

Connecting the Dots: Demographics, Competence, and Relationships in Dance Coaching

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Abstract

This study explores the dynamic relationship between demographic traits, coaching effectiveness, and transformational leadership behaviors among dance coaches in Eastern Visayas. Using the Transformational Leadership Theory, the research integrates demographics as influencers of instructional competence, with transformational leadership as a mediator. Employing a descriptive-correlational design, the study investigates the demographic profile and instructional competence of dance coaches through a survey instrument. Ethical considerations prioritize participant well-being and transparent reporting. Results reveal a significant correlation between coaching experience and appreciation, highlighting the impact of practical involvement on coaching attitudes. The study recommends tailored training programs to address specific coaching knowledge challenges and emphasizes nuanced interventions to enhance coaching capabilities, considering individual demographics. Overall, the research advocates for customized approaches to meet the diverse needs of dance coaches, contributing to ongoing improvements in coaching standards.

Keywords: Transformational Leadership Theory, dance coaching, instructional competence, coaching experience, demographics, tailored training, ethical considerations.

1. Introduction

Dance coaching plays a pivotal role in shaping the skills and competencies of performers, influencing not only individual dancers but also the overall dance community. This study delves into the intricate relationship between the demographic profiles and instructional competencies of dance coaches in State Universities and Colleges (SUCs) in Eastern Visayas, specifically within the context of PASUC Festivals. As the demand for high-quality dance instruction grows, understanding the diverse backgrounds and capabilities of dance coaches becomes essential for the development of targeted training programs and interventions.

The need for this study arises from a crucial gap in the current understanding of the relationship between demographic profiles, instructional competence, and transformational leadership behaviors among dance coaches in State Universities and Colleges (SUCs) in Eastern Visayas. While the study recognizes the importance of exploring how specific demographic traits influence instructional competence, there is a compelling need to delve deeper into the mechanisms through which transformational leadership acts as a mediator in this relationship.

By addressing this gap, the study aims to provide a more comprehensive and nuanced perspective on the dynamics within the realm of dance coaching. Understanding how transformational leadership qualities exhibited by dance coaches may enhance or moderate the connection between their demographic characteristics and instructional competence is essential for developing targeted training programs and interventions. This research will contribute valuable insights, shedding light on the intricate interplay between demographics, transformational leadership, and instructional competence among dance coaches in SUCs in Eastern Visayas.

2. Methodology

2.1 Research Design

The study employed a descriptive-correlational design to examine the dance competencies of dance coaches in State Universities and Colleges (SUCs) in Eastern Visayas. Utilizing a quantitative approach, the research gathered numerical data through a survey instrument, focusing on variables such as demographics and instructional competence. The main objective was to explore the relationship between demographic profiles and instructional competence. Correlational research methods were used to analyze statistical data and provide insights that can inform decision-making and drive improvements or changes in activities, aligning with the findings of scholars such as Babbie (2010) and Curtis, Comiskey, and Orla (2016).

2.2 Research Locale

The study was conducted in State Universities and Colleges (SUCs) in Region VIII (Eastern Visayas), Philippines, specifically those participating in PASUC Festivals. The locale includes ten SUCs across the provinces of Leyte, Southern Leyte, Biliran, Eastern Samar, Northern Samar, and Samar. These institutions were selected due to their active involvement in organized dance coaching and festival participation, providing an appropriate setting to examine the demographics, instructional competence, and leadership behaviors of dance coaches.

2.3 Research Participants

The participants in this study were purposefully selected, ensuring a diverse range of experiences, specifically targeting dance coaches from the 10 State Universities and Colleges (SUCs) in Region 8, also known as Eastern Visayas, who were actively involved in PASUC Festivals. Typically, these coaches were either Physical Education teachers, non-PE teachers, or individuals from different fields who were passionate dancers themselves or had received training in the dance genre they coached. To be eligible as a respondent, individuals had to have served as a dance coach for any dance genre, possessing a minimum of one year of coaching experience. Additionally, they were required to be official employees of the State Universities and Colleges in Region 8, actively engaging in the PASUC Festival.

