanic decent women have made some improvements in joining the labor force, but overall the majority still uphold cultural values through related gender roles and family expectations (Wells, 2005). Based on the findings, the majority of Hispanic female adolescents come to terms with the gender roles upheld by their mothers. The adolescents may even have to engage in the same gender role as their mother by helping to take care of siblings, cook, and clean before even reaching adulthood. Although these roles socially develop females for their heritage culture, it is lacking the social expectations for the American social norms.

Conclusion

Overall, theorists have established developmental and social stages for adolescents. Based on these theories, information is gathered as a base for furthering research on minority, Hispanic adolescents. Incorporating sports into the lives of these young individuals can make a lasting impact. Overcoming cultural and gender role expectations for female Hispanics need to also be taken into account when analyzing the social aspects of development.

Statement of the Problem

The problem of this case study was to examine if the newly established girls' soccer program at a rural county high school has impacted the social development of female players of Hispanic-Descent. Because of the difficulty Hispanic adolescents have had in the past in integrating with others outside of their race, or the acceptance of Hispanics by other races, the focus of the study analyzed the characteristics the soccer program formed for female participants to use in other settings of their life such as school and the community.

Purpose(s) of the Study

The purpose of this qualitative case study was to analyze the impact, if any, of the newly established soccer program at a rural county high school, and the role it has played on the adolescent females of Hispanic descent on social development. Specific objectives included the integration of social skills from the soccer program to other parts of the participant's life such as the community and school setting. As a result of this study, feedback will be provided to stakeholders on ways to improve the program to help socially develop future minorities with the skills to integrate with other races.

Rationale

The rationale for this study emanated from the researcher's desire to better understand the Hispanic female players on the team. The researcher is a coach, educator, and an advocate for student-athlete success on the soccer field, academic classroom, and other areas in the community. The researcher examined Hispanic roles as females, their culture, and the challenges they faced daily. Based on the answers, the researcher will be able to continue improving the program for Hispanic descent student-athletes by developing positive social roles on and off of the soccer field. The interviewer will conduct a qualitative case study and search for common themes from participants and informants. The common themes provided an understanding of how the soccer program has played a role since the establishment four years ago on the lives of Hispanic descent adolescents.

Initial Research Questions

1. How have perceptions of social interactions of players of Hispanic descent changed for players, teachers, community members, and coach after players were a part of the rural county high school soccer program for at least a year?

2. Has the rural county high school soccer program affected players' relationships with others? If so, in what ways?
3. Has the rural county high school soccer program influenced players of Hispanic descent in decision making? If so, in what ways?
4. What lessons, if any, have been learned by the female players of Hispanic descent from being a part of the rural county high school soccer team?

Significance of the Study

The demographics of the study at the rural county high school include 785 total students enrolled, with the entire district having 2,325. This number is minimal compared to the total students, 975,222 enrolled in Tennessee. Specifically at the high school, there are 13.4% of students identified as Hispanic or Latino, 85.2% Caucasian; 0.3% Asian, 0.9% African American, 0.3% Alaskan or Native American, and 0% Native Hawaiian or Pacific Islander. Of those, 52.2% are male and 47.8% are female. Only 2.5% of the population are English Language Learners. In addition, there are 35.7% of students considered economically disadvantaged (State report card, 2018).

At this particular rural county high school, drop-out rates have been a problem, especially among the Hispanic descent population. At age 16, students dropped out and began working in order to make money for themselves and their families. Attending school did not help in paying the bills, and since cultural viewpoint was to focus on the current time period needs, many families did not see the relevance of secondary or post-secondary education (Ryska, 2001).

Soccer is a part of the Hispanic culture, and as more immigrants are coming to the United States, research shows a growing number of teams and leagues for Hispanic women. Women are now challenging the traditional gender role expectations by working to integrate a new identity

through competitive soccer. A study conducted in North Carolina on adolescent to adulthood Hispanic women shared their experiences of playing in an organized soccer league. Challenges experienced included learning the language, compromising with family on days allowed to participate, worries of family deportations, and breaking cultural female stereotypes. Positives included feelings of empowerment, confidence, and staying out of trouble (Cuadros, 2011).

Many of the challenges mentioned in the study have been observed but not documented on the girls soccer team over the course of three years. However, the girls that are in the study from the team powered through the difficulties and remained part of the team. By conducting a research study, themes will arise for the reasoning of why the girls persevered through the challenges. The study will also look into how the newly established soccer program impacted the Hispanic descent adolescents in the choices made beyond the soccer field into their social development. This included their interactions with peers, family, the community, teachers, and other superiors. It will also analyze potential changes in their thought process in regard to adversity and their future since obtaining a role in the soccer program.

The contributions of the research will provide feedback to the soccer program so that the coach/researcher can continue applying the recognized strengths but also make changes as needed in helping student-athletes of Hispanic descent have a more positive high school cultural experience as well as a lasting impact on their social development. The themes that will be established will also help teachers and school leaders in gaining a better perspective of the current experiences Hispanic descent students encounter at the rural county high school. The themes that may be established may leave an imprint for future Hispanic descent adolescent generations that are contemplating joining the soccer program or looking for ways to develop socially.

Definition of Terms

Separation refers to minorities, such as Hispanics, that immigrate to the United States and maintain one's own identity even in a certain dominant culture (Chand, 2003).

Schema is an "organized pattern of knowledge" (Williams, 2019) that the minorities in this study use to understand the world.

Accommodation is taking in new information or experiences that cause changes to one's schema. The brain does not create new schema but rather takes the new experience and organizes it to what is already known (Williams, 2019). Hispanics that immigrate to the United States have to accommodate to the new culture.

Assimilation is the process by which a person integrates their own culture with a new existing culture (Feldman, 2016). Hispanics that immigrate to the United States will take their culture and integrate with the culture that is already established in the United States.

Nonassertive assimilation focuses on commonalities amongst a diverse group, establishing a positive reputation, and avoiding controversy (Orbe & Roberts, 2012). This is one type of an assimilation method studied that Hispanics may use to integrate into a new society.

Spatial assimilation is an assumption that immigrants will eventually move to other neighborhoods or housing types over time (Andersen, 2016). This is the second type of an assimilation method studied that Hispanics may use when integrating into a new society.

Assertive assimilation requires manipulating stereotypes, bargaining, overcompensating (Orbe & Roberts, 2012). This is the third type of an assimilation method studied that Hispanics may use to integrate into a new society.

Aggressive assimilation includes ridiculing oneself, strategic distancing, mirroring, and separating oneself from others (Orbe & Roberts, 2012). This is the fourth type of assimilation method studied that Hispanics may encounter when integrating into a new society.

Culture: Sociologists defined culture as a set of learned beliefs by a group of people who share common history (Gollnick & Chinn, 2004). Hispanic traditional culture is analyzed as well as how culture changes for Hispanics after immigration.

Race/ethnicity: This sociocultural term denotes “culturally created groupings” (Shih & Sanchez, 2009, p. 4), as defined by the individual (Quintana, 2007). In the study, the main focus is on Hispanic descendants.

Role: The word *role* refers to a function assigned to or played by something or somebody (Role, 2010). Social factors will be studied to determine the function of the soccer program’s impact on social development.

Hispanic-Descent: Refers to a group of people who speak Spanish or are descendants of Spanish speaking countries (Cole, 2018). Nine of the participants in the study are of Hispanic-Descent. In addition, the main focus revolves around the social development of the Hispanic-Descent players.

Adolescence: The study analyzes the social development of adolescents, which is “the period when a child develops into an adult”, beginning at puberty (Merriam-Webster, 2018).

Gender roles: Hispanic gender roles are analyzed in the study, which consists of shared beliefs that are applied to individuals based on social roles identified to each sex (Eagly, 2009).

Social development: The social development of Hispanic-descent adolescents are studied. This is how a person learns to interact with others by developing individuality based on the perception of one’s surroundings (Social development in children, 2018).

Community member: This society member's perception is needed to identify factors of social development in the study. This includes any individual "who lives, learns, works, plays, and prays" in an organized area (Community members, 2018, p. 1).

Teacher: Teachers are used in the study to gain perspectives of changes observed in the soccer program and Hispanic descent players. A teacher is a person who has an occupation to instruct or teach (Merriam-Webster, 2018).

Assumption and Limitations

Based on the researcher's current observation in the school and community, the first assumption is made that Hispanics struggle to integrate with others of different races and ethnicities. Secondly, it was assumed that an ample sample of the participants from the rural county high school girls soccer team would participate in the study. This was due to the researcher being the coach of the female players of Hispanic descent. In addition, it was assumed that the teacher and community member informants had enough prior social observations on the female players of Hispanic descent to provide enough information to answer the interview questions.

The first limitation of the case study pertains only to the individuals of the rural county high school girls' soccer team and information cannot be used in another situation. Since the sample size is small, themes may not arise. Another limitation may include weak relationships between the female athletes of Hispanic-descent and their teachers and community affiliates. Last includes the initial qualitative data if participants or informants are not comfortable expressing their true perceptions and opinions.

Theoretical Framework

Chapter 1 presented the introduction, statement of the problem, purpose of the study, rationale, research questions, significance of the study, definition of terms, and assumptions or limitations of the study. Chapter 2 contained a review of related literature and research related to the problem being investigated. This included theories of adolescent development, Hispanic descent cultural expectations, gender roles in the Hispanic culture, female Hispanic adolescent, and the impact extracurricular activities have on adolescents. The methodology and the procedures used to gather data are presented in Chapter 3. The results of analyses and findings to emerge from the study are contained in Chapter 4. Chapter 5 contains a summary of the study and findings, conclusions drawn from the findings, a discussion, and recommendations for further study.

CHAPTER 2 LITERATURE REVIEW

Chapter Overview

This chapter focuses on research-based topics currently existing in academia related to adolescent social development, Hispanic descent cultural and gender expectations, and the effects of extracurricular activities. Specifically, theories analyzed the social ways adolescents develop. Current research on Hispanic descent cultural values was studied alongside the gender roles society established. The impact extracurricular activities such as sports and clubs have on adolescent social development was also investigated. This includes interactions with mentors, coaches, peers, and lifelong establishing outcomes.

Theories of Adolescent Development

Constructivism is a theory that emphasizes the connection of schemas, connecting new information to existing information. This theory based unique experiences and perceptions to that of the individual. Students actively constructed meaning to new information through feedback from instructors that facilitated the learning. Vygotsky's Social Development Theory is a subcategory of constructivism (Clark, 2018). It focused on cognitive development proceeding as a result of social interactions between members of a culture. Children interacted with parents and learned from one another. They also learned from other children that were more developed than them. The retainment of the behavior depended on what was important to the culture (Feldman, 2016). Learning actions through interpersonal relations with others eventually became internalized. This meant that humans must create experiences in order to become part of their consciousness development. Through social interactions, the development process established the meaning of actions being carried out by individuals within a group (Jones, Thomas, Nunes & Filho, 2018). Part of Vygotsky's Social Development Theory is the zone of proximal

development (ZPD). The ZPD is the level between where one already understands content to more advanced levels of development. In order to move a person from one level to the next, social interactions with individuals that were already knowledgeable of the content needed to occur. Scaffolding methods helped move learners through the ZPD by supporting them at their current level and throughout the transitional process. Scaffolding occurred through discussions or assistance to reach an answer based off of what an individual already knew (Pritchard, 2014). Jones and Thomas (2015) explored the relation of coaching practices with scaffolding techniques. They found coaches were able to locate an athlete's current ability, and they progressed their players to reach new goals. This allowed the current social structure interactions between players and coaches to develop (Jones & Thomas, 2015). Vygotsky believed a mediator, such as a coach, could shape how an individual processed language (Hasan, 2002). How a coach used strategies, explained ideas, and shared values, greatly influenced the way an athlete internalized new information (Jones & Thomas, 2015). Language in the social aspect meant allowing social actions to be shared intersubjectivity within a group. It also allowed self-regulation of inner speech, allowing individuals to control language in a social setting (Hasan, 2002). Coaches that consciously connected abstract tools such as cones from a drill to a linguistic configuration in a real-life set play, formed personal conceptualizations of tactical plays within the team social structure (Garfinkel, 2017).

Although Albert Bandura's Social Cognitive Learning had roots in psychology, the theory provided concepts for understanding social influences (May, 2009). Human behavior is shown as a result of interactions between personal, behavioral, and environmental factors (Bandura, 2004). The theory considered mental activity in the form of thoughts and expectations on the basis of a role model. With this theory, the observer must pay attention to the behavior of

the model. The behavior in question has to be remembered. Then the observer had to accurately replicate the behavior. The observer must have the motivation to learn and carry out the behavior (Feldman, 2016). However, in order to imitate or replicate the behavior, there had to be assistance to reach the desired outcome. Through assistance and collaboration with an adult or peer, Vygotsky suggested a child is able to progress through his or her ZPD using guiding questions for scaffolding (Vygotsky, 1998). A study by the author May (2009), analyzed the characteristics that make professional African American basketball players role models for adolescents. The evidence suggested decisions, attitudes, and behaviors made from the professional basketball players influenced adolescents more than simply their title of being successful athletes. Although the adolescents were not able to have direct contact with the NBA players, they established identification from a distance through sociocultural contexts by finding similarities in aspirations to their role models (May, 2009).

Social identity theory is based on an ideology that a person's identity comes from group membership and is maintained through group affirmation (Beatty, Givan, Franke & Reynolds, 2015). In addition, it proposed that the stronger one identifies with their own group, the less favorable attitudes they will hold towards other ethnic groups (Negy, Shreve, Jensen, & Uddin, 2003). The theory had three elements that included categorization, identification, and comparison. Categorization had intergroup boundaries with similar attitudes and behaviors arising from that group type. This could cause stereotyping to form, which is a generalized assumption attached to an individual or group of people. Stereotyping can occur based on classifying an opinionated expectation of a certain group. Identification is how an adolescent would view himself or herself to fit into the group. Then he or she would compare oneself to

others in the group. There is an underlying goal of wanting to identify oneself with the group leader or leaders, also known as the in-group (Beatty, Givan, Franke & Reynolds 2015).

Society Influence on Social Integration

Urie Bronfenbrenner's Contextual Perspective holds a relationship between personality and the physical, cognitive, and social worlds. There are five levels of the environment in the bioecological approach. The first and most basic is the microsystem. It is very important because all of the other levels build on from it. This stage includes the home, caregivers, friends, and teachers. The second is the mesosystem that connects the homes, caregivers, friends, and teachers. The third is the exosystem that represents broad societal institutions. This includes the local government, community, schools, church, and local media. The fourth is the macrosystem that represents larger cultural influences. This includes society in general, types of government, religious systems, and political thought. The fifth is the chronosystem that underlines all systems and involves the way in which the passage of time and historical events affect children's development. Two examples would include the polio epidemic and the 9/11 tragedy (Feldman, 2016).

