

Team Cohesion in Dancesport Athletes in Davao City

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Abstract

This study examined team cohesion among Dancesport athletes in Davao City, focusing on interpersonal relationships, shared goals, and communication skills. Using a quantitative, descriptive-comparative research design, data were collected from 80 athletes across public and private schools through a 26-item questionnaire adapted from validated instruments. Descriptive statistics revealed high levels of team cohesion overall, with interpersonal relationships rated highest ($M = 4.53$), followed by shared goals ($M = 4.47$) and communication skills ($M = 4.37$). Inferential analysis using t-tests and ANOVA showed no significant differences in team cohesion based on age, sex, or year level. These findings suggest that demographic variables do not influence team cohesion, and efforts to enhance cohesion particularly communication skills that can be applied universally. The study recommends targeted interventions such as communication workshops and team-building activities to strengthen cohesion and optimize performance.

Keywords: Team cohesion, interpersonal relationship; shared goals; communication skills; dancesport athletes

Introduction

Team cohesion in DanceSport is a significant challenge, as effective collaboration between dancers is crucial for performance. Diverse backgrounds can lead to conflicts, and the intense training and competition blur professional and personal boundaries, creating misunderstandings. A study on collegiate dancers found that a task-oriented motivational climate improves cohesion, while an ego-oriented climate hinders it (ScholarWorks, 2023). Additionally, research highlights the complexities in maintaining effective partnerships, emphasizing the need for reliable assessment tools like the Partnership Scale-DanceSport Couples to evaluate and improve team cohesion (PMC, 2023).

In Brazil, youth DanceSport athletes exhibit particularly low levels of team cohesion, marked by internal conflicts and misaligned motivational goals within teams (ProQuest, 2023). Globally, the integrity of DanceSport is undermined by manipulation within competitions. External influences, such as pressure from coaches and peers, contribute to division and distrust, further weakening team cohesion (World DanceSport Federation, 2023).

In the Philippines, regional disparities reflect the broader cohesion problem. In Manila, the absence of a centralized training system has led to uneven development and fragmented team dynamics. Dancers often train in isolation, making it difficult to build strong, cohesive units (DanceCom Preview, 2023). In Cebu,

despite community-driven initiatives, teams still struggle to foster consistent cohesion across diverse age groups and skill levels, affecting overall unity and performance (DanceCom Preview, 2023).

There is also a noticeable research gap regarding team cohesion in DanceSport. While transformational leadership is known to boost cohesion in other sports, its role in DanceSport remains underexplored (Sage Journals, 2023). Similarly, the relationship between exercise experience and team cohesion has not been thoroughly studied in competitive DanceSport settings (PMC, 2023). Furthermore, the impact of team-building interventions—which have proven effective in other athletic contexts—has yet to be adequately examined in DanceSport (Frontiers in Psychology, 2024). Bridging these gaps could lead to more effective strategies for enhancing cohesion in this discipline.

Statement of the Problem

The purpose of this study is to describe the level of team cohesion in Dancesport Athletes. Specifically, it answers the following objectives:

1. What is the profile of respondents in terms?
 - 1.1 age;
 - 1.2 year level; and
 - 1.3 sex?
2. What is the level of team cohesion in terms?
 - 2.1 Interpersonal relationships;
 - 2.2 Shared goals; and
 - 2.3 Communication skills
3. To analyze the significant differences in the level of team cohesion across the profile of the respondents.
4. To propose an intervention based on the results of the study.

Theoretical framework

This study is anchored on the theory of Social Identity theory by Henri Tajfel (1970) which seeks to explain that individuals define part of themselves through their group memberships, leading to a sense of belonging and shared identity with others in that group. This identification motivates individuals to favor their group (in-group) over other groups (out-groups) to maintain a positive social identity and enhance their self-esteem.

Conceptual Framework

The Social Identity Theory explains team cohesion by showing how a "we" feeling is developed through shared group membership. Through internalizing membership into their sense of self, members identify with their team, which increases feelings of belonging, and commitment, and motivates them to contribute to the achievement of their team. The drive for a positive social identity fosters further desirable teamwork behaviors such as cooperation and mutual support which are key characteristics of cohesive teams. On the other hand, low team identification hinders cohesiveness.