2.4 Research Instrument

The study used a survey questionnaire to collect data on the demographic profile and instructional competence of dance coaches in State Universities and Colleges in Eastern Visayas. Demographic information includes sex, years of coaching, educational attainment, and total dance training hours. Instructional competence is measured through coaching knowledge and appreciation, with respondents rating statements on their coaching practices and ability to guide and motivate dancers using a Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The instrument ensures confidentiality and provides data to examine the relationship between demographics and coaching competence.

2.5 Data Gathering Procedure

The study employed a survey method to collect data from dance coaches in State Universities and Colleges (SUCs) in Eastern Visayas. First, the researcher identified and contacted the coaches from ten SUCs who met the eligibility criteria, including having at least one year of coaching experience and active participation in PASUC Festivals. After obtaining informed consent, the researcher distributed the questionnaire via Google Forms, ensuring confidentiality and voluntary participation. Respondents were given clear instructions to complete all items, covering demographics, coaching knowledge, and coaching appreciation. After submission, the researcher reviewed and organized the responses, preparing the data for statistical analysis to examine relationships between demographic factors and instructional competence.

2.6 Data Analysis

The collected data were analyzed using descriptive and correlational statistics. Frequencies and percentages were used to summarize the demographic profile of the dance coaches, including sex, years of coaching, educational attainment, and total dance training hours. Instructional competence, measured through coaching knowledge and coaching appreciation, was analyzed using means and standard deviations to

determine overall performance levels. To examine the relationship between demographic variables and instructional competence, Spearman's rho was used for ordinal and interval data, while eta correlation was applied for nominal and interval data. A significance level of 0.05 was set to determine whether relationships between variables were statistically meaningful. Results were interpreted to identify patterns and correlations that inform targeted interventions for improving coaching competence.

2.7 Ethical Considerations

The study placed a strong emphasis on ethical principles, ensuring the well-being of participants and upholding values such as equality, diversity, voluntary participation, beneficence, justice, professional integrity, approval from an Ethics Review Board, and transparent reporting of results. These principles served as a foundation for the research, highlighting the commitment to conducting the study in an ethically responsible manner.

The results of the investigation unveiled a significant correlation between coaching experience in dance and the level of coaching appreciation. This finding suggests that the accumulated experience in coaching within the dance domain is positively associated with a heightened appreciation for coaching, shedding light on the potential impact of practical involvement and expertise in shaping individuals' perceptions and attitudes towards coaching in the context of dance. The ethical considerations taken throughout the study ensure the credibility and validity of these results, reinforcing the reliability of the identified association between coaching experience and appreciation.

2.8 Trustworthiness

The study ensured trustworthiness through credibility, using a validated survey and including all eligible dance coaches; dependability, by following a systematic data collection and analysis process; confirmability, by reporting results based on participants' responses to reduce bias; and transferability, by providing detailed descriptions of the locale and participants. Ethical practices, such as informed consent and voluntary participation, further strengthened the study's integrity.

2.9 Reflexivity

The researcher acknowledges that personal experiences, perspectives, and background in dance and physical education may influence the interpretation of the data. Efforts were made to remain objective by relying on standardized instruments, adhering to ethical procedures, and reporting findings based solely on participants' responses. Regular self-reflection was conducted throughout the research process to minimize bias, recognize assumptions, and ensure that conclusions accurately reflect the experiences and competence of the dance coaches in Eastern Visayas.

3. Results and Discussion

The following section presents the results and discussion of a comprehensive study conducted to assess the demographic profile, coaching knowledge, and coaching appreciation levels among dance coaches in SUC's region 8. The study involved a total of 50 coaches who participated in a survey, representing the entire population of coaches in the region. Purposive sampling was conducted, ensuring that all identified coaches had the opportunity to contribute to the study.

Profile of the Respondents

A total of 50 coaches in the region participated in the survey. This number is considered the population parameter. No sampling was conducted, and all the identified coaches were sought to respond to the study. These coaches' demographics are shown in the table found on the next page.