Co-cultural theory by Mark Orbe (2012) is based on the underrepresentation of minorities in a dominant group culture, and the communicative techniques they may use to interact with others (Orbe & Roberts, 2012). The difference between co-culture and subculture is that co-culture has the ideology of all cultures residing together in a geographic area, rather than in separate subgroups (Chand, 2003). Piaget believed children understood the world by two principals: assimilation and accommodation. When studying spatial assimilation, Iceland & Nelson (2008) used the 2000 Census and analyzed subcategories of Hispanics that included: the U.S. born, foreign-born, Caucasian Hispanics, African Hispanics, and other integrated races of

Hispanics. Foreign-born Hispanics are considered the most segregated, while U.S. born Hispanics are considered the least segregated out of the categories being compared. In addition, Caucasian Hispanics are considered to be the least segregated amongst the racial categorical groups. Overall, there is evidence of assimilation amongst Hispanics with both Caucasians and African Americans (Iceland & Nelson, 2008). A study by Lay (2017) examined the process of accommodation for Hispanic and Asian immigrants in two towns with similar characteristics in Iowa. Both towns show Caucasians currently living in the city to easily integrate and accept the newcomers. One of the towns had previous exposure to immigrants so it was easier for the accommodation to occur. In the towns, immigrants helped contribute their culture to the community through food, festivals, and clothing stores. This sent a positive message to city leaders, which in turn helped in establishing a welcoming approach for the minorities. The predetermined fear and threats of the current townspeople about the immigrants were driven out. Although this study should not be generalized to all cities, the actions of the community members to accommodate immigrants can apply to other rural towns in America. Some rural towns have negative stereotypes of being intolerant to others. However, approaching adverse situations with acceptance can make a difference (Lay, 2017). Nonassertive accommodation included an ethnic group becoming more visible in helping to abolish stereotypes. Assertive accommodation included networking within a community and using liaisons to educate others on misconceptions. Aggressive accommodation is confronting others to gain an advantage (Orbe & Roberts, 2012). In a study conducted by Rudick (2017), co-cultural theory explored Hispanic student interaction with Caucasian students in a Hispanic serving institution and a predominantly Caucasian institution. The findings showed no difference in Hispanic communicative approaches between the two institutions. However, there was a significant difference in the outcome of

integration. Between assimilation, accommodation, and separation, accommodation was the favored approach of Hispanics at the predominantly Caucasian institution. The implication was that Hispanics do not adequately feel valued or represented in the predominantly Caucasian setting. Therefore, Hispanics would more than likely take the assertive form of accommodation to prove their ethnic culture as worthwhile, eliminate stereotypes, and educate others on their culture (Rudick, 2017). Overall there were two types of cultural group influences. The first one was individualism, and it emphasized personal identity, uniqueness, freedom, and the worth of the individual. On the contrary, collectivism, found to be popular in Asian and African countries, focused the importance on the well-being of the group rather than the individual (Feldman, 2016).

A study by Beatty, Givan, Franke & Reynolds (2015), viewed the choice of stores being used for purchasing clothes in female adolescents. The results found the sub-theories of stereotyping and group identification from the social identity theory linked female shopping enjoyment at a particular store to where others from their in-group also liked shopping. In the study, female adolescents identified with stores that fit their desirable self-concept and stayed away from stores that did not. This type of group identification showed how females viewed themselves in relation to their social group. They only wanted to purchase from stores in which others in their social group shopped (Beatty, Givan, Franke & Reynolds 2015). According to Festinger, when objective measures are absent, people rely on social reality, and how others act, think, feel, and view the world (Feldman, 2016). On the contrary to social identity theory, the multicultural theory stated that the more a cultural group identified with their own ethnic identity, the more likely they will be open to accepting others outside of their culture. Ethnic identity involves the way a person views himself or herself in relation to a group, their attitude,

and behavior. Ethnocentrism is viewing one's own group more positively than others while judging other groups as inferior. This sometimes leads to prejudice, a predetermined negative perspective about a group of people that are different from one's own ethnic group (Feldman, 2016). Fravell's Theory of Mind includes being able to understand "another person's knowledge, beliefs, emotions, and intentions and using that understanding to navigate social situations" (Thompson, 2017, p. 1). A false belief task represented this theory, and it showed an understanding of someone who may have a belief that does not match up to reality (Thompson, 2017). A study by Negy, Shreve, Jensen, & Uddin (2003) compared social identity theory and multicultural theory amongst Hispanics, Caucasians, and African Americans. The findings showed consistency in ethnocentrism amongst Caucasians and Hispanics for social identity theory but not for African Americans. The positive relationship between the preferences of one's own group caused conflict to the multicultural theory. There was no significant correlation between African Americans and the ethnocentrism of one's own ethnic group. In addition, Hispanics and Caucasians significantly correlated ethnic identity to self-esteem but African Americans did not. The implication was that African Americans identify with both "African" and "American" identity, allowing more acceptance of the multiculturalism theory to emerge (Negy, Shreve, Jensen, & Uddin, 2003).

Hispanic Descent Cultural Expectations

Hispanics are not one homogenous group (Salinas, 2013), but they have common beliefs and cultural norms (Leeder, 2004). There are eleven common characteristics that represented Hispanics overall that include: the significance of the family, collectivist orientation, family structure, gender roles, focus on children, views of education, religion, work ethic, cultural pride, language, and family acculturation (Allison & Bencomo, 2015). First of all, the family is the

most important factor that influences all aspects of Hispanic culture. The family included extended family, fictive kin (ties without blood or marriage), and godparents. Familism is the social, emotional and financial support system Hispanic families provide for one another (Lansdale, 2006). Family members tend to live in close proximity to each other in order to help with childcare and guidance. Assistance is also provided as needed back to those who live in the home country (Leeder, 2004). There is a strong sense of commitment and responsibility to the family (Montanez, Devall, & VanLeeuwen, 2010). Because of their support system, Hispanics are more easily able to adapt to migration changes and overcome obstacles when families may become separated (Salinas, 2013; Viramontez Salinas, & Garcia, 2010). Secondly, Hispanics live in a collectivistic society. This means the importance of the group is placed before the needs of the individual (Allison & Bencomo, 2015). Interdependence and group collaboration including with authority figures in cooperation is valued (Ruiz, 2005). The well-being and unity of the family come first, and children are raised to show respect for others while maintaining a strong cultural identity (Allison & Bencomo, 2015). The United States focuses on an individualistic society where competition and individual achievement is valued. Third, the Hispanic household has been predominantly patriarchal, with the father working while the mother cared for the children and was responsible for having food ready on the table each day. However, in today's society, there are a lot more female Hispanics in the workforce than in the past (Leeder, 2004). The father or grandfather always demanded respect and controlled the family's decisions, but the support of the extended family allowed women to adapt some of their traditional roles (Diaz-Loving, 2008; Pew Hispanic Center, 2008; Pew Research Center, 2014). Fourth, the Hispanic culture focused on marriage and bearing children to pass on the lineage (Leeder, 2008), as it is considered one of the most prized treasures (Campos, Delgado, & Soto, 2011). Children are

raised to respect their elders and be obedient (Halgunseth, Ispa, & Rudy, 2006). In return, children will receive care and attention (Diaz-Loving, 2008). Older children are also required to take care of their younger siblings. This requirement still plays a role in today's current Hispanic culture (Halgunseth, Ispa, & Rudy, 2006). Fifth, education is valued in the Hispanic community (Viramontez Anguiano, 2004). Children are held to high expectations to perform well in school because it brings pride and is believed to be a key factor of success in life (Bal & Perzigian, 2013; Campos, Delgado, & Soto, 2011; Garcia & Jensen, 2007). However, most Hispanic parents feel that education should remain in the school setting only and do not get involved in extra parental activities at the school (Garcia, Jensen, & Scribner, 2009). However, they show their support to their child by assisting them at home when needed (Salinas, 2013). Sixth, religion plays a factor in the Hispanic culture, as there are specific beliefs, rituals, and celebrations that are associated with religion. A majority of Hispanics classified themselves as Roman Catholic (Leeder, 2004). According to the Pew Research Center (2014), there was also an ample number of Hispanic Protestants. The seventh major characteristic of Hispanics is their strong work ethic. They believe working hard is the key to a successful life. Children were taught this ideology from a young age and began their taste of work by taking care of their younger siblings. Hispanics have high hopes of bettering themselves and believe in getting rewarded if the dedication to hard work is put forth in all aspects of their lives (Pew Hispanic Center, 2013). Eighth is the strong pride in their cultural heritage. Children are taught the history of their culture and are expected to embrace it even if they immigrate to a new land. Some of the rituals may become altered from generational passing, but the overall concept remains the same (Banks, 2009; Leeder, 2004). There is great pride in their heritage, ethnic identity, and country of origin in youth and parents alike (Viramontez, Salinas, & Garcia, 2010; Pew Hispanic Center, 2013).

The ninth commonality is their language. Spanish is the primary language of Hispanics and is still used even for those who immigrate to the United States (Pew Research Center, 2013; Zambrana, 1995). Although the English language is highly valued for Hispanic children to learn, they are still required by their parents to speak Spanish in the home. Speaking their native language bonds them together and is considered an important part of their culture (Pew Hispanics Center, 2013). Hispanics believe that if they are to give up speaking Spanish, it will diminish their cultural identity (Campos, Delgado, & Soto, 2011). The last common theme is the acculturation of immigrant adolescent Hispanics. Acculturation causes changes in one's cultural behavior due to the exposure to a new culture. This sometimes causes conflict between Hispanic adolescents and their families, as adolescents take on new behaviors that do not fit with traditional Hispanic culture. Some of these new behaviors fit more into an Anglo-Saxon culture that focuses on individualistic values, opposite from the collectivistic cultural upbringing (Bal & Perzigian, 2013; Pew Hispanic Center, 2013; Zambrana, 1995). In addition, children and adolescents are able to learn English at a faster pace than their parents, causing adaptation to family structure (Diaz-Loving, 2008; Duran, 2003). A study by Negy, Schwartz, & Reig-Ferrer (2009) viewed acculturative stress that may arise in Hispanic immigrants focusing on their ability to communicate with English speakers, perception of safe communities, obtaining employment, and encounters with racism. The study was based on the expectancy violation theory (EVT) that states when a person's expectation is not met or violated, then he or she creates a negative psychological reaction to the situation, and vice versa, a positive psychological reaction will occur when an expectation is met. The findings showed Hispanics who immigrated to the United States and have premigration expectations that do not live up to the anticipated experience, have a high level of acculturative stress on the hypothesized factors. On the contrary,

Hispanics who immigrated to the United States and have premigration expectation that live up to the anticipated experience, have low levels of acculturative stress on the hypothesized factors (Negy, Schwartz, & Reig-Ferrer, 2009).

Gender Roles in Hispanic Culture

Gender roles from a social aspect related to the roles men and women are expected to conduct in society. One of the reasons these beliefs arise is due to the evolution of differences in physical traits in the male and female sex. Biological factors played a factor as hormonal fluctuations found in both sexes helped to regulate role performance. Men are physically born to have more strength, showing masculinity while women birth children and in turn are perceived to have the main role in taking care of them. The psychological process of how individuals internalized the gender role created a self-standard that regulated their behavior. Biological and psychological factors contributed to gender role expectation in society. In addition, gender stereotypes rose because the roles seem to reflect their natural attributes. These stereotypes sometimes turned into beliefs that people in a society constructed to be responsive to the cultural and environmental conditions (Eagly, Alice, Wood, & Wendy, 2012).

When gender roles turn into the norm of society, they develop expectations and beliefs from a culture of how that particular society envisions acts related to masculinity or femininity (Roof, 2007). Three gender-specific traditional roles impact the Hispanic experience including *marianismo*, *hembrismo*, and *machismo*. *Marianismo* is female self-sacrifice (Ruiz, 2005). Hispanic females have expectations to sacrifice for their children. This traditional value is based on the Virgin Mary, a strong religious belief deriving from their dominant religion of Catholicism. Just like the Virgin Mary had undergone suffering in the past, women should too, as the belief is they are more capable of enduring pain than men (Santiago-Rivera, 1995). Similarly,

Carol Gilligan's second stage of moral development, known as goodness as self-sacrifice, involved females sacrificing their own wishes for the sake of pleasing others (Feldman, 2016). All Hispanic women should hold characteristics of being submissive to their male counterpart, modest, and humble. *Hembrismo* related to the Hispanic woman showing strength, perseverance, courage, and the ability to fight for survival during difficult times. *Machismo* referred to the Hispanic male and his strength power, and responsibility to protect the family. Both male and female roles played a major role in the functioning of Hispanic cultural societies (Falicov, 1998). However, when the traditional Hispanic patriarchal society was taken to an extreme, gender inequality could occur especially for women (Ruiz, 2005). There are cultural scripts in the Hispanic culture that could lead to disconnection. A study by Lorenzo-Blanco, Unger, Baezconde-Garbanati, Ritt-Olson, & Soto, (2012) analyzed acculturation with Hispanic males and females in a United States society. The findings showed female gender roles linked to higher family cohesion than boys. This was because of the traditional gender role values for Hispanic females. Instead, promotion of *familismo*, trust, and loyalty between family members, and *respeto*, positive reciprocal relationships, for both genders, higher family cohesion, and lower family conflict occurred (Lorenzo-Blanco, Unger, Baezconde-Garbanati, Ritt-Olson, & Soto, 2012).

Cuadros (2011) conducted a case study showing the success Hispanic females can have in a culturally Hispanic male dominant sport. In the past, Hispanic soccer leagues had been predominantly for males. Now, teams were created for Hispanic females to compete too. The females shared their experience of balancing traditional gender roles in their culture and their desire to use their athleticism in competition. In this league, the Hispanic females were able to step away from their traditional gender roles of working in the kitchen or home-related

responsibilities to find personal freedom and eliminate cultural stereotypes. The players on the team were punctual to every match and took great pride in their jersey appearance. Many girls strived to remain a part of the team in order to avoid trouble. The trouble related to dating and pregnancy at an early age. Many Hispanic girls had been known, on the basis of traditional roles, to find a man and start a family. The adolescent girls from the team claimed the game made them stronger and more confident as a person. One of the girls in the study moved to the rural city without knowing any English. When she started playing soccer, she formed a bond with the team. This bond helped her form relationships and gave her an outlet to express her feelings. She also felt bonded to the school because her teammates became her friends, who also attended the same school. In addition, the men came and supported her and her teammates for games. It became a family affair, bringing the Hispanic community together. There were some instances where *machismo* was present, but not as much as if the girls were in their native country. Another Hispanic female's experience described a struggle between her and her mother. Her mother focused on traditional gender roles and believed her daughter's exposure to playing soccer would cause her to get "kidnapped, raped, or hurt" (Cuadros, 2011, p. 236). In addition, she didn't believe her daughter had what it took to play a male-dominated sport. Many Hispanic mothers favored their female daughters to be home after school to help around the house or babysit siblings instead of participating in clubs or sports, a challenge many of the girls battled. The girls who played on the team all aspired to attend college and obtain a successful career path (Cuadros, 2011).

