

SOCIAL Support, Collective Self-Esteem, and Team Effectiveness Among Student-Athletes in Lupon West DISTRICT

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ABSTRACT

The purpose of this study was to investigate the social support, collective self-esteem, and team effectiveness among student-athletes in Lupon West District. The study employed a quantitative research design, specifically a descriptive correlational method. Three adopted instruments were utilized to assess the levels of social support, collective self-esteem, and team effectiveness. The collected data were analyzed using means, standard deviations, and mediation analysis. The findings indicated that student-athletes exhibited high levels of social support, collective self-esteem, and very high levels of team effectiveness. Further, the study revealed a significant positive relationship between social support and team effectiveness. Moreover, collective self-esteem significantly affects team effectiveness.

KEYWORDS: *Education, social support, collective self-esteem, Team effectiveness, Philippines*

INTRODUCTION

Team effectiveness among student-athletes refers to a group's ability to collaborate, communicate, and perform efficiently toward shared goals in both sports and academics (Schroder et al., 2020). Understanding the factors that impact team effectiveness in sports is crucial, as they heavily emphasize collaboration and teamwork (Tang, 2018). Team effectiveness is essential to success at every level. Nevertheless, Rosen and Peden (2018) noted that the competitive nature of sports fosters a culture in which individual performance is often prioritized over team success, thereby undermining the development of team effectiveness. Additionally, a study by Bird et al. (2023) found that team

effectiveness is negatively affected by athletes' disagreements from time to time during competitions or practice sessions.

In the United States, the study by Schroder et al. (2020) revealed a lack of team effectiveness among athletes due to insufficient support and decreased team effectiveness. Moreover, Karafil and Ulas (2024) reported that 27 percent of the team effectiveness drop was due to a lack of support and some other factors. Additionally, Bradley et al. (2018) noted that team effectiveness is low despite the availability of academic support and athletic resources, as student-athletes face difficulties managing the dual pressures of sports and academics.

In the Philippines, Villanueva (2019) noted a decline in team effectiveness, as the influence of cultural values has been muted by poor social support and low self-esteem, which prevent teams from achieving an optimal model of team effectiveness. Similarly, Santos et al. (2021) posited that team effectiveness among Filipino student-athletes is low due to a lack of support from friends, insufficient support from family, and inadequate support for athletes.

In the Davao Region, the study conducted by Salas et al. (2020) revealed that student-athletes experienced low levels of team effectiveness, primarily due to family challenges, low self-esteem, and limited access to essential sports resources, which negatively affected overall team effectiveness and performance. Furthermore, Gayatgay et al. (2024) highlighted that student-athletes in the region continued to face diminished team effectiveness, which is hindered by inadequate sports facilities, insufficient social support, and a lack of self-esteem, all of which impede the development of team effectiveness and competitive performance.

Meanwhile, Smith et al. (2019) found that social support positively correlates with team effectiveness among student-athletes. Their findings suggest that when athletes receive emotional and instrumental support from coaches, teammates, family, and friends, team effectiveness, communication, and overall group performance are enhanced. Additionally, Tan (2022) further confirmed that social support has a significant positive impact on team effectiveness among student-athletes. Their research emphasized that consistent social encouragement and support foster trust, mutual respect, and a supportive team environment, all of which are critical to optimal team effectiveness and

achieving collective goals.

Moreover, according to Wingerter's (2020) study, high collective self-esteem among athletes leads to positive outcomes in team effectiveness and improvements in relationship quality, both of which are fundamental to their progress. Carron et al. (2014) support this argument by showing that collective self-esteem enhances group processes, particularly by encouraging athletes to be more supportive of their teammates and to provide constructive feedback, which, in turn, increases team effectiveness.

Based on the aforementioned studies, the researcher has not found any that specifically examine the influence of social support and collective self-esteem on team effectiveness, particularly among student-athletes, a group of students. The researcher was inspired to examine these variables because most studies have examined only bivariate relationships among them.

The above-mentioned studies are separate studies of the three variables: social support, collective self-esteem, and team effectiveness among student-athletes. The researcher was motivated to correlate these variables because, based on the researcher's capacity and the readings, no study has examined them with student-athletes as respondents, who are expected to demonstrate team effectiveness every time they play. In this study, the researcher investigates whether social support and collective self-esteem influence team effectiveness among student-athletes.