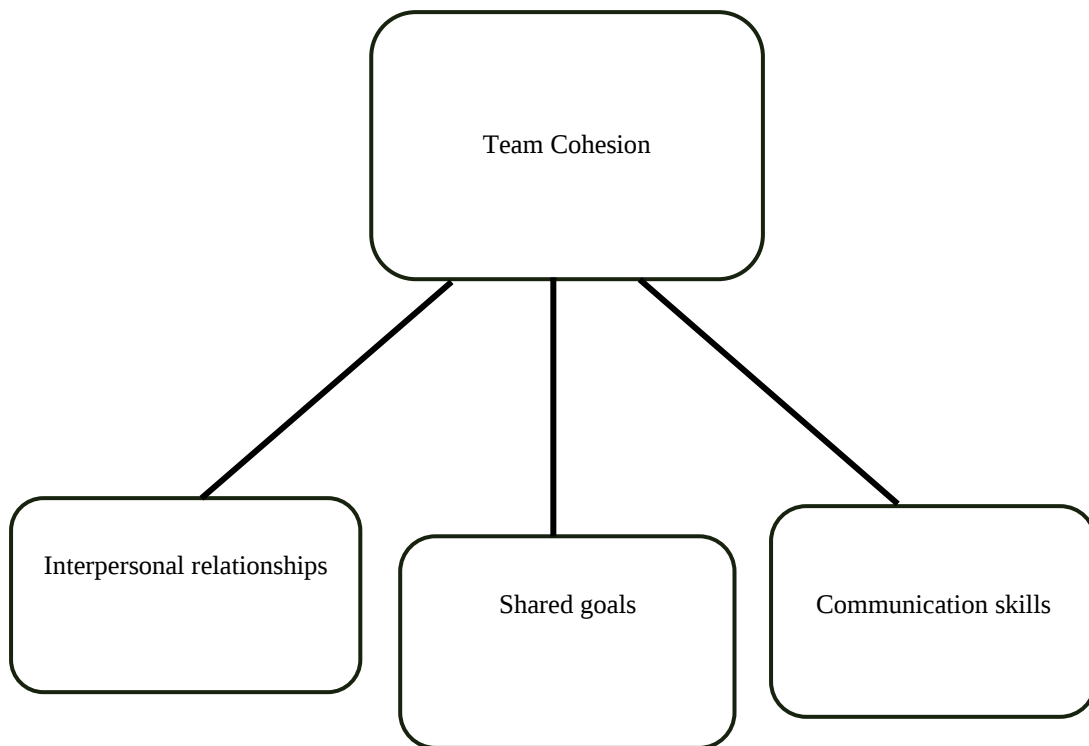


Figure 1. Team Cohesion in Dancesport in Davao City

Methods

This study investigates key interpersonal dynamics among dancesport athletes in the Davao Region, specifically focusing on team cohesion in Dancesport athletes in Davao City. Employing a quantitative, descriptive-comparative research design, as outlined by Creswell (2014), the research aims to identify trends and make comparisons between dancesport athlete groups from public and private schools. This approach allows for a thorough analysis of the variables and supports data-driven conclusions about their interrelationships. The study involves 80 Dancesport athletes from Davao City, chosen as they directly represent the context and scope of the research. Selecting a locale aligned with the research problem ensures the participants' experiences are relevant, thereby enhancing the validity of the findings (Creswell, 2014). To guarantee representation across both school types in the region's Dancesport community, Complete enumeration sampling will be employed (Arnab, 2017).

The first section, Sullivan and Feltz (2003) The Preliminary Development of the Scale for Effective Communication in Team Sports (SECTS), second section, Lieb et al. (2024) Factor loadings and item scores of the final version of the Erlangen Team Cohesion at Work Scale. Data collection will be conducted using a 26-items in questionnaire, divided as follows: 6 items in Section 1, 8 items in Section 2, and 12 items in Section 3. Respondents provided their answers on a 5-point Likert scale: 5 denotes strongly agree, 4 denotes agree, 3 denotes neutral, 2 denotes disagree, and 1 denotes strongly disagree, adapted and modified by the researcher to specifically measure the constructs of interest. Descriptive statistics, including frequency and mean scores, will be used to profile respondents and determine levels of communication skills, conflict resolution strategies, and team cohesion. Inferential statistics, such as t-tests and ANOVA, will be employed to examine potential significant differences in team cohesion based on athlete profiles, specifically their school affiliation.