Impact of Extracurricular Activities on Adolescents

Exercise, in general, has proven to reduce physical problems such as cardiovascular disease, obesity, and high blood pressure (Schiffman, 1994). It releases endorphins in the brain

that could help with psychological or emotional disorders (Pelham, Campagna, Ritvo, & Bimie, 1993). Exercise occurred when playing sports. Adolescents who participated in one sport had more positive effects than those who do not participate in any sports. However, those who participated in multiple extracurricular activities showed the most positive effects (Linver, Roth, & Brooks-Gunn, 2009).

Researchers looked at two types of motivation, one that came from within known as intrinsic motivation, and one that came from external features known as extrinsic motivation (Moldovan 2014). According to Maslow, motivation is a human drive to satisfy a type of need. This may be in the form of intrinsic, extrinsic, or both types of motivation (Maslow, 1954). This motivation controls the intensity and quality of human behavior (Landy, & Conte, 2014). Achieving motivation measures one's willingness to be successful and master difficult tasks (Tella, 2007). A study by Joesaar, Hein, and Hagger (2011), found importance in a peer-related climate to spark motivation. Achievement goal theory and self-determination theory applied to the study. Achievement goal theory is an achievement on the basis of a task or ego orientation. Task orientation focused on improving one's performance on the basis of his or her own previous performance and does not compare to others. Ego orientation compared the performance of an individual to others. Self-determination theory is the autonomous focus of doing an activity for one's own satisfaction. It had three basic psychological needs that include autonomy, competence, and team relation. Social factors like the environment could influence behavioral regulation in performing a task. In the study, climates involving ego either negatively impacted participants or had unrelated effects, while task-involved peer climate had a positive influence on the three basic psychological needs of self-determination theory. When athletes felt

like these needs were being met, they intrinsically wanted to play rather than for extraneous reasons. This resulted in longer lasting participation in sports. Overall, peers played a crucial role in creating an intrinsic motivational climate, and coaches should foster a task involving peer climate rather than an ego-involving peer climate. (Joesaar, Hein, & Hagger, 2011).

Extracurricular activities include school-based organizational programs such as clubs, team, and individual sports, and performance clubs like the band. (Larson, 2000). These activities have specific schedules, policies, and expectations. Student-athletes who participate have requirements to attend practices and performance events on time, represent the school in a positive manner, and abide by the student code of conduct to maintain academic performance and behavior standards (Mahoney & Stattin, 2000). There is structure, confidence building, incentives, peer role models, and development of future aspirations. In a qualitative case study conducted by DeMeulenaere (2010), one of the participants found joy in playing basketball after school, providing him with structure and keeping him off the streets where most delinquencies took place. In addition, he gained confidence by playing basketball, where, prior to joining the sport, he had little self-esteem. This new gain in confidence gave him hope to pursue other goals in his life. Another participant had, at first, a negative experience with maintaining grades while playing sports that later turned into a positive life lesson. He used sports as a motivation to maintain his grades for the remainder of his high school years. Both case study participants created social bonds with their teammates. The circle of friends positively impacted the individuals because accountability on and off the field took place. Maintaining grades was a requirement and composure had to be in a presentable manner in both the school and community setting. The team became the support group in helping to overcome many obstacles the adolescents encountered. Last, the participants began to have college aspirations since they were

in an environment where the majority of their adolescent teammates focused on obtaining a college scholarship. Being aware of the requirements to play at the collegiate level, the participants maintained their grades and positive reputation (DeMeulenaere, 2010). Overall, extracurricular activities fostered development in taking leadership initiatives (Larson, 2000).

A study by Donaldson & Ronan (2006) found a positive relationship between sport participation and adolescent emotional well-being including self-concept. Organization of formal sports had a stronger relationship with reducing extraneous problems in an adolescent's life and helped to bring a positive self-concept as an athlete. Total participation, or leisure sports, helped spark overall self-concept of competency (Donaldson & Ronan, 2006.) In a study by Jeziorski (1994), participants who played a sport, especially over a long period of time, linked to higher grades, fewer discipline problems, and higher school attendance in comparison to nonparticipants of sports. The longer adolescents participated in structural extracurricular activities, the less likely they were to engage in unsupervised acts that could cause negative outcomes (Mahoney & Stattin, 2000). Jeziorski (1994) also found nonparticipants of sports to be more likely to engage in illegal drug use, teen pregnancy, and problems with law enforcement (Jeziorski, 1994).

A study by Hancock, Dyk, & Jones (2012) examined adolescents who participated in extracurricular activities and their relationship to the school, the community, and building leadership skills. The support had major influences in adolescent self-perception. Adolescents who have had positive support from parents and extracurricular adult leaders linked to higher self-esteem in leadership abilities (Hancock, Dyk, & Jones, 2012). They also had positive developmental effects linking to academics in school, social skills, and self-concept (Bloomfield & Barber, 2011). Adults modeling leadership can help in youth intervention to develop skills in

adolescents from an early age on how to become future leaders (Hancock, Dyk, & Jones, 2012). Leadership is a trait that can be learned and practiced because it depends on one's attitude and perception of a situation. Adults who oversee leadership environments should mentor adolescents to help them understand how to effectively communicate with others, work with others, manage time, and understand themselves. These leaders should provide opportunities for adolescents to choose and create their own community service projects in order to have an active voice and integral partnership between the school, extracurricular activity, and community. Developing leadership skills will occur and continue to refine as one continues to participate in various activities. As a result, adolescents will gain confidence in expressing leadership attributes throughout their lives (Van Linden & Fertman, 1998). The findings of Hancock, Dyk, & Jones (2012) strongly suggested the involvement of school leaders in extracurricular activities because it provided another place for adolescents to interact with adults, build relationships, foster leader characteristics, and link the school with the community (Hancock, Dyk, & Jones 2012). Playing sports from an early age was linked to a positive association of community involvement. Youth sport participation created social capital, which is a type of network organization that established trust and cooperation through social means for mutual benefit. Learning social skills early in life fostered various future involvements as an adult. One is able to positively influence the place he or she worked, lived, and played by having involvement in the community. Positive youth participation lasts into adulthood independent of how long ago the experience took place. This life cycle of community involvement continued to occur as a result of organized participation in sports (Perks, 2007). Social relationship enhanced adolescent engagement and decreased the high school dropout rate (Mahoney & Stattin, 2000).

In a study by St-Amand, Girard, Hiroux, & Smith (2017), teachers at a high school near Montreal encountered a student who appeared disengaged and has difficulty working in groups. He had few problems with discipline or failing grades, but his lack of motivation had negative effects on his social relationships with peers. He struggled with teamwork activities and collaborative work. His low social skills led him to be lonely and without friends. The teachers took it upon themselves to get him help. They had conversations with him trying to figure out his interests in order to link him with a potential extracurricular activity at the school (St-Amand, Girard, Hiroux, & Smith, 2017). Extracurricular activities develop interpersonal competence and school engagement (Mahoney, Cairns, & Farmer, 2003; Fisher & Theis, 2014). In addition, adolescents are able to form positive relationships with peers outside of the classroom setting (Mahoney, Cairns, & Farmer, 2003). The teachers in the study (St-Amand, Girard, Hiroux, & Smith, 2017) collaborated with the physical education teacher and started to build a social relationship with the student by engaging him in a consistent discussion. During the discussions, they found he enjoyed working out on his own. It did not take long before the other students wanted to engage in working out with him. The physical education teacher created some collaborative workouts for adolescents to perform together. As time went on, more students joined their workout group. The results showed the adolescent becoming more collaborative with peers throughout the school year including in the classroom. He began to engage in conversations with others, found common interests, and showed improvement in social skills. The workouts also helped improve his physical strength and endurance. He used working out as a way to motivate himself to improve his lifestyle. This study was an example of establishing classroom engagement and positive social relationships with peers and teachers alike through extracurricular activities (St-Amand, Girard, Hiroux, & Smith, 2017). Researchers Fisher and

Theis (2014) found extracurricular activities develop student interests in school and help with self-identification. Educators who had positive interactions during the involvement of extracurricular activities linked to a student's school engagement (Fisher & Theis, 2014).

Coaches have a huge impact on the physical and psychological well-being of adolescent athletes. They designate roles and responsibilities to their athletes that influence the overall culture of the team. Using an appropriate leadership style with a team can have a significant impact on competitive advancement (Horn, 1992). Coaches must recognize the potential in each player, analyzing strengths and weaknesses. In a study by Cruz & Hyun-Duck (2017), both genders favored positive feedback, shared leadership, and social support when interacting with coaches. However, females also preferred direct training and instruction from their coaches. Interaction between players and coaches played a role in the dynamics of the team, which in turn had an effect on games. Findings showed leadership styles of coaches may need adjustment based the dynamics and characteristics of the team. This could build lasting relationships, stronger alliances, unity, and motivation that would create long-term athletic involvement (Cruz & Hyun-Duck, 2017). In a study by Beckner & Record (2016), findings showed coaches played an influential role in female athlete perception of body image. Based on the Communication Theory of Identity, where a person's interaction with others influences shaping one's identity (Hecht, 1993), communication between female athletes and coaches found common themes in establishing layers of identity including: "personal, relational, enacted, and communal" (Beckner & Record, 2016, p.4). The female athletes who had a self-perception of muscular attributes placed an emphasis on weight, part of the personal layer of identity. They also felt the coach communicated healthy eating options but did not provide further relational guidance on how to reach ideal weights through healthy eating or how to go about the process of selecting healthy

food items. Therefore, the relational layer of identity was lacking cohesion. Coach perception of body image and healthy choices had an impact on athlete behavior in regard to diet and exercise, as the female athletes wanted to please their coach. Because of the disconnect, the enacted layer of identity was affected. Last, the communal layer of identity had a negative impact because body image and healthy eating choices were overlooked and only lightly a topic of discussion between the coach and team members. Even though many of the girls were struggling with healthy eating habits, body image, and weight, there was never a thorough conversation amongst the coaches and athletes of how to deal with hidden problems that influenced a female athlete's ability to perform to the fullest potential (Beckner & Record, 2016). Cranmer & Buckner (2017), study the coach's ability to recognize underlying problems in the team, especially when it came to dissent. The coach must sense issues within the team and be able to hold open conversations to address them, as psychological and emotional factors could impact the performance of athletes. In addition, building quality relationships with players fostered a positive climate that facilitated team cohesion (Cranmer & Bucker, 2017). In order to build positive relationships and team unity, coaches should use motivational speeches, opponent analyzation, team prayer, and game dedications. On the contrary, embarrassment, ridicule, and inequity in playing time have been found to deter team unity (Turman, 2003). Social cohesiveness amongst teammates included cooperation, support, satisfaction, and open communication lines (Cranmer & Myers, 2015; Turman, 2003, 2008). These characteristics established a player's purpose to the team, creating unity (Bollen & Hoyle, 1990). In a study with former high school athletes, those who have had a positive relationship with coaches were also able to have "symmetrical communication with coaches, more task cohesion, social cohesion, and cooperative communication with teammates" (Cranmer, Myers, Butterworth, & Kassing, 2015, p.1). This study exemplified the importance of

communication in building relationships between coaches and athletes (Cranmer, Myers, Butterworth, & Kassing, 2015).

Hispanics are an at-risk minority group especially in participation that promotes academic achievement such as extracurricular activities. Hispanic participation in high school extracurricular activities is lower when compared to Caucasian participation. In addition, female Hispanic participation is lower than their male Hispanic counterparts and lower than any other female ethnic groups. Female Hispanics are less likely to join extracurricular activities if their peers within their social groups are not involved. In order to get adolescents, including Hispanics, to maintain participation, relationships of the activity have to manifest from early opportunities so that behavioral patterns can be set for the future (Villarreal, 2017).

Chapter Summary

This chapter provided research-based topics in the area of adolescent social development. Various theories discussed the ways it could affect the adolescence social stage of development with the focus on Vygotsky and Bandura. Hispanic cultural traditions focused on both gender norms including adverse situations. Lastly, there was a discussion on the impact extracurricular activities could have on genders and ethnicity. Specifically, the roles of coaches, teachers, and other adults in leadership positions analyzed the impact on adolescent development. Integrating extracurricular activities with the classroom setting and the community impacted the social, mental, and physical well-being of an adolescent.

CHAPTER 3 METHODOLOGY

Introduction

The purpose of this qualitative case study was to determine the role the soccer program had on the social development of Hispanic descent adolescent females at a rural county high school. Prior to the soccer program being established, school leaders tried to find ways to integrate Hispanics, the second largest population at the school, into the climate. Based on the literature it was found soccer was part of their culture. Creation of the soccer program was a start in hopes of helping with social integration. Although the literature expanded on the theories of adolescent stage development including physical, social, and psychological changes, gender roles, Hispanic culture, and the impact of extracurricular activities, no study has been conducted thus far to determine how the program has socially impacted the Hispanic females involved in multiple areas of their lives including with peers, adults, school climate, and the community.

To aid in helping find the purpose of the study, data was collected from coach observation, athlete, teacher, and community member perceptions. Coach observations were collected throughout the season in a daily journal. Athletes, teachers, and community members were interviewed through open-ended questions for feedback. This chapter includes information on the research questions, research design, sample, informed consent, confidentiality, data collection methods, instrumentation, trustworthiness, and data analysis.

Research Questions

The research questions below pertain to the social development the newly established soccer program had on players of Hispanic descent.

1. How have perceptions of social interactions of players of Hispanic descent changed for players, teachers, community members, and coach after players were a part of the rural county high school soccer program for at least a year?
2. Has the rural county high school soccer program affected players' relationships with others? If so, in what ways?
3. Has the rural county high school soccer program influenced players of Hispanic descent in decision making? If so, in what ways?
4. What lessons, if any, have been learned by the female players of Hispanic descent from being a part of the rural county high school soccer team?

Research Design

The study conducted was a qualitative case study. A qualitative study focuses on understanding and has a purposeful sample. A case study investigates a specific group or phenomenon that provides an in-depth description (Merriam, S., & Tisdell, E., 2016). Specifically, a descriptive methodology was employed. Descriptive designs “systematically describe the facts and characteristics of a given phenomenon or the relationships between events and phenomena” (Merriam, S., & Tisdell, E., 2016).

To obtain the depth of the description, the researcher kept a journal of each player interaction during the soccer season, and interviews with the player, teacher, and community member. The interviews included structured open-ended questions that were given to each participant or informant involved with follow up questions provided as needed. The questions given were all related to the soccer program and social development. The interviewee expressed his or her perception of how the Hispanic female had socially developed through the soccer program based on their role (athlete, teacher, community member). According to Rubin & Rubin

(2005), during the interview, the interviewee became partners with the researcher rather than an examined subject (Rubin & Rubin, 2005). This created a collaborative environment in the research process.

The researcher was a coach and educator that advocated for student-athlete success on the soccer field, in the academic classroom, and as a citizen in the community. The researcher participated as an observer during the soccer season. In addition, the researcher interviewed participants and informants one by one so that each individual was able to express individual thoughts without the influence of others.