In light of the aforementioned context, the researcher aims to disseminate the findings of this study to a broad spectrum of stakeholders, including governing bodies, sports directors, physical education instructors, coaches, student-athletes, and fellow researchers, to deepen their understanding of the critical role that team effectiveness plays in student-athletes' performance in team sports. The outcomes of this research are expected to provide helpful insights to the school administration and faculty members, offering a clearer understanding of how social support and collective self-esteem influence team effectiveness. To ensure widespread access, the researcher will share the findings through various channels, including presentations at local, national, and international public research forums. Additionally, the researcher plans to submit the study to a peer-reviewed academic journal, with the aim of contributing to the broader scholarly discourse and supporting future research on social support, collective self-esteem, and team effectiveness among student-athletes.

Statement of the Problem

1. What is the level of social support among the respondents in terms of family support, friends' support, and significant other's support?
2. What is the level of collective self-esteem among the respondents in terms of membership, private self-esteem, public self-esteem; and Importance to Identity?
3. What is the level of team effectiveness among the respondents in terms of team purpose and goals, team roles, team processes, and team relationships?
4. Is there a significant relationship between social support and team effectiveness, and collective self-esteem and team effectiveness?
5. Do social support and collective self-esteem significantly influence the team effectiveness of the respondents?

METHODOLOGY

Research Design. This study employed a quantitative research method, specifically a descriptive-correlational design. To arrive at conclusions, quantitative research focuses on assessing and quantifying variables. It involves analyzing numerical data using statistical methods to provide quantitative answers to questions. Additionally, it covers how to gather numerical data to describe a phenomenon or problem (Apuke, 2017). To benefit both teachers and student-athletes, this design attempts to give a comprehensive understanding of social support and collective self-esteem as predictors of team effectiveness among student-athletes in Lupon West District.

Research Respondents. The respondents in the study were team-sports athletes from three public secondary schools in Lupon, Davao Oriental. For the academic year 2024–2025, these students were formally enrolled. Using statistical computations, 292 student-athletes were selected as respondents for the study; 135, 87, and 70 respondents were selected from schools A, B, and C, respectively. Abingwa and Abingwa (2023) state that an acceptable sample size is approximately 278 respondents for every 1,000 people. The sample size for this study was suitable because the population consisted of only 1,082 students. Hence, this study used the Roasoft calculator to determine the sample size.

Research Instruments. Three questionnaires were used to identify and measure the levels and relationships of social support, collective self-esteem,

and team effectiveness among student-athletes in team sports in Lupon West District. The three adopted questionnaires underwent validity and reliability tests. The first instrument used in the study is the Social Support Questionnaire, developed by Alexe et al. (2021), to assess the level of social support among athletes in terms of family, friends', and significant others' support. The adopted questionnaire was subjected to a reliability test, yielding a Cronbach's alpha of 0.82, which indicates good internal consistency. The second instrument used in the study is the Collective Self-Esteem Questionnaire developed by Cuadros et al. (2021) to assess collective self-esteem among athletes based on membership, private self-esteem; public self-esteem; and identity. There were four items for membership, four for private self-esteem, four for public self-esteem, and four for identity, for a total of 16 items in the test. The adopted questionnaire was subjected to a reliability test, yielding a Cronbach's alpha of 0.80, which indicates good internal consistency. The third instrument used in the study is the Team Effectiveness Questionnaire developed by Arora et al. (2023) to assess team effectiveness among athletes across team purpose and goals, team roles, team processes, and team relationships. There were seven items for team purpose and goals, seven for team roles, seven for team processes, and seven for team relationships, for a total of 28 items in the test. The adopted questionnaire was subjected to a reliability test, yielding a Cronbach's alpha of 0.95, which indicates high internal consistency.

Data Gathering Procedure. Before conducting the study, the researcher obtained permission from the graduate school dean and ethical clearance from the research ethics committee. After the certification was granted, the graduate school dean granted the researcher permission to conduct the study. After receiving approval from the graduate school dean, the researcher then requested permission from the Division Office of Davao Oriental to conduct the study. The respondents were explicitly asked for their consent, and they stated that their participation in the data gathering was voluntary and that they could withdraw if they felt uncomfortable. Further, the Data Privacy Act of 2012 was followed to ensure no data was shared. Processing of personal data was allowed as long as it complied with the act and other laws enabling disclosure to the public and as long as it complied with the rules of proportionality, transparency, and legitimate purpose.