Results and Discussion

This chapter outlines the discussion of the results and the analysis of the data. By employing suitable statistical methods, the gathered information was examined to address the issues outlined in the introduction of this study. The discussion is organized according to the order of the research objectives. Related literature is integrated to support and provide context to the findings.

Tables 1 provide a detailed demographic profile of the Dancesport athletes in Davao City involved in the study. Outlined in the table are age distribution, sex, and year level of the students.

Table 1. Demographic Profile of the Dancesport Athletes for Age, Sex and Year Level Frequency

Category	Frequency	Percent (%)
Age		
12	10	12.5
13	10	12.5
14	12	15
15	11	13.75
16	11	13.75
17	8	10
18	10	12.5
19	8	10
Total	80	100.0
Sex		
Female	43	53.75
Male	37	46.25
Total	80	100.0

Year Level		
Grade 7	11	13.75
Grade 8	11	13.75
Grade 9	14	17.50
Grade 10	23	28.75
Grade 11	11	13.75
Grade 12	10	12.50
Total	80	100.0

The table highlights the demographic characteristics of the Dancesport athletes, categorized by age, sex, and year level. The majority of respondents belong to the 14-year-old age group, representing fifteen percent, followed by 15-year-old and 16-year-old at 13.75 percent and 12-year-old, 13-year-old, and 18-years old at 12.5 percent, 17-year-old and 19-year-old with smaller proportions for other age groups at 10 percent. The sex distribution is near-even split, with fifty-three-point seventy-five percent female and forty-six-point twenty-five percent male respondents, ensuring balanced representation. Regarding year level, the majority of respondents are grade 10 students, comprising twenty-eight-point seventy-five percent, grade 9 with seventeen-point fifty percent, while the grade 7,8, and 11 have a thirteen-point seventy-five percent and the remaining twelve-point fifty percent are grade 12 students, indicating a stronger representation of those further along in their program.

Level of Team Cohesion in Dancesport Athletes in Davao City

The team cohesion in Dancesport athletes in Davao City are an essential result from the variable of this study.

Table 2. Level of Team Cohesion in Dancesport Athletes.

Psychological Outcome (PO)	SD	Mean	Interpretation
Interpersonal relationships	.50	4.53	Always
Shared goals	.51	4.47	Always
Communication skills	.51	4.37	Always
Overall Mean	.51	4.46	Always

Presented in table 2 are the descriptive statistics for the team cohesion in dancesport athletes in Davao City, measured across three dimensions: interpersonal relationships, shared goals, and communication skills, as well as the overall mean.

The standard deviation (SD) for interpersonal relationships is 0.50, for shared goals is 0.51, and for communication skills is 0.51, indicating minimal variability in responses and a high level of consistency among participants. The overall mean score is 4.46, reflecting those participants consistently experience high levels of cohesion across these psychological outcomes. Specifically, interpersonal relationships have the highest mean score at 4.53, followed by shared goals at 4.47, and communication skills at 4.37. These results suggest that dancesport athletes experience strong, consistent team cohesion in these key areas, which likely contributes to their overall performance and unity within the team.

Team cohesion is essential for success in sports, including dancesport, as it directly influences performance, collaboration, and athlete satisfaction. Carron et al. (2002) emphasize that team cohesion, which includes both task cohesion (working toward shared goals) and social cohesion (building strong interpersonal relationships), is critical for achieving high performance and mutual support. Similarly, Eys et al. (2009) found that higher levels of team cohesion led to better communication, smoother coordination, and overall improved outcomes, highlighting its importance in synchronized sports like dancesport. Effective team

cohesion fosters collaboration and motivates athletes, contributing to both individual and collective success.

In this variable, the standard deviation (SD) for the indicator interpersonal relationships is 0.50, indicating minimal variability in responses, which suggests consistency in how participants perceive their relationships within the team. The mean score is 4.53, categorized as *Always* reflecting that athlete consistently experience strong and positive interpersonal relationships. This high score underscores the importance of trust, communication, and cooperation in fostering a cohesive team environment. Strong interpersonal relationships are essential for effective collaboration and synchronization in dancesport, where mutual understanding and seamless interaction are key to success.