The case study involved was on players who came from a Hispanic background that has been a part of the soccer program for a minimum of at least a year. The players also fulfilled the requirements of being a full-time student-athlete based on the school requirements of passing 6 of the 8 academic courses. All participants and informants including the female Hispanic players and those who interact with players such as community members and teachers returned an informed consent to begin the interview process. The purpose was to analyze the perception of the Hispanic descent participants as well as informants who frequently interacted with them in providing more information on any social changes that may have occurred for the Hispanic descent adolescents since they joined the program.

Sample

Participants in the study included nine female student-athletes of Hispanic descent. Of those nine, three participants were in the program for one year each, one participant for a year and a half, two participants for two years, one participant for two and a half years, one participant for three years, and one participant for all four years. Other sources of information included nine teachers from the rural county high school who have had the Hispanic soccer

player in his or her class in the past school year. Teachers represented both genders and collaboratively have taught English, Spanish, Psychology, Sociology, Economics, ROTC, and History. Eight community members were interviewed who had interacted at some point with one specific female Hispanic soccer player. Professions ranged from church pastors, youth leaders, church deacon, restaurant manager, counselor, fast food assistant manager, and a principal.

Informed Consent

The informed consent (see appendix) was an agreement made between the researcher, participant, and other informants involved in the research before collecting data. All involved signed a disclosure form that stated participation was voluntary. The informed consent agreement provided information about the research procedures, data collection, confidentiality, potential risks, benefits of the study, and withdrawal process. An informed consent page was given to the athlete (see Appendix G), parent of the athlete (see Appendix D), teacher (see Appendix E), and community member (see Appendix F). Refusal to continue with participation could have occurred at any time without any justification or penalty for withdraw. Participants and other informants involved in the research were aware that if they withdrew identification would be secure and confidential information of the data would be destroyed. The request to select participants in the rural county district was made to the superintendent (see Appendix B) and principal (see Appendix C).

Confidentiality

The researcher protected the identity of participants and other informants involved in the research by using pseudonym names. Only the researcher will know the names of participants and other informants. All data collected was kept private and stored in a safe place at the researcher's home. Destruction of collected data will occur 5 years after the publication of the dissertation. The

9 participants and 17 informants were assured of confidentiality for the information shared, discussed, or obtained during the research process. Results and outcomes will be made available to participants and informants, but the identities or information gathered will not be disclosed.

Data Collection Methods

Qualitative data was collected through one on one open-ended questions related to the research questions (see appendix). The researcher used a recording application called “Voice Recorder” and a notepad. The recorder was used to voice record the interview so that the researcher could go back and listen to it again during the coding process. The notepad was used to take notes of times when the participant and other informants said something that stood out either by the change of emotion expressed when an answer was given or when it related to something that was said to them by the previous participant or informant. The questionnaire, interview, and observations were instruments used based on the theory of social development. These open-ended questions were given in an individual interview to all participants and informants involved in forming the triangulation. All questions asked were the same but may have been worded differently to address the intended group (student-athlete, teacher, or community member). Questions were semi-structured in that a set of questions were asked, but additional questions were given as the interview progressed depending on whether or not the participants or informants answered the questions to its entirety or if follow up questions were needed for clarification. Also, if an answer was given that a previous participant or informant had said, the researcher made a note of it. If the participant or informant did not elaborate enough on a question, then the researcher asked the same question in a similar way or provided follow up questions. When the interview finished, the researcher went back, listened to the recording, and typed out the entire interview. The nonverbal cues and overlapped comments were also noted on the transcribed script.

Instrumentation

The researcher was the primary source when collecting data. Observations of practices and games were kept on each female Hispanic participant in a file stored on the researcher's computer using Microsoft Word. During the interview process, an app called "Voice Recorder" that recorded the answers to the open-ended questions was used and saved on the researcher's phone and google drive. The phone and Google drive were both protected by a locked passcode to get into the application. A hard copy of questions asked and notes on the interviewee's body language were kept locked up and stored at the researcher's home. Questions were provided for female players of Hispanic descent (Appendix A), teachers (Appendix I), and community members (Appendix H). Coded information was transcribed as a hard copy and be kept locked up at the researcher's home.

Trustworthiness

Triangulation was formed using a semi-structured open-ended questionnaire, interviews, and journal observations from the researcher. Questions created for the interview were made to pertain to the social development of the student-athlete from the soccer program. The questions for the interviews were reviewed and submitted through the IRB process before being carried out.

Data Analysis

The researcher followed the guidelines of Merriam & Tisdell (2016) in organizing, coding, and categorizing data. First, the researcher recorded the interview with the open-ended questions. During the interview, the researcher wrote down when the interviewee said something that stood out based on multiple occurrences or key nonverbal expressions. At the end of the interview, the researcher presented a summary in order to confirm the reflection of the responses made by the participant or informant. Secondly, when the interview was complete, the researcher listened to the audio recorded and transcribed the conversation in a word document. Third, the researcher

went back and listened to the audio recorded again along with the notes. The researcher matched the notes taken during the interview and applied them to the transcribed text. Fourth, the researcher coded the text by reading it, highlighting emerging themes in different colors, and summarizing sections to an overall concept. Last, the researcher repeated this process with other interviewed participants and informants. During the coding process, the researcher continued to summarize parts related to an overall concept but also related conversations from previous participants and informants (Merriam & Tisdell 2016).

Summary

The purpose of this qualitative descriptive case study was to investigate the social development of the newly established soccer program at a rural county high school had on the female players of Hispanic descent. The study analyzed any impact the program may have had on female players of Hispanic descent. Using the concepts related to the qualitative method, participants and informants were able to fully express their perceptions of social interactions through open conversation. In addition, the elements of a qualitative design were expressed that included the trustworthiness and process of how the study was conducted. As data were collected from participants and informants, themes started to form to revolve around the research questions. Chapter 4 further analyzes emerging themes from the data analysis.

CHAPTER 4 DATA ANALYSIS AND FINDINGS

The purpose of this qualitative case study was to view the impact, if any, of the soccer program at a rural county high school on the social development on females of Hispanic descent. Nine participants who had played on the newly established soccer program for at least one year were sampled from a rural county high school. Of those nine, three participants were in the program for one year each, one participant for a year and a half, two participants for two years, one participant for two and a half years, one participant for three years, and one participant for all four years. All informants involved had interactions with participants. Informants included the soccer coach, teachers, and community members. Teachers represented both genders and have collaboratively taught English, Spanish, Psychology, Sociology, Economics, ROTC, and History. Community members also represented both genders and had professions that included church pastors, youth leaders, church deacon, restaurant manager, counselor, fast food assistant manager, and a principal. All participants and informants were provided the opportunity to participate in an interview with semi-structured questions that regarded their perception of social changes observed since the rural county soccer program was established. All nine female players of Hispanic descent responded. They had played on the soccer program for a minimum of a year. In addition, all nine teacher informants, all eight community member informants, and the one coach informant also responded to questions in the interview for the study. Perceptions were provided from those viewpoints that focused on the nine female Hispanic descent soccer players and how the soccer program may or may not have played a role in their social development. Interviews were recorded and transcribed by the researcher. Participants and informants were asked to review and clarify the transcribed interviews to ensure accuracy. Adjustments were made accordingly. In order to maintain confidentiality, pseudonym names were given to each participant and informant. Each female soccer player of Hispanic descent was labeled as HP1,

HP2, HP3, HP4, HP5, HP6, HP7, HP8, and HP9 to represent the nine participants. Each teacher was labeled as TR1, TR2, TR3, TR4, TR5, TR6, TR7, TR8, and TR9 to represent the nine teacher informants. Each community member was labeled as CM1, CM2, CM3, CM4, CM5, CM6, CM7, and CM8 to represent the eight community member informants. Every observation made by the coach on the nine participants, female soccer players of Hispanic descent, are labeled as CO1, CO2, CO3, CO4, CO5, CO6, CO7, CO8, and CO9.

Research Questions

Seeking to answer the purpose of the study, four research questions were created. Data was collected through interviews using semi-structured questions related to social development from the participant or informant's perception based on the following guiding questions:

1. How have perceptions of social interactions of players of Hispanic descent changed for players, teachers, community members, and coach after players were a part of the rural county high school soccer program for at least a year?
2. Has the rural county high school soccer program affected players' relationships with others? If so, in what ways?
3. Has the rural county high school soccer program influenced players of Hispanic descent in decision making? If so, in what ways?
4. What lessons, if any, have been learned by the female players of Hispanic descent from being a part of the rural county high school soccer team?

Themes Under Research Question 1

The themes of gender and racial equality, the ability to engage in diverse interactions, and school involvement arose under the category of research question one. Community members,

teachers, and female Hispanic players all responded to the category. The following paragraphs are specific examples to support the themes.

Gender and Racial Equality

The first theme was gender and racial equality. The first subcategory included equaling the viewpoint in Hispanic gender roles by showing that females can play and engage in a more, Hispanic, male-dominated sport too. Evidence of breaking racial barriers was also found in the school and community setting. Participants were able to integrate into the community, school system, and team more confidently despite previous language barriers. Community members (CM#), teachers (TR#), female Hispanic players (HP#), and coach observations (CO#) responded.

CM4 believed soccer helped the participant “break down those walls and break down some of the barriers that might’ve appeared” in the community. “Walls are torn down because they see the jackets or they see the warm-ups and they’re like this is someone who understands me. There is common ground (from soccer) to use other places.” Similarly, CM8 also observed the soccer program “breaking down racial barriers” in the community because there was “interaction between cultures.” Hispanics “interacted with a number of Anglos” and despite their interactions, “they’ve all stayed close friends.” CM3 added that the soccer program helped to break down racial barriers. He said Hispanics “find out that they’re not looked down upon and they’re on an equal basis with anybody no matter what color of skin, and it gives them confidence.” In the school setting, HP1 believed the soccer program had a social impact on the integration of Hispanics with the rest of the high school population. She stated, “I see girls now and I say hi to them and I used to not. I know a lot of people were like oh no Hispanics...what are those? I don’t talk to them (Hispanics) and now they (Non-Hispanic high school population) do

talk to them (Hispanics) because they were on the team. In addition, HP5 described how the Hispanics used to hang out only together, but as they gained confidence from soccer, they integrated with others of the student body. She stated, "...a lot of them have been able to gain that confidence and they have gotten to know other people of the student body who have come to watch the games and have supported us...a lot of them have been able to go beyond that group and socialize with other people so I feel like it's definitely broken that barrier of just hanging out with Hispanics." Community member CM5 believed there was "an overall change at the high school as far as how the Hispanics were looked at...when they first started they were sometimes prejudiced against them, and over time they began to realize that these kids are great kids." Through the soccer program, "they've changed the overall atmosphere. I hear stories about how the other kids now ask if they can come to join them because their relationships have grown."

When asked about soccer and gender equality in a predominately Hispanic male-dominated sport, HP 3 said, "Us girls want to show the guys that we can play soccer too, not just them. We want to show that we're not just women, we're powerful. We want to show we can do the same things that boys can do. HP4 stated, "...that doesn't mean that girls aren't able to play because we're pretty tough...we wanted to show the community that girls can play soccer too."

Ability to Engage in Diverse Interactions

The second theme was the ability to engage in diverse interactions. Subcategories included the integration with others, engaging with a diversified group, making friends outside of the peer group, and the ability to work with different races or genders. Community members (CM#), teachers (TR#), female Hispanic players (HP#), and coach observations (CO#) responded.

TR9 observed the participant getting “along with everybody” and said she “participates in class discussions.” TR1 said the participant “talks to everybody...she’ll talk to people who she’s not friends with...you would never notice a difference between her interactions with any of them” referring to students who are a different race or sex in the class. She added that the soccer program forced the participant to “befriend and interact with people that she normally wouldn’t interact with and form relationships.” HP7 stated, “I’m more open, more energetic with other people. I try to make a good impression on other people. When asked about the likelihood of making the initial first step in meeting someone new, HP7 answered, “yeah.” TR9 observed, “a lot more Non-Hispanic girls getting involved.” In addition, she noticed some (of the female Hispanic) girls started talking to more Caucasian people...some of them (would) hang out with the Caucasian girls on the team after school hours, after practice, or after the games.” HP6 also noticed an integration of races. When asked what type of impact, if any, the girls soccer program had on the Hispanic players, she stated, “it makes a lot more (Hispanics) comfortable to be able to talk to different races...a lot more of the Hispanic girls and Caucasian girls talk to one another because when you’re on a team you have to talk...before that they don’t really have a reason to talk so they don’t want to try to talk but once they get to know each other they realize they’re the same.” TR5 said “Hispanic kids tend to band together” but the program “enabled them to make friends outside of their peer group (and) integrate more into the total community.” TR1 spoke from the teacher’s perspective and said in the past Hispanics would “group themselves” but now there are “different interactions with who they’re sitting with” at lunch or in the classroom. “Instead of just being that Hispanic female group, now they’re kind of branched off...different people are added in there...they go talk to different people. I just think it’s given them an outlet to

be able to make connections with other people.” Community member CM6 also noticed the participant more likely to interact with others in the community by using soccer as a conversation starter. He observed her say, ‘I go to (this particular) county high school, and I play soccer. I think I saw you at a soccer game...’ He goes on to add, “I know she always told people that and then they found a connection that way.” Because of the soccer program, he believed the participant is more likely to open up to someone new. He said, “...she’s very friendly...she would talk to them...it doesn’t matter if it was someone sitting by themselves, she would go out and talk to them” at the restaurant in the community. TR8 said before soccer, Hispanics would not “necessarily let you know how much English they understood.” Now, “it helps them to be more open because they’re all accepted and has helped them interact.” TR7 said the program “...encouraged them to learn English. It’s given them a reason to talk to their English only speakers at school and their coaches. ” Even if the participant “doesn’t speak English, they’re forced on a team to interact with English speakers so it becomes easier even if you’re not speaking the same language. It becomes easier to be around that person and just have small short conversations with that person.” HP3 added Hispanics, “...are making friends with your race (Caucasian), they’re talking a little bit of English, learning English, and if you put them in a group, they want to speak out more because they’re not scared of saying something in English.” She proceeded to say that the soccer program was “...really good because Hispanics can learn to speak the English language while they’re on the field.” TR4 added that Non-Spanish speakers become “more interested in Spanish because it sounds cool.”

When faced with adversity, HP1 stated, “I knew people on the team, but I didn’t talk to them. Once I was on the team, I had to talk to them, and I don’t really like talking to new people

(at first), but when I get comfortable, I like talking to them.” HP8 had a similar experience, “...there were some people I didn’t know before, but because I got out of my comfort zone because of soccer, I made new friends. I’ll probably play another sport next season in addition to soccer (because) it really changed my perspective of where other people come from and where they’ve been. It could help me make even more friends that I didn’t even know where here in school.”