Ethical Considerations. This research study was submitted to the University of Immaculate Conception-Ethics Review Committee (UIC-ERC) for evaluation to ensure that the proper protocol would guide its conduct. The main

objective of this research was to pursue knowledge and truth, and ethical norms would support this endeavor by preventing the fabrication and falsification of data.

RESULTS AND DISCUSSION

Level of Social Support Among Student-Athletes

Table 1 presents the results of social support. The overall mean rating for social support is 3.86, indicating a high level of social support. This indicates that student-athlete social support is often evident. In addition, the overall standard deviation is 0.56, which is less than one, indicating that the respondents' responses are nearly identical. This implies that student-athletes tend to feel that they receive constant levels of support from their family, friends, and significant others, which promotes greater well-being and effectiveness.

These findings align with the notion that a network of social support provides a vital foundation for athlete success, including student-athletes who manage simultaneous academic coursework and sports requirements (Latif et al. 2024). A study by Mira et al. (2023) found that perceived social support from family and friends is positively associated with athletes' well-being, indicating that those relationships are vital to athletes' effectiveness. Additionally, Ator and Ortizo (2024) stated that the high average rating of social support indicates student-athletes seek family- and friendship-based guidance and support throughout competitions and recoveries from sports struggles. Moreover, the investigation by Eather et al. (2023) demonstrated that athletes who receive strong social support show greater ability to manage sports and physical difficulties. Jefferson (2019) noted that the high mean rating of social support underscores the need to develop supportive systems for student-athletes within educational institutions and sports organizations, as these systems enhance their overall well-being and effectiveness.

Table 1
Level of Social Support among Student-Athletes

INDICATORS	Mean	Standard Deviation	Description
Family Support	3.80	0.67	High
Friends' Support	3.85	0.58	High
Significant Other Support	3.88	0.74	High
Overall Mean	3.86	0.56	High

Piepiora (2021) supported these claims, finding that student-athletes who perceived higher levels of social support were 30 percent more likely to report satisfaction with their sport experience. This suggests that fostering strong relationships and support systems can contribute significantly to student-athletes' effectiveness.

Level of Collective Self-Esteem among Student-Athletes

Table 2 summarizes all indicators of collective self-esteem among student-athletes. The overall mean rating of collective self-esteem among student-athletes is 3.92, which is described as high. This score indicates that the student-athlete often manifests collective self-esteem. Furthermore, the overall standard deviation is 0.55, which is less than one and indicates that the respondents' answers are nearly identical. This implies that student-athletes generally hold a strong, positive sense of pride and belonging within their athletic groups, reflecting their confidence and value as members of their teams.

Table 2
Level of Collective Self-Esteem among Student-Athletes

INDICATORS	Mean	Standard Deviation	Description
Membership Esteem	3.86	0.61	High
Private Self-Esteem	3.98	0.62	High
Public Self-Esteem	3.84	0.68	High
Importance to Identity	3.81	0.68	High
Overall Mean	3.92	0.55	High

Li et al. (2024) indicated that collective self-esteem is a multidimensional construct that supports the effectiveness and well-being of student-athletes. As noted by Harris and Orth (2019), a high collective self-esteem is not just about feeling good towards others; rather, it is integrative in how one sees his or her team as valuable, perceives himself or herself positively by others, and incorporates cluster identity into his or her core sense of self. Furthermore, Gordon (2021) stated that collective self-esteem across the high and consistent ratings strongly emphasizes the value of group identity for student-athlete lives. The alignment of this self-esteem with collective pride reflects protective and empowering developmental possibilities for personal identity and, at the same time, serves as a stabilizer in personal identity development.

The finding on the category aligns with the study by Bubna (2022), which described collective self-esteem as an individual’s evaluation of their value as a member of a group and its influence on team effectiveness. Smith et al. (2019) added that it plays a vital role in shaping student-athletes’ sense of identity and self-esteem, particularly in team sports, where shared identity and group pride are crucial to success.

