

TEAM Interdependence, Compassionate Coaching, and Satisfaction Towards Sport Training among Athletes in Mati CITY

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ABSTRACT

Team interdependence, compassionate coaching, and satisfaction are considered vital factors that influence the overall training experience and performance of athletes in Mati City. This study aimed to examine the relationship among team interdependence, compassionate coaching, and satisfaction with sport training among student-athletes in Mati City. A quantitative research design, specifically a descriptive correlational research design, was employed to determine how team dynamics and coaching behaviors influence athletes' satisfaction with their training experience. The study involved 184 basketball and volleyball players from various schools in Mati City. Three adapted research instruments were used to assess the levels of team interdependence, compassionate coaching, and satisfaction with sport training. The data were analyzed using mean, standard deviation, and multiple regression analysis. The results showed that student-athletes demonstrated high levels of team interdependence, compassionate coaching, and satisfaction with their sport training. The analysis found a significant positive relationship among team interdependence, compassionate coaching, and satisfaction. Moreover, the analysis confirmed that both team interdependence and compassionate coaching have a significant influence on the level of satisfaction with sport training. These results may serve as a guide for athletic programs in developing strategies that support athlete satisfaction, engagement, and performance.

KEYWORDS: *Education, team interdependence, compassionate coaching, descriptive-correlational, Philippines.*

INTRODUCTION

Athletes' satisfaction with sports training is a positive emotional state linked to improved performance, mental health, and retention (Prabowo, 2024; Liu et al., 2022). However, dissatisfaction remains a persistent issue, often

stemming from inadequate resources, coaching, and support systems (Gould & Dieffenbach, 2019; Kerr & MacPhail, 2018). Global research indicates that unrealistic expectations and poor training conditions contribute to athlete stress and burnout (Rees et al., 2019; Kellmann & Beck, 2019). In the Philippines, systemic challenges like funding limitations and inadequate facilities further compound these issues, often overshadowing athlete welfare (Gonzales & Panganiban, 2020; Puno & Torres, 2021). Within the Davao region, limited access to trained coaches and insufficient community support remain critical barriers for grassroots athletes (Luna & Revilla, 2022; Ortega & Henson, 2022).

Team interdependence and compassionate coaching have been identified as key factors for mitigating these issues. A supportive, interdependent team dynamic enhances trust, motivation, and training satisfaction (Carron & Hausenblas, 2019; Klein et al., 2020; Smith, 2022). Simultaneously, compassionate coaching—characterized by empathy and emotional support—promotes athlete engagement and reduces burnout (Gervais et al., 2021; Smith et al., 2018; Jones & Parker, 2020).

Despite this, a significant research gap exists regarding the specific influence of these variables within the localized context of Mati City. Existing literature often focuses on burnout, individual emotional fluctuations, or general cultural coaching styles (Scharfen et al., 2021; Wenson, 2023; Strauss, 2021; Ryba, 2022; Valentine, 2024), leaving the interplay between team interdependence and compassionate coaching as predictors of training satisfaction underexplored. Furthermore, studies on Davao Oriental athletes have largely concentrated on individual sports (Navaja et al., 2024), neglecting the unique team dynamics and collective pressures inherent in team sports. This study addresses these gaps by assessing how team interdependence and compassionate coaching influence the training satisfaction of team-sport athletes in Mati City, ultimately aiming to inform more effective and supportive training programs.

Statement of the Problem

1. What was the level of team interdependence among respondents in terms of task interdependence; task cohesion; social cohesion; and outcome interdependence?
2. What was the level of compassionate coaching among respondents in terms of coach's compassionate engagement; and coach's compassionate actions?

3. What was the level of sports engagement among student-athletes in terms of quality of training; mental and emotional health; competitive performance; and competitive experience?
4. Was there a significant relationship between: team interdependence and satisfaction towards sport training; compassionate coaching and satisfaction towards sport training?
5. Do team interdependence and compassionate coaching among athletes significantly influence their satisfaction towards sport training?

Theoretical Framework

This study is grounded in three key theoretical perspectives that explain the relationships between team dynamics, coaching styles, and athlete satisfaction. First, **Social Interdependence Theory** (Kelley & Thibaut, 1959) posits that the structure of interdependence among group members significantly dictates individual motivation and outcomes. In this context, positive interdependence—where athletes perceive their success as linked to their teammates—fosters the cooperation and trust necessary for high training satisfaction. Second, **Achievement Goal Theory** (Elliot & McGregor, 2001) is utilized to understand the impact of compassionate coaching. By prioritizing athlete well-being and personal development, compassionate coaching nurtures a mastery-oriented climate, which has been shown to enhance intrinsic motivation and reduce performance anxiety. Finally, the study incorporates **Self-Determination Theory** (Deci & Ryan, 2000), which underscores the roles of competence and autonomy in athlete well-being. Together, these theories provide a comprehensive framework for evaluating how team interdependence and compassionate coaching collectively shape the training experiences and satisfaction of student-athletes.