HP5 discussed how the soccer program helped to bring confidence to Hispanic females that may have a language barrier so that they will engage in other sports in the school. She said, “...it was a way for them to feel involved in something so if they were to join soccer and slowly started liking it, they were opening up in a way to help them want to join another sport or club.” In addition, she saw the integration of girls who played other sports as part of the soccer program. She said, “...it was really great getting to see some of the softball girls coming to play for the soccer team because a lot of them I never really spoke to (before). Being able to work with one another and getting to bond with them (helped in) growing (us) as a team.” TR5 witnessed the participant being able to “branch out” especially when winning and “success” was present. She believed “...soccer has encouraged them to be involved in other sports. They’re not just watching the baseball players, football players, basketball players from the side; they have their way to participate and be involved.”

HP4 stated, “A lot of us really branched out in school because we asked others to come play soccer with us, and having that shows there’s different people to bring into the soccer program that wouldn’t have normally played. The Hispanic side wouldn’t talk to certain people but once they were on the team and we were all around each other more often, we all started

talking to other people and that helped us become more diverse in our friend groups. Having the soccer program my four years of high school helped me branch out to different people and to be diverse in my day to day life.” TR2 believed soccer helped the participant “bring her out of her shell a little bit.” It helped her “build relationships with peers that she doesn’t know or she’s not familiar to” because in “homecoming she was one of the top scoring candidates” and in order to reach that, one must have “a lot of different people” support and vote for you so “you could say she’s friends with lots of people.”

However, HP5 felt that student council and Hosa contributed to her social interactions. Student council is a school-sponsored club that represented the student body through the elected officials. Their main goal is to build leadership amongst the officers and provide service project opportunities. Hosa is a school-sponsored club that promoted career opportunities in the healthcare industry. She stated, “...I feel like not just student council but Hosa has helped me go out of my circle (and) become more open to people.”

School Involvement

The third theme was school involvement. Students who participated in the soccer program were more likely to engage in other extracurricular activities. The school culture changed for the female Hispanic players because they were provided the opportunity to be involved in the school setting, creating a more positive school culture. The structure of the soccer program after school was linked to less behavioral problems, higher attendance, and higher grades in the school setting. Community members (CM#), teachers (TR#), female Hispanic players (HP#), and coach observations (CO#) responded.

CM2, who is a pastor and principal, believed an extracurricular activity such as soccer made an impact because it gave “them something positive to connect to...” He also said, “...as a

member of the community I see that there's a difference between kids who are involved and kids who are running up and down the roads not doing anything." Kids that are involved in school activities are "more focused, more driven, earn better grades, have fewer attendance problems...kids have a purpose, goals...kids that are not involved in anything are also kids who struggle to graduate or pass classes." CM7 believed the soccer program "brought all of them out of their shell a little bit." She continued to say, "...it got them more involved in the school." Speaking from her personal experience, "Even when I went to school here, the majority of the Hispanics stayed back...they were in a shell...kept to themselves...I think soccer brought them out of their shells."

HP8 stated, "...last year I didn't really like coming to school at all. There was nothing that inspired me but soccer. I was like I have soccer practice, I have a game, so I have to get ready. It inspired me to get up. You have to keep your grades up to stay in a sport so even if I do have a game, I have to study for my tests so I can pass the class." TR8 felt soccer gave students a "goal outside of academics. It also helped the students who weren't as motivated in the classroom to know that they have to meet the standard to play the sport." TR4 said she "kept her grades up. I'm sure that helped her be as good as she is now with keeping up with her school work and being responsible." TR9 said graduation rates at the high school "went up last year," and the soccer program "had an impact" because it was "a huge reason for them to stay in school." TR7 said, "...for her mom to feel like taking the soccer team away was enough motivation to make her do her school work, the participant obviously placed some type of importance and emphasis on soccer."

TR8 saw "Non-Hispanic student-athletes interacting with Hispanics because they're playing with them on the field. They've come together to form a team, and that has carried over

into the classroom. Now they'll work together on projects, automatically integrating into the classroom. I think now they don't discriminate between being Hispanic or White" or other races. Traits from soccer led into the classroom setting. When HP6 had to work in groups with her peers, she believed she was able to use the skills from soccer to help with her interactions. She stated, "...any projects we did, we had to work with different people and our success depended on one another because we were working in a group...you have to be able to talk to the other person; you can't expect to know what they're thinking if you don't try to talk to them." TR3 observed the participant to interact with both genders and all races. She stated the participant "interacts with everybody that she wants to, male or female," regardless of "the race." HP1 added that girls from the soccer team helped her in her studies. She stated, "For school, if we needed help doing something for a class, we would all get together, and it would really help out a whole lot to get our work done." TR7 said the participant was "able to take her topic and do adequate research on it and interact with the group." When asked if the soccer program had an impact on her life off the field, HP1 said, "yeah because now in school I feel like I talk more to people, and I interact more, and ask more questions."

HP7 stated, "I feel like more Hispanic students started playing more sports because of the soccer program." When asked if the soccer program played an impact in the likelihood of Hispanic students to try a different sport in a different season, she replied, "Yes, I know I want to try to play other things." TR8 said, "It's also encouraged other students to play soccer that normally wouldn't have started there." In addition, "students from the team have talked to me about playing softball and other sports, and it gave them an extra opportunity to be interactive."

HP1 described an impact she felt the soccer program had on the Hispanic population at the high school. She said, “It got us together because I used to not talk to a lot of the Hispanics that used to go here, and now I’m like, oh hey I see you in the hallways, so I say hi and we hang out more and talk more and we understand each other.” HP2 had a similar experience and felt more united amongst her own race. She said, “I would never hang out or talk to them (Hispanics), but now that we have the soccer program and met each other, we all started combining with each other, getting along, and playing.” TR8 said, “It gives the teachers a way to communicate with that specific student. If you go and support their game, when they come back they’ll talk to you in class about it. You can learn to interact with them over a sport and then try to interact with them over in class, especially if there’s a language barrier.” TR1 believed the soccer program made Hispanics “...administration, students, and teachers more connected” because Hispanics felt “like they have a place they can feel safe, hang out, talk, and be themselves.” In addition, the informant believed it helped the participants have a connection to those, sometimes hard to reach students. She said, “...I can ask them about soccer and then it can relay into other things, so I think it (provides) open communication, and (there) is a connection now.”

However, TR6 believed the soccer program made no impact on the school culture. She said, “No one ever talks about it, nobody ever mentions it. I never hear any announcements about practices or games. I can’t remember a time when they said, ‘hey come out and support the girls soccer team,’ so to me, unless you mentioned it, girls soccer means nothing to me as a teacher. It’s had absolutely no impact at all.”

Themes under Research Question 2

The themes of support groups, building relationships, and community integration arose under the category of research question two. Community members, teachers, and female Hispanic players all responded to the category. The following paragraphs are specific examples to support the themes.

Support Groups

The first theme was support groups. The study found participants to have had peer support from teammates as well as other students from the school including various races and genders. Support was also received from family members, the coach, community members, and teachers. Community members (CM#), teachers (TR#), female Hispanic players (HP#), and coach observations (CO#) responded.

When asked why HP1 wanted to join the soccer team, she stated, "...because it's like a whole other family and you meet new people...you have a friend that you get to hang out with." HP6 added, "You're automatically in a family, a social group so even if you don't have another family, you automatically have the soccer team." TR9 said, "She had a support system that maybe she felt like she didn't have when she wasn't playing..." In addition, HP3 stated, "...we're always there for each other...we're like a family-the second family because we're always there bringing each other up." From the community member's perspective, CM1 believed the participant played "because she had the companionship of her friends that's a group of kids that would support each other. She also had "support from family." It was evident from CO7 that the participant who re-joined the team, after prioritizing her commitments, was supported by the "hugs they gave her when she came back to the team. The participant had decided to come back after she finished some of her advanced courses and adjusted her work schedule to fit around soccer. All the girls wanted to be her partner (during drills at practice). It was clear she was loved

by all on the team.” During the last game of the season, CO7 said she would “give it her all for the seniors and the team.” Even when the team was mercy ruled, which meant the opposing team scored nine goals in the first half of the game, causing the match to come to an end, CO7 found the participant to have “fought really hard and kept her spirit up along with lifting others from the team. She told the girls that it would be okay and that they were in this together as a family.” CO9 observed another participant who “attended senior night festivities after the game” at a local restaurant. “She appeared happy and was conversing with a lot of the girls on the team.” CO8 showed she “supported the seniors by taking pictures with them. Her body language exhibited she “appeared to be having a blast.” She also “supported her teammates who chose to remain a part of the team” after some of them had quit. TR8 said the participant “developed into being social” and was able to engage in “talking to her friends.” She was “outgoing” and “I don’t know necessarily that she would have accomplished that without having a team to be around and interact with.” In addition, CO5 believed the coach’s support had an impact on her life. The player sent a message to the coach “appreciating the support given.” CO1 noticed she was “emotional and had tears in her eyes before and at the half of the senior night game.” CO1 felt “happy to have her teammates come out and support her” during the homecoming pageant at school.

Seeing the community interact and come out to support the team during games uplifted the players. HP9 stated, “...the community coming out and supporting us...it just makes us happy how we see other people...people there outside of school...more of us came together.” CM4 noticed “other students, friends, and family (coming) out to support. For example, this past year I know with one of the fundraisers they did there was not a week that went by that someone didn’t have a soccer shirt on, and that’s exciting!”

Building Relationships

The second theme was building relationships. This study found relationships developed between teammates of other Hispanic races. In addition, relationships with Caucasians also developed. Unity amongst the teammates and athletes in general formed, regardless of the race. These relationships extended past the interactions of the field and into the school and community setting. Soccer was often used as a conversation starter to talk to others, building communication skills. Community members (CM#), teachers (TR#), female Hispanic players (HP#), and coach observations (CO#) responded.

HP4 stated, "I joined because my really close friends were doing it, and I thought it was a way for all of us to make memories together. Having the experience of team bonding throughout all of my four years was positive because it showed me how to be supportive and help other people who need it. The bonds we make in soccer will impact your life for the greater good." HP2 added, "Some girls don't have a bond with their real families" explaining that the soccer team felt like family. HP3 discussed the relationship she built with a Caucasian girl from the soccer team. She stated, "...we didn't know each other, and we started getting close to each other, working together (on schoolwork). She would help me with my work, and I'd help her with her work. We would be study buddies coming over to each other's houses. It made us really good friends." Similarly, TR7 saw "more community between the girls that I know were on the soccer team. I see connections that I'm not sure would've happened if they were not on the soccer team together. I know some of them are Caucasian girls that are on the team, and I think they have more interaction with the Hispanic girls that are on the team" that they "wouldn't have normally."

HP2 said she “met new people on the soccer team and made new friends.” Interactions weren’t easy at first. She felt, “scared but as we played more and came to practices and had games, I got used to being with them and talking to them.” HP3 said the soccer program “...helped me make new friends because I used to be shy. I used to not talk to people. I used to not communicate, but once I entered the soccer program, I met new friends. I could trust in telling things that I couldn’t tell other people.” HP5 felt as if the program broke some stereotypes she had of her own race and united her with other Hispanics. She said, “I didn’t really talk to a lot of Hispanics because they were a bad influence on me so most of my friends are White.” However, after she was forced to interact with them on the team, she was “...able to talk to them and get to know them one on one...they weren’t what I expected them to be.” When asked if being part of a team would help the participant in the future to try to get to know somebody new, TR4 believed it would. She stated, “I think you’re kind of forced to make yourself get to know people because the nature of having to rely on each other, work with each other, (and be) dependent on each other.” TR7 found players on the team “being introduced to new groups of students that they wouldn’t be introduced to normally. Caucasian friends are now bringing their friends into the Hispanic group, becoming more diversified because of the soccer program.” Even with nonverbal cues, it’s “given them a familiar face in different groups around the school. If (one has) to approach a new group, it’s likely that there’s going to be a face in there that (they) know, and even if (they) can’t speak to that person, at least (they) know they’re a safe person...they’re someone that’s not going to make fun of you...they’re somebody who’s going to watch your back.” Community member CM4 said the participant built “different relationships. It strengthened a lot of her friendships” but “gave her some new ones with the different dynamics of the girls on the team, especially some girls outside of her typical social group.” She interacted

with “a few different girls from different ethnicities.” HP8 added, “...in the soccer program you get to learn about new people like where they come from and make new friends...some of them I didn’t even know, (but) now we’re all coming together as friends...like if they’re not Hispanic that’s ok because we can all just be friends...because soccer has reunited all of us so we can come together. For Hispanics, they usually stay in a group because they don’t know much English, but even if they don’t, they’ll still hang around because (those) that do, translate so we can all talk together.” In addition to soccer, HP3 discussed her interactions with other genders in the youth group. She said, “In sports, sometimes at church (during) youth group, I’ll work with the other gender, and it’s fun because you get to meet them and know more about them.”

HP9 stated, “...I didn’t really talk to them (new teammates) and once we started (playing) I felt so comfortable...” She also says, “...before I feel like not everyone talked to each other like that and now that there is a soccer program, I feel like they’re (female Hispanic descent players) just comfortable because even the boys come out and help us so I feel like everyone is united.”

Community Integration

The third theme was community integration. The study found more community involvement, especially in attendance at the games. There was also an intertwining of races at the games between Anglos and Hispanics. The commonality of soccer and excitement that it brought united the community. Participants were periodically showcased in the local paper. Community members (CM#), teachers (TR#), female Hispanic players (HP#), and coach observations (CO#) responded.

Participants loved the attention they were now receiving from those who came to watch the games including peers, teachers, and other community members. From the community member’s perspective, CM1 said one of the reasons the participants decided to play soccer was

because “people were watching them” and they were “...the center of attention. The communities were already together, but it brought them up to a public setting that wasn’t just Hispanics...there were others...(and) when a team is winning, they draw other people in” to watch. CM4 said members of the community were “showing pictures and cutting out newspaper articles” of players from the soccer team to showcase accomplishments throughout community settings. CM3 said he “cut the (soccer) articles out of the paper and posted them on a bulletin board so that people in the community could see it.”

Integration of Hispanic and Anglo families occurred at the games. Community member CM2 said “being able to include a large number of families from the female (Hispanic player’s) standpoint was very important for the community.” The soccer program was “a way to reach out to the Hispanic community and say we value you, we know this is an important part of your lives and your culture so let’s get you involved.” CM1 similarly, saw “tremendous support and half the community, half the church was out there at the field, and they had a real sense of pride and accomplishment.” CM5 saw an integration of Hispanics in the community. He said that having the soccer program was “...a good outreach because they come with a great deal of excitement, and they also bring their fan base (of) aunts, uncles, sisters, everyone (in) their family wanted (to watch), which is impressive. That transposes to when they play.” It “brings an excitement to the game and that brings other people. The spectators add a lot of hollering and that’s a very important part of the game...the support that comes from the community. The (Hispanics) bring their own community but the other (races in the) community see this and want to see what’s going on.”