Most of the participants in the study are male, comprising 62%. In addition, most of them have at least one to five years of coaching experience. This is followed by those with at least six to 10 years of coaching experience, comprising 44% and 36%, respectively. It is noted that several coaches have over 26 to

30 years of experience. In terms of the total hours of dance training received, it is notable that 16% of the participants have over 216 hours of training, equivalent to at least four (4) formal education courses. It is also worth underscoring that over 50% of the coaches have received 55 hours of training or equivalent to one (1) course of informal education.

TABLE 1. Profile of the Respondents

Descriptors	Frequency	Percentage
<u>Sex</u>		
Male	31	62
Female	19	38
<u>Number of Years in Coaching</u>		
1-5	22	44.0
6-10	18	36.0
11-15	2	4.0
16-20	4	8.0
21-25	1	2.0
26-30	2	4.0
Did not respond	1	2.0
<u>Highest educational Attainment</u>		
Baccalaureate Degree	18	36.0
Master's Level	6	12.0
Master's degree	16	32.0
Doctorate Degree	10	20.0
<u>Total hours of dance training</u>		
None	2	4.0
1 - 55 hrs	26	52.0
56 – 108	6	12.0
109-162	1	2.0
163-216	2	4
>216 hrs	8	16.0
Can't remember	5	10.0

The hour of training also seems consistent with the highest educational attainment that the respondents report. It is noted that most participants are baccalaureate degree holders, only about 20% of doctorate degrees, and about 12% are still doing their master's. In general, however, it can be said these dance coaches, the majority of these, are journeying into a level of mastery evident by their highest educational attainment.

This implies that coaching competence development initiatives may find it necessary to focus on particular demographics, including addressing potential variances in coaching approaches based on gender. Customized training programs tailored to coaches with diverse levels of experience could prove advantageous in addressing specific requirements at different points in their careers. Lai et.al (2013) stated that, recognizing the association between education level and training hours, it becomes crucial to formulate programs that seamlessly combine formal education with practical training experiences.

Coaching Competence

Instructional competence in this study is measured by coaching knowledge and appreciation. Utilizing a Likert-type scale, the study showed the extent of competence of the dance coaches instructional competence. A 15-item test was implemented for the participants to measure their coaching knowledge. The mean score of the participants in percentage is 58.53 ± 4.00 . This implies that, on average, the respondents answer at least eight items correctly. The highest score in terms of percentage was 86.67, with the lowest being 20. Such connotes that the lowest score observed is three, and the highest score observed is 13. The table below shows some items that seemed difficult for the coaches to answer correctly.

TABLE 2. Coaching Competence in Coaching Knowledge

No.	Items	f (no. of correct responses)	%	Interpretation
1	A dance coach's role is;	42	84	Very high competence
2	During a dance rehearsal, the coach notices that the dancers appear to be confused during a particular section of the dance. In deciding how to address this issue, the coach should begin by:	37	74	High competence
3	When planning a dance repertoire for a competition, a major advantage of selecting a program concept or theme for the concert is that it supports the selection of dances that:	14	28	Low competence
4	The best way for a dancer to maintain a healthy weight during daily training, rehearsals, and performances is to advise them to choose a diet that emphasizes:	21	42	Average competence
5	Coaches often have a repetition of rehearsals because repetition is an effective way to:	20	40	low competence
6	It is the most important to consider in coaching dance because it provides one with a strong base to build the rest of the skills.	15	30	Low competence
7	When using progressive overload as part of the weight-bearing exercise component of a conditioning program to build muscular strength, the coach should guide the dancer to gradually increase the:	26	52	Average competence
8	When analyzing a finished dance, a coach should give the highest priority to:	31	62	High competence
9	The most significant benefit of viewing video recordings of dance rehearsals for individual dancers who are preparing for a performance is that watching their own dancing is most helpful for:	27	54	Average competence
10	As a dance coach, which do you think of the following conditioning practices most exemplify the principle of specificity in a physical training program for the dancers?	18	36	Low competence