METHODOLOGY

Research Design. This research study employed quantitative research, specifically a descriptive correlational research design. Generally, quantitative research refers to a study that derives its data primarily from gathering or collecting and analyzing numerical data to arrive at valid and conclusive objective evidence (Apuke, 2017). The features of this approach are structured research tools for collecting data, relying on large representative samples, and possible replication of the study to ensure reliability on the high side. In such cases, Milgram (2008) mentioned that the research objectives of quantitative

research typically are to characterize attributes, then quantify those attributes and build statistical models for observed patterns and relationship explanation.

Research Respondents. The respondents for this study were 184 secondary public-school athletes from Mati City who qualified for the City Meet. A complete enumeration using universal sampling was employed to assess the experiences of all student-athletes from various schools in Mati City. More specifically, the study included only basketball and volleyball players who participated in the city meet. Athletes who were involved in other sports were excluded, as the focus of the research was limited to these two team sports to ensure consistency in evaluating team interdependence, compassionate coaching, and satisfaction toward sport training.

Research Instrument. This study employed three validated, adapted survey questionnaires to quantitatively assess athlete experiences, with all items utilizing a five-point Likert scale (1=never to 5=always). Data collection relied on the Team Interdependence Questionnaire (Ouslis, 2018), which comprised 29 items covering task and social dynamics ($\alpha=.80$); the 16-item Compassionate Coach Scale (Oliveira, 2021), which evaluated compassionate engagement and experience ($\alpha=.95$); and the 12-item Athletes' Satisfaction Towards Sport Training (Prabowo, 2024), which measured quality of training, mental health, and competitive performance ($\alpha=.95$). Together, these instruments provided a reliable framework for examining the interconnected roles of team dynamics and coaching support in shaping athlete satisfaction

Data Gathering Procedures. The researcher submitted a letter requesting permission from the dean of the graduate school to conduct the study based on the approved research proposal. After obtaining the permission letter, the researcher formally sought ethical clearance from the University of the Immaculate Conception Research Ethics Committee before proceeding with the administration of the research instruments to the target respondents. After completing the first three steps, the researcher sought approval from the principals of the selected school. The respondents were explicitly asked for their consent, informed that their participation in the data gathering was voluntary, and free to withdraw if they felt uncomfortable. Further, the Data Privacy Act of 2012 was followed to ensure that no data would be shared. Processing of personal data was allowed as it complied with the Act and other laws that enabled information to be disclosed to the public, provided it followed the rules of proportionality, transparency, and legitimate purpose.

Ethical Considerations. This study adhered to ethical standards with approval from the Research Ethics Committee (REC) at the University of the Immaculate Conception (UIC). It emphasizes informed consent, confidentiality, and participant welfare. Data were securely managed, and participants were respected through transparent communication and fair treatment.

RESULTS AND DISCUSSIONS

This section presents the results, analysis, and interpretations of the data. The findings are presented descriptively and in tabular form.

Level of Team Interdependence among Student Athletes

Presented in Table 1 is the level of team interdependence with an overall mean of 3.60, interpreted as high, which means that the team interdependence of athletes is often manifested. It implies that the respondents showed high levels of team interdependence, meaning that frequent coordination of efforts among team members is required to accomplish shared goals. In addition, the overall standard deviation was 0.76, indicating that the responses were generally consistent.

Table 1
Level of Team Interdependence among Student Athletes

Indicators	Mean	SD	Interpretation
Task Interdependence	3.60	0.95	High
Task Cohesion	3.64	0.84	High
Social Cohesion	3.47	0.78	High
Outcome Interdependence	3.69	0.57	High
Overall Mean	3.60	0.76	High

This finding supports the study of Kozlowski and Ilgen (2020) and Martens and Schmitz (2019), which also showed a high overall level of team interdependence, indicating that teams with interdependent structures improve collaboration and performance, achieving up to 20 percent better results. It is also supported by Carron and Hausenblas (2019), who highlighted the role of interdependent training environments in enhancing athlete satisfaction and fostering effective team dynamics.

Level of Compassionate Coaching among Student Athletes

Table 2 shows the level of compassionate coaching, with an overall mean of 3.97, which is described as high. It means that the athletes often observed compassionate coaching within the group. It implies that athletes felt

Table 2.

Level of Compassionate Coaching among Student Athletes

Indicators	Mean	SD	Interpretation
Coach’s Compassionate Engagement	3.96	0.17	High
Coach’s Compassionate Actions	3.98	0.11	High
Overall Mean	3.97	0.14	High

that their coaches were able to notice feelings during hard times while keeping their cool in reacting. In addition, the overall standard deviation was 0.14, indicating that the responses were highly consistent among the athletes.