Community member CM2 saw the participant was “given the opportunity to interact with others different than her.” This opportunity was provided in school as well as the community

setting. Continuing team engagement through community service would “build a bridge” and community members would come out and “watch them because they did this (project for us).”

Themes Under Research Question Three

The themes of leadership, having pride and purpose arose under the category of research question three. Community members, teachers, and female Hispanic players all responded to the category. The following paragraphs are specific examples to support the themes.

Leadership

The first theme was leadership. Because of the soccer program, some of the female Hispanic-Descent participants developed leadership qualities. Evidence of the trait was found in the community and school setting. Community members (CM#), teachers (TR#), female Hispanic players (HP#), and coach observations (CO#) responded.

CM8 said the participant is “more of a leader” because “when they’re at a table, she’ll talk. She’s not one to sit back and be lost in the group.” TR8 said the participant “will stand up and be a leader now.” She believed “it came from soccer because a lot of times you can develop that in sports like you want to stand out.” In addition, she said the participant “requested to be vice-president of the club at school,” so she said, “she’s building leadership skills.” TR5 believed the participant felt “more a part of the school community” in that she has “taken more of a leadership role in other things.” The program has “emboldened them to run for offices, student council and be leaders.” CO4, saw leadership qualities because she “spoke up and contributed to the team discussion with her thoughts. She took an initiative and said she would talk to them to finish out the season. Otherwise, they are letting the team down.” CO8 felt the participant “showed leadership qualities by speaking up and telling others on the team to dig deep and give more effort on the field.” Likewise, CO1, “gave a pregame motivational speech to the team.”

CO1 also observed the participant sending “a group message reminding everyone of the running they were required to do over the weekend.” She also told them about “turning in physicals, remembering to drink water, and paying attention to instructions on the next practice location.” On a different day, she “told everyone that they needed to show up” to practice, and if they didn’t, then they were “letting the team down.” At practice, she had a “strong talk with the girls about what it meant to be a part of the team, how quitting wasn’t acceptable, and that they needed to hear the truth about their discipline and effort on and off the field. She wanted everyone to continue the season with the discussed changes of becoming a better student-athlete on the field, in the school, and in the community.” CO3 found the participant gave a “pregame speech” to the team and discussed how the team must “play hard.” CO2, observed the participant “giving input on ways to improve based off of what she saw during the first half of the game.” HP4, stated, “...if we tried to do the right stuff, it would work out for us later on, and I don’t like to have that feeling where others think I don’t know what I’m doing...if they wouldn’t listen, I’d work twice as hard just to bring it up to the expectation.” In the school setting, TR1 said the participant “would pick up the slack...she knew if her group wanted to get a good grade and accomplish what they were supposed to, she needed to do that...she would take it upon herself to complete it so that no one got in trouble.” Because of soccer, she was able to “relay over in those group projects” in school, and it made her “feel like she can take on that leadership role.”

However, CM5 saw the participant struggled when it came to doing her faith talk at church. “She was hesitant to get started.” One of the reasons he believed she had a hard time with it was because she couldn’t do her talks “as a team.” She had to do them “on (her) own. She struggled to get an outline completed because she wasn’t comfortable with presenting.” As she began though, he said she was able to do “a fantastic job.”

However, TR6, attributed the participant's rising leadership abilities to Student Council. She said, "...Over the course of the semester, she was involved in student council and that has helped her to be able to speak up more."

Having Pride and Purpose

The second theme was having pride and purpose. Participants were prideful of the sport because it was part of their culture. They had a specific role on the team, and they knew their teammates depended on them. This created a sense of belonging. Because of this, they felt valued. These feelings created passion for what they represented on and off the field. Community members (CM#), teachers (TR#), female Hispanic players (HP#), and coach observations (CO#) responded.

HP5 enjoyed the structure of being involved in a program after school. She said, "...being able to go out after school and stay there until five makes a person feel good about themselves." She also stated, "I was really excited to be able to represent our school." HP2 added, "I feel like a blue devil (the school's mascot)...a lady blue devil." CM4 said the program gave the participant "something to do outside of school...something to look forward to...a team to be a part of...something to call her own." She was able to "own (it) as herself and make it what she needed it to be" for her well-being. CO3 observed another participant who stated, "We represent our high school when we wear the jersey." TR8 observed the participant "dress up and feel like she was a part of the team. Sometimes they wore a certain colored jersey, and I think it pulled them together as a team." TR1 said the participant was "excited about" the soccer program "to actually be recognized, and that they were able to participate as a high school athletic program." CM3 observed the participant feel "proud" when their accomplishments were posted in the paper. In addition, the Hispanic population feels more included like they are part of the high school rather

than their own separate group. It's beneficial for that minority in our school to feel like part of our culture now." Without the soccer team, TR1 feared the Hispanic participants would "struggle to make relationships with other people." TR7 added, "...our Hispanic students would be ostracized sometimes so I'm glad that they have a sport that we more often see Hispanic kids gravitate towards, and I'm glad they have a place to belong there." TR5 said it "gives them an outlet, another niche to belong to the school, community, and builds her self-confidence." On the contrary, when TR6 was asked if she ever saw the participant wearing a jersey in her class or the school, she replied with a "no."

TR7 said, "...soccer is more valued than any other program in the school in those communities (Hispanic communities); it has a high place of honor in those families, and I think soccer has been able to uniquely reach them. HP4 stated, "...when I did join the soccer team, I knew my dad was proud of me to step up and do something like that because I've never played another sport." If given a choice to play during recess or gym, TR9 observed "Hispanic kids would play soccer if given a choice. Soccer was their thing (hobby) more so than any of the other kids (and it provided) an opportunity to play at this level." CO1 noticed she was "emotional and had tears in her eyes before and at the half of the senior night game." After the final game of the season, "she thanked the team and the coaches for the memories and lessons she learned while being a part of this program." CO9 observed at the end of the season that "she was proud of herself and her team for finishing the season strong."

CO2 observed the participant was not able to uphold her responsibilities as a committed player on the team due to time management issues and other roles required of her at home. However, she still wanted to be a part of the team, just with a different role. Therefore, "by being a manager she would still be a part of the team." She did not dress out in her uniform on game

days because her role moved from being a player on the team to the manager of the team. However, CM1 felt like the participant's decision was "very responsible" and "very mature" to approach the coach about the role change. It showed she still "wanted to be part of things" related to the soccer program. CO8 noticed another participant felt like she had a role on the team. She became "more dependable by giving rides to teammates." She "came to practice on time because she knew her teammates depended on her being there." She also felt a sense of pride by "wearing her jersey to school on designated days." The principal and pastor, CM2, said he noticed a change in the female Hispanics ever since the program started by seeing "a sense of value (and) themselves included in the athlete culture" especially when they "wore the jerseys on game days." You can tell they "wore it with pride." It showed their "self-esteem." Another community member, CO4, observed the participant's current role on the team. "She understood that in order to play more she had to work harder off the field on her skills." TR9 felt the participant had a role that gave her a sense of belonging. "Conversations changed" with the participant. There was "a little bit of excitement there, her attitude seemed to be a little bit better, and I think it made a positive impact (because it) gave her something to be a part of." She appeared more "talkative, upbeat, and happier." Likewise, CM1 believed the participant chose to continue playing soccer for a number of years because "it gave her something that she's involved in that she could say 'I'm a part of'...I don't think she's involved in many other things."

However, one community member, CM8, said he saw more enthusiasm with the boys than with the girls team. He said, "I don't see the enthusiasm with the girls as I do with boys." One of the reasons is because he saw it as soccer in the Hispanic culture to be played by "more males than females." He believed the reason the girls play is possibly that it's a "social thing" to

them. “If they are running around with each other, they’ll play too...if you’re going, I’m going. If my cousin’s going, I’m going, and we’ll do this together.”

HP8 stated, “...with the community we try to make things better like volunteer to do things to help.” CO9 described how the player engaged in the community service project. “She attended and helped with collecting soccer balls, pumped the balls that needed to be pumped, and threw away any balls that had holes in it. She also helped with the painting. She had a positive attitude and worked hard the entire time. It appeared as if she appreciated the facility that she used throughout season more now that she knew the difficulties involved in maintaining the place.” CO6 viewed the participant to put forth additional effort in the community service clean up. She was told by the coach that it was almost time to leave, and she “insisted on finishing her work even if it took a little bit longer.”

Themes Under Research Question Four

The themes of confidence, character building, soft skills, team concepts, and motivation to persevere arose under the category of research question four. Community members, teachers, and female Hispanic players all responded to the category. The following paragraphs are specific examples to support the themes.

Confidence

The first theme was confidence. Participants were found to come out of their shell and be more outgoing and more vocal. The physical fitness that came with soccer helped with mental, physical, and social health. Community members (CM#), teachers (TR#), female Hispanic players (HP#), and coach observations (CO#) responded.

Community member CM 1 said the soccer program impacted the participant because it “made her more independent, more out there, and confident in herself.” CM2 added the soccer team brought about “confidence” to the players through wearing the sweatshirt, jersey, and being able to talk about what they participated in...it gave them something to rally around.” HP4 viewed her leadership role as captain as one that helped spark confidence in herself that she was not aware even existed. HP4 stated, “...having to be captain was something I wasn’t used to, telling people what to do, being a role model to people, and having that in my life really showed me who I was as a person. Some of those characteristics in my personality I didn’t even know I had.” TR5 said the soccer program positively impacted the participant because it “gave her a place, a sense of belonging” that sparked “her confidence” to “seek other roles of leadership.”

HP1 gained confidence from being a part of the team. She stated, “I felt comfortable like I could talk to them about anything and laugh about everything. I felt comfortable and confident. I used to be shy and then once I started interacting with more people, I just feel like I became more social and had more friends; it (became) easier to talk to people.” TR3 observed the participant to have participated “a little bit more than she used to” in class. Similarly, CM7 observed the participant to “make new friends.” It “made her more outgoing and got her out of her shell” because “she was a little shy before” the soccer program. Also attributed to the soccer program, CM5 said the participant’s “confidence was continually getting better and better. She was more self-confident and willing to reach out to take a risk.”

One of the attributes of playing soccer allowed HP7 to gain confidence because she felt comfortable and happy about her physical appearance. HP7 stated, “...playing soccer kept me in shape and fit...” She also stated that before soccer she sometimes “...felt unwanted, I just stayed to myself more.” After soccer, she said, “...but now I honestly don’t care. I’ll open (up) about

whatever...” In addition, HP5 said soccer impacted her confidence by helping her to be “active” and “being able to go exercise.” CM1 said the soccer program was positive because it was “motivating” and was “something that gets them physically active.” One participant appeared out of shape. The participant told CO6 that she “would continue running outside of practice time to get better on her fitness.” TR3 said “soccer can make a positive impact” by providing “physical fitness” that can “make you feel better.”

Unlike the majority of the female Hispanic players, HP2 is still in the process of building confidence when engaging with others. When asked if it is easier to talk to someone new that she didn’t know, she said, “no, not quite (but) I’m getting there.” In addition, the coach noticed another female Hispanic player who “wasn’t as vocal about her thoughts as some of the other girls” during a halftime speech where players were asked to give feedback on the game. “She remained quiet at halftime but took in what the captains were saying about giving more effort on the field.” CO8 also observed the participant to be “shy at times at practice. Although she appeared happy to be there, she didn’t always engage in group discussions. However, sometimes during halftime of games, she “spoke up and told the girls what she thought they needed to improve on. She seemed passionate about the game.” TR3 noticed the participant to have “fairly normal interactions” but at the first of the year “may not (have been) the first one to raise her hand” in a whole group discussion. “She is still in the process of becoming more outgoing” but has shown to be “more vocal in class as time goes on.” She also “engages more than she did four months ago” in class.

TR6 believed the participant “shares more” and is “more open” but does not believe this is due to the soccer program. She stated, “I don’t think that it has anything to do with soccer. I think it has to do with her just being more comfortable with her classmates.” In addition, she said

the participant's "more outgoing personality" was due to "student council" because the participant specifically said in class that "student council has changed her and has made her more open." It has "given her the confidence to be more involved." TR6 said the participant has "never one time said student council and soccer, or just soccer." It had always been "student council has made her that way and brought about those changes."

Character Building

The second theme was character building. Participants were taught discipline and structure that integrated into other parts of their lives. Community members (CM#), teachers (TR#), female Hispanic players (HP#), and coach observations (CO#) responded.

TR5 said soccer taught the participant "...discipline" in that "you've got to go, bad or not, you go" to games and practices. In addition, they learned "the idea of being able to control emotions during a game." CM1 believed soccer was "another way of maturing, growing, and learning" how to compete on a team. Likewise, CM3 said soccer was "a good way to keep them disciplined and give them structure in their lives." They had to "be there, listen, and learn rules. If you don't follow regulations, you'll get penalized, like (in) life."

Soft Skills

The third theme was soft skills. Subcategories of time management, punctuality, organization, and commitment were analyzed. Community members (CM#), teachers (TR#), female Hispanic players (HP#), and coach observations (CO#) responded.

TR9 viewed her soft skills as "never late (with) no disruptions." TR8 said, "She does a great job at paying attention in class, being on time, and always has her materials." TR7 noticed

the participant's soft skills as "(a) great student, (who) pays attention, does her work, (is) always ready to go, and (is) good at social cues such as looking at you in the face when she's talking to you." TR3 said the participant is "never late, always on time." Community member CM5 observed the participant being "always on time" or "if she was going to be late" to youth group, "she would call and say that she got stuck in traffic and would be a few minutes late." However, CM1 said the participant's commitments were "not good" because she was not consistent with turning in papers for the youth group.

TR5 said the soccer program promoted "time management." They "don't have time to put things off." HP5 believed soccer influenced her time management. She said, "...being able to balance out school, a sport, and even a job just felt really great because so many people aren't able to keep that balance or maintain it." HP5 found characteristics like "...teamwork (and) communication" in the soccer program. She said she liked "...seeing the commitment that each individual player has" for the team. However, she believed as the season went on, commitments for coming to practice or games declined. She said, "...it's very sad to show this commitment towards the beginning (of the season) but you want to keep holding onto it (throughout the season) because you're letting down everybody else." Unfortunately, there were some issues with commitments. HP2 was challenged to balance her time between roles required by her family and commitment to the soccer team. She said, "I would have to get my parents to help me and other family members to help me with that (babysitting). It was hard, but I had to be at practices and games. Sometimes I would be late, but I would try my best so I could be there for the soccer team." Similarly, CO4 observed another participant "not able to attend because she had chores to do at home." CM1 noted that a lot of times when she was not involved in the youth group it was because she had to "take care of her little sister." Likewise, CO3 noted the

participant “did not attend the community service project because she had to attend her youth group.” There was also a day that she “did not attend practice and did not give a reason why.” In addition, CO6 observed another participant “inconsistently coming to practice and games.” Sometimes her excuse would be that she “couldn’t get a ride.” Other times she “simply did not contact the coach at all to state her reasons for not attending.” CO2 saw the participant struggling to balance commitments. She “came to practice but was not able to participate because she had to babysit her two-year-old niece. Instead, she watched from the sideline and helped in setup. Another time she was “late to practice” because “she did not have a car, and even if she could find a ride, she would have to babysit her sister, who was sick.” CO1 observed the participant “struggling to balance work and soccer.” She eventually “quit her job to focus on soccer.” CO7 found that her idea of commitment was one that she stuck by, even if she was not able to remain committed to the soccer team because of too many prior commitments. However, she showed maturity upon her realization by having a conversation with the coach explaining she had to quit soccer because of other commitments. Whatever she is committed to, she “likes to be 100% committed in all she does.” HP4 stated, “...you need to show the team that you are committed because there is no room for people who don’t want to be on the team...it showed me as a person I can be really committed to a thing.” CO9 observed, “some frustration (from the player) when others did not come to practice, (regardless of) the reasons they gave.”