Research supports the importance of interpersonal relationships in team dynamics. Baumeister and Leary (1995) assert that the need for social connection is fundamental to human well-being, and strong interpersonal relationships foster emotional stability and enhance cooperation in teams. Similarly, Carron et al. (2002) emphasize that quality interpersonal bonds within a team enhance cohesion, leading to improved communication, collaboration, and overall team performance.

Further, shared goals with the standard deviation (SD) of 0.51, indicating minimal variability in how athletes perceive their alignment with common objectives. The mean score is 4.47 is interpreted as *Always*, reflecting that athlete consistently share goals and work together toward achieving them. This high score suggests that the team is strongly unified in their purpose, which is essential for effective collaboration and coordination. In dancesport, where synchronized effort and mutual focus are crucial, shared goals help to enhance motivation, performance, and overall team cohesion.

Research supports the role of shared goals in improving team cohesion and performance. According to Locke and Latham (2002), setting clear and challenging goals increases motivation and enhances task performance, making shared goals vital for team success. Similarly, Carron et al. (2002) emphasize that when team members are aligned with common objectives, they are more likely to engage in effective collaboration, leading to better team outcomes.

Lastly, communication skills registered the standard deviation (SD) for communication skills is 0.51, indicating slight variability in how athletes perceive communication within the team. The mean score is 4.37, also interpreted as *Always* suggesting that athletes consistently recognize the importance of effective communication, though it is slightly less emphasized compared to other variables like interpersonal relationships and shared goals. Communication skills are crucial in dancesport, where precise coordination and clear understanding between teammates are essential for synchronized performances. The consistency in responses and displaying mutual respect highlights that athlete generally feel communication plays a key role in maintaining team cohesion and ensuring effective collaboration.

Finally, a study by Gudykunst (2004), supports the importance of communication skills in team dynamics and that effective communication is essential for reducing misunderstandings and enhancing cooperation within teams. Similarly, Carron et al. (2002) note that communication is a critical component of team cohesion, as it facilitates the exchange of information and alignment of goals, improving overall team performance and unity.

Significant Difference of the level of team cohesion in Dancesport Athletes when analyzed according to profile

Table 3. The Difference in the Level of Team Cohesion in Dancesport Athletes when analyzed according to Demographic Profile.

Demographic Profile	Team Cohesion in Dancesport Athletes			0.05	Interpretation
	F-value	P-value	Decision @ Alpha Level		
Age	0.842	0.557	Accept hypothesis	null	There is no significant difference.
Sex	2.239	0.139	Accept hypothesis	null	There is no significant difference.
Year Level	0.916	0.476	Accept hypothesis	null	There is no significant difference.

Presented in Table 3 are the results of the team cohesion in dancesport athletes. The ANOVA was used to assess differences in team cohesion in dancesport athletes in Davao City based on age, while the T-test was applied to examine differences between sexes and year levels.

The analysis of age as a factor influencing team cohesion resulted in an F-value of 0.842 and a p-value of 0.557. Since the p-value is greater than the commonly accepted threshold of 0.05, we fail to reject the null hypothesis, which suggests that there is no significant difference in team cohesion based on age. This means that age does not have a meaningful impact on how cohesive a team feels. In practical terms, athletes of varying age groups experience similar levels of team cohesion, indicating that factors other than age, such as team dynamics, leadership, or communication, might play a more significant role in fostering a cohesive environment. These results suggest that efforts to improve team cohesion can be universally applied across different age groups, without needing to tailor strategies based on age differences. The absence of a significant finding also implies that age-related differences in team cohesion are not a critical concern, and other variables should be explored to enhance team unity.

The analysis of team cohesion based on sex resulted in an F-value of 2.239 and a p-value of 0.139. Since the p-value is greater than the conventional threshold of 0.05, we fail to reject the null hypothesis, which suggests there is no significant difference in team cohesion between male and female athletes. This indicates that sex does not appear to have a meaningful impact on how cohesive the team feels. In practical terms, both male and female athletes experience similar levels of team cohesion, suggesting that factors other than sex, such as teamwork, communication, or shared goals, are likely more influential in fostering a cohesive team environment. These results imply that team cohesion in dancesport is not significantly affected by the gender of the participants, and efforts to enhance cohesion can be applied universally across male and female athletes.