This result further supports the study of O’Leary and Duffy (2019), which also showed a high overall level of compassionate coaching. Their study revealed that athletes coached with compassion exhibited a 40 percent higher level of motivation compared to those under traditional coaching methods. Additionally, Kauffman et al. (2020) supported these findings by reporting that students who received compassionate coaching experienced a 35 percent increase in resilience. This reinforces the implication that consistent, compassionate coaching is not only recognized by athletes but may also be contributing to stronger psychological well-being and adaptability, key factors in athletic success. More so, it can be noted that the standard deviation ranged from 0.11 to 0.17, which is less than one, indicating that the respondents' consistency of responses has minimal variations only.

Level of Satisfaction towards Sports Training among Student Athletes

In Table 3, the level of athletes’ satisfaction toward sports training is presented with an overall mean of 4.03, described as high, indicating that athletes’ satisfaction with their sports training is often evident. It implies that athletes feel motivated by their satisfaction with their performance in previous competitions. In addition, the overall standard deviation was 0.13, indicating that responses were highly consistent among the participants.

Table 3

Level of Sports Engagement among Student-Athletes

Indicators	Mean	SD	Description
A. Maternal Support	3.55	0.78	High
B. Paternal Support	3.73	0.74	High
C. Coach-athletes Relationships	4.43	0.44	Very High
D. Peer Support	4.44	0.48	Very High
E. Control and Relevance of Sports	4.27	0.84	Very High
F. Future Aspirations and Goals	4.67	0.96	Very High
Overall Mean	4.22	0.37	Very High

The findings support the view of Smith et al. (2019), which showed athletes reported significantly higher satisfaction levels when supported by their coaches, highlighting the role of training quality and interpersonal dynamics in fostering positive experiences. Similarly, Lee and Kim (2020) demonstrated that athletes engaged in personalized training programs reported a 65 percent increase in satisfaction, emphasizing the importance of tailoring training to individual needs.

Significance of the Relationship between Team Interdependence, Compassionate Coaching, and Satisfaction towards Sport Training among Student Athletes

Table 4 presents the relationship between team interdependence, compassionate coaching, and satisfaction towards sport training among student athletes. The data shows that both team interdependence and compassionate coaching had a very strong positive relationship with satisfaction toward sports training, with r-values of .734 and .742, respectively. Meanwhile, both variables reflected a p-value of .000, which was less than the alpha level set at .05, two-tailed, supporting a statistically significant relationship. This implies that as team interdependence and compassionate coaching increased, satisfaction with sports training also significantly increased. Although the relationships were very strong, it highlighted the critical role of teamwork and compassionate guidance in enhancing student-athletes’ overall training experience.

Table 4

Significance of the Relationship between Team Interdependence, Compassionate Coaching, and Satisfaction towards Sport Training among Student Athletes

Satisfaction toward Sports Training				
	R	Strength of relationship	p-value	Remarks
Team Interdependence	.734**	A very strong positive relationship	.000	Significant
Compassionate Coaching	.742**	A very strong positive relationship	.000	Significant

Significance of the Influence of Team Interdependence and Compassionate Coaching to Satisfaction towards Sport Training among Student Athletes

Table 5 presents the results of the regression analysis of the influence of team interdependence and compassionate coaching on satisfaction with sports training. It was shown that both predictors significantly influenced satisfaction, with p-values less than .05, indicating that the model was statistically significant in explaining the variance in the dependent variable. The regression model yielded an R² value of .654, suggesting that 65.4 percent of the variation in satisfaction toward sports training was explained by the combined influence of team interdependence and compassionate coaching.

Additionally, the beta coefficients further revealed the individual effects of the predictors. Team interdependence had a standardized beta coefficient of .430, indicating that a one-unit increase in team interdependence led to a .430 increase in satisfaction with sports training. Similarly, compassionate coaching had a beta coefficient of .456, indicating that a one-unit increase in compassionate coaching led to a .456 increase in satisfaction. These findings demonstrated that both variables were significant contributors to athletes' satisfaction.

Table 5
Significance of the Influence of Team Interdependence and Compassionate Coaching to Satisfaction towards Sport Training among Student Athletes

Satisfaction towards Sport Training				
Predictors	Beta Coefficient	T	p-value	Remarks
Team Interdependence	.430	7.359	.000	Significant
Compassionate Coaching	.456	7.807	.000	Significant

Combined influence of the Predictors	
r = .809	
r ² = .654	
F= 171.43	
P = .000	Significant

Moreover, the results in Table 5 highlighted that team interdependence and compassionate coaching played a substantial role in shaping student-athletes’ satisfaction with their sports training. However, it was also noted that 34.6 percent of the variation remained unexplained, suggesting the potential influence of other unmeasured factors.

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