HP2 did not mention the girls soccer team but viewed Band as an influential extracurricular activity that taught soft skills such as responsibility. She stated, “The band was something that influenced me.” She had to learn how to “play an instrument.” She said it taught her “more responsibility by doing my work, my homework, and doing the stuff we were supposed to do in that band class.”

Team Concepts

The fourth theme was team concepts. Teamwork, common goals, competition, and effective ways to handle wins and losses were discussed. Community members (CM#), teachers (TR#), female Hispanic players (HP#), and coach observations (CO#) responded.

TR3 said the soccer program provided “involvement of team activity (and) learning team concepts (such as) working together for a single cause (and) learning different rules.” CM7 said the participant learned to “work in a group to achieve something,” a common goal, “working to win a game in a group effort.” CM4 said the program “teaches them how to win (and) lose (and provides) structure to keep them out of trouble.” HP4 stated, “...joining soccer I didn’t really think of it as something that would influence my life as much as it did because being on the team showed me the importance there is being a part of a team, and having a team in your life, and having people who supported you so much in your day to day life....we’re all going through the same (struggles).” HP1 added, “...they see you when you are upset...they try to help you out...it makes life easier.” TR5 found the soccer program promoted the “social idea of getting along with your teammates.” In addition, CM8 said soccer taught “focus” and “workmanship-working together.”

CO4 observed the participant enjoying the partner work that was required to complete the exercise. “She loved having to work with another girl as a team in order to achieve the desired task.”

Motivation to Persevere

The fifth theme was motivation to persevere. Handling constructive criticism, and the way participants persevered through challenges were observed. Community members (CM#), teachers (TR#), female Hispanic players (HP#), and coach observations (CO#) responded.

HP8 stated, "...in practice and games if we want to succeed, we need to try harder because if you really want it, you'll go for it." CO1 said, "It appeared as if she wanted to please the coach..." after the coach had a talk with her about her level of play. "It was evident as she was pushing and fighting back when going for the ball." CO5 saw the player "find strength in herself to push it harder in the second half on the field." CO9 saw the player gave "100% effort on the running portion of practice. It appeared based off of body language, that the player was "...excited (for) her name being called" when entering the game. CO8 also showed the player was "...shocked but very excited when she heard her name on the starting lineup." When CO9 was taken out of the game, "she appeared somewhat upset over it" but it was "almost as if it motivated her to try harder." When she was put back into the game, "she played to her fullest potential." CO had been working hard on her two-mile time and had "improved her time from the last submission."

Based off of CO9, the player "did not start but was substituted in the game. When she was pulled out and given constructive criticism, it appeared that she took the advice "in a positive manner to do better next time." Observation of CO8 showed she had a "positive attitude even though she was benched." CO5 also showed another player to have had a "positive attitude" when coming back to the team after dealing with some problems in her life. The coach also noticed through "body language" that player CO8, "was coachable on mistakes and accepted constructive criticism. She appeared anxious to hear what the coach said and had a look on her face that showed she was determined to do better." CO3 exemplified "more physical" play after the coach "gave her a talk about playing more aggressive." In regard to dealing with constructive criticism, HP3 believed it helped her improve on and off the field. She said, "...it has (helped) because now I don't take things to heart because if you're (the coach) telling me to do it, I'll do it

because I want to learn from my mistakes and be a better person. I want to become successful in the future as a soccer player.” She mentioned that similarly if a teacher gave her constructive criticism, she understands that they “...want me to become a better person...they want me to be successful...they want me to bring up my grade if needed.” When trying to balance her work schedule and soccer practice, CO1 “had to take criticism from her manager at work but felt relieved knowing she will be able to stay for a longer period of time at practice.” Community member CM5 said the participant was “open to encouragement and suggestion.” She was “willing to listen” when the community member gave her suggestions to improve on her speech in the youth group, and she gave “effort” to “follow through” with commitments.

TR5 found traits of “perseverance” by “encouraging other people and being able to bounce back from adversity.” HP3 described her experience of having the drive to persevere during difficult situations on the soccer field. She said, “...when we’re out on the field and we make a mistake, we come back and try even harder.” She was able to persevere because of the encouragement she received. She heard words from coaches and teammates alike such as “...you did good...keep going.” Even when the coach gave a speech to the team during one of the halftime games about commitment, effort, and success, CO9 observed, “her actions (that) showed she wanted to remain committed to the team.” She “came to practice on time and continued to show more intensity than before in her work rate.” Similarly, CO8 came to “practice the next day and decided not to quit” when the coach gave a lecture on commitment.” She said she’s “not a quitter and that she needed to continue improving and working hard for herself, her team, and her school. In addition, CO4 overheard the participant “express disappointment in the girls that quit. She said she would talk to them and say that they can’t quit. Instead, they need to use it as a learning experience to get better.” CM4, who is a guidance

counselor and youth minister, observed the participant quitting the team and then coming back. He said, “she left because of some different issues socially that might’ve been affected by another team member,” but came back to the team as she “was able to look past those differences for the greater good of the team.”

The team won some games throughout the season but not many. HP7 stated, “I would be frustrated with myself, but I’d get over it and still try my best....I’d just have to push harder, try more than I had to before (because) the feeling of winning the game helps a lot.” When asked how she persevered through it, she stated, “...players honestly helped me get through it (by) watching them go through it and try their best made me want to do it too. It motivates me. My teammates are probably like family to me.”

Unlike soccer, band taught HP2 to persevere. She said she learned life skills such as, “life can be hard sometimes but you got to keep going.” Similarly, HP3 discussed how track in addition to soccer influenced her. She said, “...track and soccer influenced me because they’ll (teammates) say keep doing your best even when you do bad...it makes me go more in to get better.”

Overall, all the research questions formed themes. In the first research question, themes of gender and racial equality, the ability to engage in diverse interactions, and school involvement were found. Themes of support groups, building relationships, and community integration were found under the category of research question two. For research question three, themes of leadership, pride, and purpose, were established. Last, under research question four, themes of confidence, character building, soft skills, team concepts, and motivation to persevere developed.

CHAPTER 5 SUMMARY

Purpose

The purpose of this qualitative case study was to analyze the impact, if any, of the newly established soccer program at a rural county high school, and the role it has played on Hispanic descent adolescent females and their social development. In order to get a wholesome perspective of the potential social development, participants and informants involved alike contributed to the study. Perceptions of participants, female players of Hispanic descent, and

their interactions from the soccer program were analyzed. In addition, informants such as community members and teachers who had interacted with the participants were also studied.

Methodology

The methodology portion of the study began by stating the four research questions. The design used for the research study was a qualitative case study. It focused on a purposeful sample that investigated a specific group to provide in-depth description (Merriam & Tisdell, 2016). The sample included nine female players of Hispanic descent as participants who played at least a year on the soccer team at the rural county high school. Informants involved were also used that included coach observations, teachers, and community members. Teachers represented both genders and had collectively taught English, Spanish, Psychology, Sociology, Economics, ROTC, and History. Community members held professions that included church pastors, youth leaders, church deacon, restaurant manager, counselor, fast food assistant manager, and a principal. A consent form was voluntarily signed by all participants and informants as an agreement to participate in the study. The informed consent described the procedures, data collection, confidentiality, potential risks, benefits of the study, and the withdrawal process of the study. All names, storage of data, and accessibility of data were all kept confidential. Researcher observations were also kept in a journal throughout the soccer season. Instrumentation used included an application called “Voice Recorder,” Google Drive, and Microsoft Word. All online data were kept password protected and all physical copies were kept locked at the researcher’s house. The researcher followed the guidelines of Merriam & Tisdell (2016) in organizing, coding, and categorizing data. The researcher recorded the interview with the open-ended questions and presented a summary reflection of the responses made by the participant or informant for confirmation of intended meaning. Next the researcher listened to the

audio recorded and transcribed the conversation in a word document, adding any notes that were taken from the interview. Last, the researcher coded the text by reading it, highlighting emerging themes in different colors, and summarizing sections to an overall concept. (Merriam & Tisdell 2016).

Findings

The themes of gender and racial equality, ability to engage in diverse interactions, and school involvement arose under the category of research question one. The first theme was gender and racial equality. The first subcategory included equaling the viewpoint in Hispanic gender roles by showing that females can play and engage in a more, Hispanic, male dominated sport too. Evidence of breaking racial barriers was found in the school and community setting. Participants were able to integrate in the community, school system, and the team more confidently despite previous language barriers. The second theme was the ability to engage in diverse interactions. Subcategories included the integration with others, engaging with a diversified group, making friends outside of their peer group, and the ability to work with different races or genders. The third theme was school involvement. Students who participated in the soccer program were more likely to engage in other extracurricular activities. The school culture changed for the female Hispanic players because they were provided the opportunity to be involved in the school setting, creating a more positive school culture.

The themes of support groups, building relationships, and community integration arose under the category of research question two. The first theme was support groups. The study found participants received peer support from teammates as well as other students from the school that included various races and genders. The second theme was building relationships. The study found relationships developed between teammates of other Hispanic races. In addition,

relationships with Caucasians also developed. A unity amongst the teammates and athletes in general formed, regardless of the race. These relationships extended past the interactions of the field and into the school and community setting. Soccer was often used as a conversation starter to talk to others, building communication skills. The third theme was community integration. The study found more community involvement, especially in attendance at the games. There was also an intertwining of races at the games between Anglos and Hispanics. The commonality of soccer and excitement that it brought united the community.

The themes of leadership, pride, and purpose, arose under the category of research question three. The first theme was leadership. Because of the soccer program, some of the female Hispanic-Descent participants developed leadership qualities. Evidence of the trait was found in the community and school setting. The second theme was pride and purpose. Participants were prideful of the sport because it was part of their culture. They had a specific role on the team, and they knew their teammates depended on them. This created a sense of belonging. Because of this, they felt valued and understood their representation on and off the field.

The themes of confidence, character building, soft skills, team concepts, and motivation to persevere arose under the category of research question four. The first theme was confidence. Participants were found to come out of their shell and be more outgoing and vocal. The physical fitness that came with soccer helped with mental, physical, and social health. The second theme was character building. Participants were taught discipline and structure that integrated into other parts of their lives. The third theme was soft skills. Subcategories of time management, punctuality, organization, and commitment were analyzed. The fourth theme was team concepts. Teamwork, common goals, competition, and effective ways to handle wins and losses were

discussed. The fifth theme was motivation to persevere. Handling constructive criticism, and the way participants persevered through challenges were observed.

However, other extracurricular activities such as band, Hosa, and student council were found to have made an impact on participants. Band was reported to have taught soft skills like responsibility and motivation to persevere. Student council helped a participant take on leadership roles by speaking up more. Student council and Hosa both helped participants go outside of their comfort zone and interact with others in diverse situations.

Conclusion

The soccer program helped establish gender and racial equality in the school and community setting amongst the female Hispanic descent players. They had become more accepted in the school culture, rising their sense of belonging. Support was present from coaches, other peers, teammates, and community members. From this support, the females on the team gained confidence through the process, helping them to branch out and meet new students, engage in different sports, and take on leadership roles. In addition, the games brought the community together. It united all races present. The participants represented the community in the games by wearing the school's jersey. The players had a purpose in the games, which instilled pride for who they were on and off the field. This pride was felt by everyone that the team stood for: teachers and community members alike.

The program also developed skills that the participants can take with them in other parts of their life that they will need to be successful. It built their character by teaching discipline and structure. The guidelines the participants had to follow are similar to any guidelines found in a job. Soft skills such as punctuality, time management, commitment, and acceptance of constructive criticism are all crucial to have in the workforce. Team concepts such as having a

common goal and being required to work in teams to meet that outcome is something every employer will seek in a candidate.

Last, building motivation to persevere when challenges arise is a trait that can help participants when difficult times in their life arise. Learning how to manage stress and overcome problems through the mindset of never giving up can help participants overcome hardships. The journey of life will be rocky at all stages, and the earlier one can develop grit, the better it will be for their mental and emotional well-being.

However, based upon the findings, it's important to understand that other extracurricular activities such as band, HOSA, and student council also made a positive impact on some of the participants. Anytime one feels connected to something positive, it creates a sense of belonging and can make a beneficial impact.

Discussion

The findings and conclusions showed the soccer program did have an impact on the female players of Hispanic descent. It helped the females integrate into society and build traits that will help them throughout life. The female players were able to adapt to their environment by taking existing information from their cultural background and adjusting as needed to assimilate or accommodate into the culture of the soccer program, school, and community. Even though minorities can be underrepresented, through the confidence gained from the support groups established from the affiliation of playing on the team, the females were able to persevere through difficulties and balance gender roles and Hispanic cultural expectations. Extracurricular activities in general can promote character building, soft skills, and leadership characteristics that students can use in any part of their life, at any point in their life. Having a wide range of extracurricular activities in the school may help in reaching all students. It might give them a

chance to engage in an activity that they are passionate about. The pride that is instilled in being a part of something may promote purpose. Finding purpose is crucial to adolescents who are trying to figure out their place in society.

Recommendations

Recommendations for further study include the following:

1. Further study needs to be conducted on other extracurricular activities mentioned such as band, Hosa, and student council, to analyze the role they played in the social development of females of Hispanic descent.
2. Further studies need to be conducted in other school districts on the impact extracurricular activities such as soccer can have on the social development of female Hispanics.
3. Since the current study was completed with participants of that current soccer team, a similar study should be planned within the same school that uses a longitudinal design to determine if changes over time become perceptible.
4. Since the current study was completed with participants enrolled at the rural county high school, a similar study should be conducted with participants of the soccer program that have gone on to post-secondary or the work force to determine differences in social impact.

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Appendices

Appendix A

Female Hispanic Descent Student-Athlete Questions for Interview:

1. Tell me about yourself.
2. Tell me about a time when an extracurricular activity has made an influence in your life.
3. Tell me about a time you had to socially interact outside of your comfort zone. What was it like for you? Give me an example of how you overcame it.
4. Give me an example of a time you had to work with someone of a different race, gender, or minority and your success depended on the other individual/s. Tell me more about

factors that set you up for this success. If you were unsuccessful, tell me some factors that could have provided the social skills to make you successful.