11	The coach plays a wide variety of roles. The most important role of the coach is:	38	76	High competence
12	One of the legal duties of the coach is to provide a safe environment for participants. Which of the following descriptions best summarizes providing a safe environment?	47	94	Very high competence
13	When giving feedback what does a coach needs to show?	16	32	Low competence
14	If you were having problems with a parent who was over-emphasizing winning and putting a lot of pressure on their child to perform, which of the following strategies is the best way of dealing with this situation?	40	80	High competence
15	Why is it important for the coach to find out if the dancers are enjoying the dance training program?	47	94	Very high competence

The items that were deemed difficult include Item No. 3 answered by only 14 individuals' item 3 is considered as the most difficult by the respondents. The respondents were asked about planning a dance repertoire for such an item. Other items that are answered correctly by less than 20 individuals, meaning at least 30 were wrong in their answers to such items, include Item 5, 6, 10, and 13. It was noted that the participants wrongly scored items that emphasized the value of rehearsals, fundamental dance skill, best practices, and feedback mechanisms. The findings reveal the focus area that can be articulated in a coaching mentoring mechanism.

Effective targeted training programs should prioritize the enhancement of expertise in specific challenging domains, including dance repertoire planning and the significance of rehearsals. To facilitate this, mentoring mechanisms could be implemented to offer coaches valuable experiential learning opportunities. By establishing connections with seasoned experts in the field of dance coaching, coaches can glean insights and best practices that contribute to their professional development and overall effectiveness in training programs. This approach ensures a comprehensive and tailored approach to skill improvement, addressing identified areas of difficulty and fostering continuous growth within the dance coaching community. (Krasilshchikov, 2015).

Coaching Appreciation

As data are measured at the Likert-type scale, coaching appreciation levels are presented in terms of media and sports concerning each of the statements in the scale. The overall coaching appreciation level is presented according to items. The corresponding scores were summed up in each of the statements. The confidence intervals are also provided to ensure a degree of population estimation. The table below presents the coaching appreciation levels of dance coaches corresponding to each statement in this scale.

TABLE 3. Coaching Competence in Coaching Appreciation

Statements	Mean	Interpretation
Provides performance feedback by focusing on what needs to be done than highlighting the mistakes.	4.64	Very High appreciation level
Deliver the feedback with sensitivity and respect	4.76	Very High appreciation level

while maintaining the connection and relationship.		
Point out each dancer's strengths and weaknesses	4.56	Very High appreciation level
Explain how each dancer's contribution fits into the whole picture	4.70	Very High appreciation level
Gives the dancer a chance to mentally prepare themselves for potential criticism.	4.62	Very High appreciation level
Allowing dancers to be involved in evaluating one another's, and their own performance.	4.54	Very High appreciation level
Recognizing and rewarding the dancer for his/her development.	4.54	Very High appreciation level
Establishing rapport with the dancers.	4.68	Very High appreciation level
Review how things have gone and find opportunities for improvement	4.80	Very High appreciation level
Encourage the dancers to work with satisfaction and with intrinsic motivation.	4.74	Very High appreciation level
Overall Coaching Appreciation Level; ($\bar{x}$, CI)	4.6 $\pm$ 0.12	Very High appreciation level

The above table shows that over 50% of the coaches exclaimed that they are "Always" performing the tasks presented on the scale across all items. This implies that over 50% of coaches provide performance feedback delivered with sensitivity and respect; articulating dancer strengths and weaknesses with explanations on how each dancer could contribute to the entire performance; mentally preparing the dancers; involving them in the evaluation process; recognizing and rewarding the dancer; establishing rapport; reviewing how things could be done and improved; and the provision of encouragement to the dancers articulating intrinsic motivation. Overall, the coach's appreciation level is considered at its optimum, yielding a value of 4.6 ± 0.12 . Factoring these confidence interval levels, it would redound to a lower bound of approximately 4.54. This indicates that an optimal appreciation among dance coaches is inherent to their teaching processes.