For year level, the F-value is 0.916, and the p-value is 0.476. Since the p-value is greater than the standard significance threshold of 0.05, we fail to reject the null hypothesis, indicating that there is no significant difference in team cohesion based on year level. This suggests that athletes in different year levels experience similar levels of team cohesion, and year level does not appear to have a meaningful effect on team dynamics. In practical terms, the results imply that the level of team cohesion is not influenced by an athlete's year in school or experience level, meaning that athletes at various stages in their academic or athletic careers experience similar levels of unity and collaboration within the team. Therefore, efforts to improve team cohesion should focus on other factors that might play a more significant role in shaping team dynamics.

To address the low mean score (4.37) in communication skills among dancesport athletes, an intervention plan will focus on enhancing both verbal and non-verbal communication. This will include workshops to improve listening, clarity in instructions, and non-verbal cues, along with role-playing exercises to practice real-life scenarios. Team-building activities will be incorporated to foster trust and openness, while clear communication protocols, such as standardized hand signals and verbal cues, will be introduced to ensure effective communication during practices and performances. These strategies aim to improve overall team cohesion and performance through better communication.

Conclusion

Based on the findings and results of the study, the following conclusions are presented: Dancesport athletes in Davao City demonstrate high levels of team cohesion, particularly in interpersonal relationships, shared goals, and communication skills. Demographic variables such as age, sex, and year level do not significantly influence the level of cohesion, suggesting that other factors such as team dynamics and interpersonal interactions play a more vital role in fostering unity. Notably, communication skills were identified as an area needing improvement, as they received slightly lower scores compared to other dimensions. These findings affirm Henri Tajfel's Social Identity Theory, which states that individuals derive a part of their identity from their membership in social groups. This sense of belonging reinforces a shared identity within the team, contributing to stronger cohesion. By enhancing communication, teams can further affirm and strengthen this group identity, leading to improved collaboration and overall performance.

Recommendations

This piece of work would be of significant to the following within the preview of this chapter: firstly, to team managers and Dancesport coaches, who would be able to use the findings to highlight the need to develop effective communication skills in athletes via specific workshops, team-building sessions, and effective communication protocols. Second, future researchers are recommended to explore other factors influencing team cohesion beyond demographics, such as leadership styles, motivation, and emotional intelligence, and consider longitudinal studies for deeper insights. Finally, to the athletes themselves, since the research points to the importance of good communication in enhancing team dynamics, challenging them to be actively involved in programs aimed at enhancing interpersonal relations and understanding. Through this, team unity can be yet further increased, resulting in better performance and more triumph in Dancesport competitions.

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Appendix A. Survey Questionnaire

Research Title: Team Cohesion in Dancesport Athletes in Davao City

A. Interpersonal relationships	5	4	3	2	1
1. The team supports each member fairly.					
2. The team treats each member with respect.					
3. The team can rely on each member.					
4. There is a fair distribution of tasks within the team					
5. There is good communication within the team.					
6. The team can stick together harmoniously.					
B. Shared goals	5	4	3	2	1
7. The team is working to ensure that all team members feel included and valued.					
8. Everyone in the team has the opportunity to work independently.					
9. Everyone is free to express their opinion openly.					
10. Everyone in the team constructively handles problems.					
11. There is a sense of “we” in the team.					
12. Everyone in the team has a clear understanding of the team's goals.					
13. In case of disagreements, everyone usually finds a good compromise.					
14. New team members are quickly integrated into the team.					
C. Communication Skills	5	4	3	2	1
15. Everyone in the team uses an appropriate tone of voice in communicating.					
16. Everyone in the team makes sure all players/dancers are included.					
17. The team fosters a friendly atmosphere by using nicknames.					
18. Everyone in the team uses slang and gestures that only people in the team would understand.					

19. The team passionately expresses themselves when upset.					
20. The team effectively conveys their emotions through body language.					
21. Everyone in the team is sympathetic to each other's point of view.					
22. Everyone in the team trusts each other.					
23. Everyone in the team communicates their feelings honestly.					
24. Everyone in the team shares thoughts with one another.					
25. Everyone in the team displays mutual respect.					
26. Everyone in the team addresses disagreements in direct and passionate discussions.					