5. Tell me about the school culture.
6. What was your impression when you heard your high school was getting a girls' soccer program?
7. Tell me your perspective of positives/negatives of the girls' soccer program?
8. Give me an example of how the girls' soccer program played a role in your life.
9. Tell me how you think the girls soccer program has made a social impact.
10. Tell me how you think the girls' soccer program has made an impact on the Hispanic population from the high school.
11. Why do you think the female Hispanic-Descent players choose to play soccer at the high school?
12. Give me an example of any changes have you noticed in the Hispanic population at the high school since the girls' soccer program was established.

Appendix B

Superintendent Permission to Conduct Study

To: Superintendent of Schools

FROM: Bettina Chirica

DATE:

SUBJECT: Superintendent Permission to Conduct Study

I would like your permission to conduct a research study at the rural county high school as part of my doctoral dissertation at Milligan College.

The purpose of this qualitative case study will be to analyze the impact of the newly established soccer program at the rural county high school, and the role it has played on Hispanic descent adolescent females on social development.

The study will require open-ended questions and interviews with the Hispanic descent soccer player, as well as peers, teachers, and community members that interact with participants. In addition, the researcher will keep an observation journal of case study player interactions during practices and games.

Students will be audio recorded during the interviews in order to track responses. The audio records will be locked in a cabinet for 5 years that only the researcher has access to and will only be used for research purposes. Student names will not be included in the findings of the study. If the study is published or presented to a professional audience, no personally identifying information will be released.

Student participation is strictly voluntary and students may withdraw from the study at any time. Students have the right to refuse to answer any questions asked during interview sessions. A copy of the informed consent forms and interview questions are attached for your information.

The possible benefits of the research will provide feedback to the soccer program so that the coach/researcher can continue applying the recognized strengths but also make changes as needed in helping student-athletes of Hispanic descent have a more positive high school cultural experience as well as a lasting impact on their social development. The themes that will be established will also help teachers and school leaders in gaining a better perspective of the current experiences Hispanic descent students encounter. The themes that may be established may leave an imprint for future Hispanic descent adolescent generations that are contemplating joining the soccer program or looking for ways to develop socially.

Your signature indicates that you have read and understood the information provided above, that you willingly agree for me to invite participants from your school system including teachers and students to participate in the study, and that you have received a copy of this form.

Respectfully,

Bettina Chirica

I hereby consent to my school district's participation in the research described above.

School District

Superintendent Signature

Superintendent Print

Date

Appendix C

Principal Permission to Conduct Study

To: Principal

FROM: Bettina Chirica

DATE:

SUBJECT: Principal Permission to Conduct Study

I would like your permission to conduct a research study at the rural county high school as part of my doctoral dissertation at Milligan College.

The purpose of this qualitative case study will be to analyze the impact of the newly established soccer program at the rural county high school, and the role it has played on Hispanic descent adolescent females on social development.

The study will require open-ended questions and interviews with the Hispanic descent soccer player, as well as peers, teachers, and community members that interact with participants. In addition, the researcher will keep an observation journal of case study player interactions during practices and games.

Students will be audio recorded during the interviews in order to track responses. The audio records will be locked in a cabinet for 5 years that only the researcher has access to and will only be used for research purposes. Student names will not be included in the findings of the study. If the study is published or presented to a professional audience, no personally identifying information will be released.

Student participation is strictly voluntary and students may withdraw from the study at any time. Students have the right to refuse to answer any questions asked during interview sessions. A copy of the informed consent forms and interview questions are attached for your information.

The possible benefits of the research will provide feedback to the soccer program so that the coach/researcher can continue applying the recognized strengths but also make changes as needed in helping student-athletes of Hispanic descent have a more positive high school cultural experience as well as a lasting impact on their social development. The themes that will be established will also help teachers and school leaders in gaining a better perspective of the current experiences Hispanic descent students encounter. The themes that may be established may leave an imprint for future Hispanic descent adolescent generations that are contemplating joining the soccer program or looking for ways to develop socially.

Your signature indicates that you have read and understood the information provided above, that you willingly agree for me to invite participants from your school including teachers and students to participate in the study, and that you have received a copy of this form.

Respectfully,

Bettina Chirica

I hereby consent to my school district's participation in the research described above.

School District

Principal Signature

Principal Print

Date

Appendix D

PARENT CONSENT FORM

Dear Parent or Guardian,

Your child has been invited to take part in a research study of examining the impact of the newly established soccer program and its impact on female adolescents of Hispanic descent in social development.

This part is being conducted by a researcher named Bettina Chirica, who is a doctoral student at Milligan College.

Background

The purpose of this study is to determine the impact the soccer program has implemented on Hispanic descent student-athlete females on social development at a rural county high school.

Procedures

If you agree to allow your child to be in this study, your child will be asked to:

- Answer a series of open-ended interview questions and recorded via audio
- Confirm in detail meaning of interpreting answers

In addition, a journal will be kept by Bettina Chirica on observations of social interactions during practice and games.

Voluntary Nature of the Study

This study is voluntary. Everyone will respect your decision of whether or not you choose to allow your child to be in the study. No one at the high school nor Milligan will treat you or your child differently if you decide not to allow your child to be in the study. If you decide to allow your child to be in the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as fatigue, stress, or becoming upset. Being in this study would not pose risk to your safety or wellbeing.

The contributions of the research will provide feedback to the soccer program so that the coach/researcher can continue applying the recognized strengths but also make changes as needed in helping student-athletes of Hispanic descent have a more positive high school cultural experience as well as a lasting impact on their social development. The themes that will be established will also help teachers and school leaders in gaining a better perspective of the current experiences Hispanic descent students encounter. The themes that may be established may leave an imprint for future Hispanic descent adolescent generations that are contemplating joining the soccer program or looking for ways to develop socially.

Privacy

Your child's name will not be included in the findings of the study. The findings of this study will be shared with the administration at the rural county high school to help improve soccer program effectiveness for students of Hispanic descent student athletes. If the findings of this study are published or presented to a professional audience, no personally identifying information will be released. Data will be kept secure. Data will be kept for a period of at least 5 years, as required by Milligan College.

Contacts and Questions

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via email at bchirica@my.milligan.edu or by calling 423-737-1403. If you want to talk privately about your rights as a participant, you can contact the Milligan College Institution Review Board at IRB@milligan.edu

The researcher will give you a copy of this form to keep.

Statement of Consent

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above.

Printed Name of Participant/Name of Child _____

Date of consent _____

Parent’s Signature _____

Participant’s Signature _____

Appendix E

TEACHER CONSENT FORM

Dear Teacher,

You have been invited to take part in a research study of examining the impact of the newly established soccer program and its impact on female adolescents of Hispanic descent in social development.

This part is being conducted by a researcher named Bettina Chirica, who is a doctoral student at Milligan College.

Background

The purpose of this study is to determine the impact the soccer program has implemented on Hispanic descent student-athlete females on social development at a rural county high school.

Procedures

If you agree to be in this study, you will be asked to:

- Answer a series of open-ended interview questions and recorded via audio
- Confirm in detail meaning of interpreting answers

Voluntary Nature of the Study

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at the high school nor Milligan will treat you any differently if you decide not to participate in the study. If you decide to be in the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as fatigue, stress, or becoming upset. Being in this study would not pose risk to your safety or wellbeing.

The contributions of the research will provide feedback to the soccer program so that the coach/researcher can continue applying the recognized strengths but also make changes as needed in helping student-athletes of Hispanic descent have a more positive high school cultural experience as well as a lasting impact on their social development. The themes that will be established will also help teachers and school leaders in gaining a better perspective of the current experiences Hispanic descent students encounter. The themes that may be established may leave an imprint for future Hispanic descent adolescent generations that are contemplating joining the soccer program or looking for ways to develop socially.

Privacy

Your name will not be included in the findings of the study. The findings of this study will be shared with the administration at the rural county high school to help improve soccer program effectiveness for students of Hispanic descent student athletes. If the findings of this study are published or presented to a professional audience, no personally identifying information will be released. Data will be kept secure. Data will be kept for a period of at least 5 years, as required by Milligan College.

Contacts and Questions

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via email at bchirica@my.milligan.edu or by calling 423-737-1403. If you want to talk privately about your rights as an informant, you can contact the Milligan College Institution Review Board at IRB@milligan.edu

The researcher will give you a copy of this form to keep.

Statement of Consent

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above.

Printed Name of Teacher Informant _____

Signature of Teacher Informant _____

Date of consent _____

Appendix F

COMMUNITY MEMBER CONSENT FORM

Dear Community Member,

You have been invited to take part in a research study of examining the impact of the newly established soccer program and its impact on female adolescents of Hispanic descent in social development.

This part is being conducted by a researcher named Bettina Chirica, who is a doctoral student at Milligan College.

Background

The purpose of this study is to determine the impact the soccer program has implemented on Hispanic descent student-athlete females on social development at a rural county high school.

Procedures

If you agree to be in this study, you will be asked to:

- Answer a series of open-ended interview questions and recorded via audio
- Confirm in detail meaning of interpreting answers

Voluntary Nature of the Study

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at the high school nor Milligan will treat you any differently if you decide not to participate in the study. If you decide to be in the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as fatigue, stress, or becoming upset. Being in this study would not pose risk to your safety or wellbeing.

The contributions of the research will provide feedback to the soccer program so that the coach/researcher can continue applying the recognized strengths but also make changes as needed in helping student-athletes of Hispanic descent have a more positive high school cultural experience as well as a lasting impact on their social development. The themes that will be established will also help teachers and school leaders in gaining a better perspective of the current experiences Hispanic descent students encounter. The themes that may be established may leave an imprint for future Hispanic descent adolescent generations that are contemplating joining the soccer program or looking for ways to develop socially.

Privacy

Your name will not be included in the findings of the study. The findings of this study will be shared with the administration at the rural county high school to help improve soccer program effectiveness for students of Hispanic descent student athletes. If the findings of this study are published or presented to a professional audience, no personally identifying information will be released. Data will be kept secure. Data will be kept for a period of at least 5 years, as required by Milligan College.

Contacts and Questions

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via email at bchirica@my.milligan.edu or by calling 423-737-1403. If you want to talk privately about your rights as a informant, you can contact the Milligan College Institution Review Board at IRB@milligan.edu

The researcher will give you a copy of this form to keep.

Statement of Consent

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above.

Printed Name of Community Informant _____

Signature of Community Informant _____

Date of consent _____

Appendix G

FEMALE HISPANIC DESCENT STUDENT-ATHLETE CONSENT FORM

Dear Athlete,

You have been invited to take part in a research study of examining the impact of the newly established soccer program and its impact on female adolescents of Hispanic descent in social development.

This part is being conducted by a researcher named Bettina Chirica, who is a doctoral student at Milligan College.

Background

The purpose of this study is to determine the impact the soccer program has implemented on Hispanic descent student-athlete females on social development at the rural county high school.

Procedures

If you agree to be in this study, you will be asked to:

- Answer a series of open-ended interview questions and recorded via audio
- Confirm in detail meaning of interpreting answers

Voluntary Nature of the Study

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at the high school nor Milligan will treat you any differently if you decide not to participate in the study. If you decide to be in the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as fatigue, stress, or becoming upset. Being in this study would not pose risk to your safety or wellbeing.

The contributions of the research will provide feedback to the soccer program so that the coach/researcher can continue applying the recognized strengths but also make changes as needed in helping student-athletes of Hispanic descent have a more positive high school cultural experience as well as a lasting impact on their social development. The themes that will be established will also help teachers and school leaders in gaining a better perspective of the current experiences Hispanic descent students encounter. The themes that may be established may leave an imprint for future Hispanic descent adolescent generations that are contemplating joining the soccer program or looking for ways to develop socially.

Privacy

Your name will not be included in the findings of the study. The findings of this study will be shared with the administration at the rural county high school to help improve soccer program effectiveness for students of Hispanic descent student athletes. If the findings of this study are published or presented to a professional audience, no personally identifying information will be released. Data will be kept secure. Data will be kept for a period of at least 5 years, as required by Milligan College.

Contacts and Questions

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via email at bchirica@my.milligan.edu or by calling 423-737-1403. If you want to

talk privately about your rights as a participant, you can contact the Milligan College Institution Review Board at IRB@milligan.edu

The researcher will give you a copy of this form to keep.

Statement of Consent

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above.

Printed Name of Athlete Participant _____

Signature of Athlete Participant _____

Date of consent _____

Appendix H

Community Member Questions for Interview:

1. Tell me about yourself.
2. What is your relationship to the participant?
3. How would you describe the participant socially in the setting that you see her most often?

4. How would you describe the participant's social interaction with others in the setting you see her most often?
5. How would you describe the participant's social interaction with those of another race or sex in the setting you see her most often?
6. How would you describe the participant's soft skills? (being on time, following through with commitments, manners?)
7. Can you describe the gender roles in a Hispanic community?
8. How have the Hispanic gender roles impacted the participant socially?
9. Can you describe a scenario where the participant had to work as a team to reach an outcome? Describe the process and outcome.
10. What was your personal impression when you heard the rural county high school was getting a girls' soccer program? What was your personal impression when you heard the participant wanted to play on the team?
11. Do you believe there has been a difference in the school culture at since the girls soccer program was established?
12. What did you notice from the months of August to October (season) in the participant physically (how she presented herself) and emotionally (how she interacted with peers and community members)?
13. Have you noticed a difference in the participant now that season has ended?
14. From your perspective, how do you think an extracurricular activity, such as soccer in this case, can make an impact on an adolescent's life?

15. In your opinion, do you believe the girls soccer program made an overall positive/negative impact on the participant? Why?
16. In your opinion, how you think the girls soccer program socially impacted the participant?
17. How you think the soccer program has socially impacted the Hispanic population in the community?
18. What do you think stakeholders (players, coaches, managers) can do in the future to gain more community support of the soccer program?

Appendix I

Teacher Questions for Interview:

1. Tell me about yourself.
2. Describe the school culture.
3. How would you describe the participant overall as a student in your class?

4. How would you describe the participant's soft skills? (being on time to class, coming prepared with materials, paying attention in class)
5. How would you describe the participant's social interaction with others in the class?
6. How would you describe the participant's social interaction with students of another race or sex in the class?
7. Are you aware of a time the participant had to work on a group project? Describe the process and outcome.
8. What was your impression when you heard the rural county high school was getting a girls' soccer program?
9. Have you noticed a difference in the school culture since the girls soccer program was established?
10. What did you notice from the months of August to October (season) in the participant physically (how she presented herself) and emotionally (how she interacted with peers and teachers)?
11. Have you noticed a difference in the participant now that season has ended?
12. From your perspective, how do you think an extracurricular activity, such as soccer in this case, can make an impact on an adolescent's life?
13. In your opinion, do you believe the girls soccer program made an overall positive/negative impact on the participant? Why?
14. In your opinion, how you think the girls soccer program socially impacted the participant?
15. How you think the soccer program overall has impacted the Hispanic population at the school?

16. How you think the soccer program overall has impacted the Hispanic population socially at the school?