Level of Team Effectiveness among Student-Athletes

Table 3 displays a summary of all indicators of team effectiveness. The overall mean rating of team effectiveness is 3.93, indicating a high level of effectiveness. This implies that observers often note the student-athlete's team effectiveness. In addition, the overall standard deviation is 0.58, which is less than 1 and indicates that respondents' responses are nearly identical. This implies that student-athletes view their teams as groups that work together efficiently and productively to achieve shared goals.

Table 3
Level of Team Effectiveness among Student-Athletes

INDICATORS	Mean	Standard Deviation	Description
Team Purpose and Goals	3.97	0.61	High
Team Roles	3.84	0.60	High
Team Processes	3.78	0.70	High
Team Relationships	3.85	0.71	High
Overall Mean	3.93	0.58	High

The results conform to Saha et al. (2024), who found that teams are effective when they stick to their tasks, stay motivated, and handle challenges well. On the other hand, the study by Rey et al. (2021) found that student-athletes' high team effectiveness provides strong evidence of internal team effectiveness, which helps them succeed and develop. This evidence supports the premise that appropriate purpose, goals, and relationships in athletic programs can sustain these positive outcomes.

Further, the study's outcomes supported Chu and Zhang's (2019) assertion that teams characterized by high levels of purpose and goals among members had a 25 percent higher likelihood of achieving effectiveness than those lacking such efficiency, highlighting the importance of relational aspects in team effectiveness. Foster and Chow (2020) added that, as a team, effectiveness

is not just about outcomes but also about how well the team creates an environment that promotes sustained success. The findings of this study corroborate the fact that student-athletes are part of a team system in which performance is upheld by structure, clarity, and effectiveness.

Significant Relationship between Social Support, Collective Self-Esteem, and Team Effectiveness

Table 4 illustrates the significant relationships among social support, collective self-esteem, and team effectiveness among student-athletes in Lupon West District. In a singular capacity, the result indicated a significant association between social support and team effectiveness ($p = 0.00$), which is less than the alpha of 0.05 ($p < 0.05$), suggesting a strong influence on team effectiveness among student-athletes in Lupon West District. On the other hand, in a singular capacity, the results show that there was a significant influence of collective self-esteem and team effectiveness among student-athletes in Lupon West District with a p-value of 0.00, which is less than the alpha of 0.05 ($p < 0.05$). It means that for every unit increase in collective self-esteem, there is a corresponding increase of .52 in team effectiveness among student-athletes in Lupon West District.

Table 4
Significant Relationship of Social Support, Collective Self-Esteem and Team Effectiveness

Variables Paired	r	p-value	Remarks
SS & TE	.431	.000	Significant
CS & TE	.613	.000	Significant

This implies that enhancing supportiveness of the team environment, defining clear roles and goals, and enhancing collective self-esteem can make a big difference in strengthening team effectiveness for student athletes. It is important for coaches and school leaders to focus on strategies that foster interpersonal relationships and clarify the objective of reducing viciousness, with a long-term vision of creating an environment within the team that has a strong sense of identity. Addressing these key areas can improve athletic performance for both individuals and teams.

Significant Influence of Social Support, Collective Self-Esteem, and Team Effectiveness

Table 5 illustrates the significant influence of social support, collective self-esteem, and team effectiveness among student-athletes in Lupon West District. The combined influence of social support and collective self-esteem as predictors of team effectiveness among student-athletes is significant in particular dimensions ($p < 0.000$). Social support and team effectiveness have a positive beta coefficient value of 0.19, while collective self-esteem and team effectiveness have a positive beta coefficient value of 0.52. Furthermore, R^2 is 0.405, indicating that the predictor variable explains 40.5 percent of the variation in team effectiveness among student-athletes' participation.

Table 5
Significance of the Influence of self-efficacy and leadership in sports towards Sports engagement

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Remarks
	B	Std. Error	Beta			
1 (Constant)	.968	.220		4.401	.000	
Social Support	.201	.053	.193	3.778	.000	Significant
Collective Self-Esteem	.559	.054	.526	10.321	.000	Significant

Note: R=.637, R-squared=.405, F=98.209, p=.000

The analysis found that the remaining 37 percent of the variation in team effectiveness among student-athletes is attributable to indicators not covered in this study. The results imply that team effectiveness is served well by increasing social support and collective self-esteem among student-athletes. To maximize athletic performance and collaboration, schools and coaches should prioritize building strong, supportive systems and fostering a sense of pride and belonging within teams.

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