Moen and Federici (2013) found that the higher perceived coach competencies were associated with higher satisfaction. In other words, the coaches have an appreciation and drive and appreciate the dance, however they are challenged on the knowledge. So there is really a need for intervention because they have the drive but they lack the intervention.

In addition, acknowledging the considerable value placed on coaching, coaches can derive advantages from ongoing professional development in domains where they encounter difficulties, particularly in expanding their coaching expertise. The positive impact of long-term coaching experience on coaching appreciation implies that mentorship initiatives and collaborative experiences among coaches have the potential to elevate overall competence in the field. By addressing challenges and fostering shared learning, coaches can contribute to the continual enhancement of their coaching capabilities.

Demographic Profile and Instructional Competence

Two test statistics were utilized to test whether there is no significant relationship between demographic profile and instructional competence. One was Spearman rho (ρ), and the other is the eta correlation (The eta correlation is designed to test the relationship between nominal and interval data as in the case of sex and Coaching knowledge, sex and Coaching Appreciation Level, and sex and Dance Skill Level.

TABLE 4. Relationship Between Demographic Profile and Instructional Competence

Variables		Computed Statistic	p-value	Interpretation
Sex	Coaching knowledge	$\eta = 0.174$	0.227	Not Significant
	Coaching Appreciation Level	$\eta = 0.213$	0.137	Not Significant
Highest Educational Attainment	Coaching knowledge	$\rho = -0.027$	0.855	Not Significant
	Coaching Appreciation Level	$\rho = 0.009$	0.949	Not Significant
Number of years in coaching dance	Coaching knowledge	$\rho = 0.100$	0.494	Not Significant
	Coaching Appreciation Level	$\rho = 0.288$	0.045*	Significant
Total hours of dance trainings	Coaching knowledge	$\rho = 0.079$	0.600	Not Significant
	Coaching Appreciation Level	$\rho = 0.180$	0.232	Not Significant

* Less than 0.05 level of significance

The above table shows no significant difference between the demographic variables' sex with respect to instructional competence (coaching knowledge and coaching appreciation level). The same results arrived when the highest educational attainment was compared to these instructional competence variables and total hours of dance training. The absence of a significant relationship is supported by p-values that are not less than 0.05.

Nonetheless, a significant relationship was observed between the number of years in coaching dance and one's coaching appreciation level. This is based on $\rho = 0.288$ slight correlation and a p-value of 0.045, which is less than the 0.05 level of significance. The slight correlation indicates that the degree of relationship between the variables is generally minimal which by coefficient translates to only about 28% of relationship. Such value is less than 30%, hence classified as slight correlation.

Thus, it can be said that there is a significant relationship between the number of years in coaching dance and one coaching appreciation level. This finding is supported by literature, considering that as one acquires several experiences in any turf, the degree of appreciation of that person in relation to the discipline would also be positive or result in higher compatibilities. West (2016) further point out that both the coach's and athlete or dancer's behavior will influence each other's perceptions and motivation levels. Motivated dancers tend to perform well if they perceive more positive communication from coaches as a manifestation of a high appreciation in coaching dance.

Hence, in the development of coaching programs and interventions, careful consideration should be given to the nuanced correlation between a coach's experience and their appreciation levels. Tailoring approaches becomes imperative to address the specific challenges faced by coaches, taking into account their individual demographic characteristics.

4. Conclusion

In conclusion, the study conducted a comprehensive assessment of dance coaches in SUC's region 8, examining their demographic profile, coaching knowledge, and coaching appreciation levels. The results

highlighted a diverse demographic profile with a majority of male coaches and varying coaching experience. While overall coaching appreciation was high, specific challenges in coaching knowledge, such as dance repertoire planning and the significance of rehearsals, were identified, suggesting a need for targeted training programs.

The study emphasized the lack of significant relationships between demographic variables and instructional competence, except for a correlation between coaching experience and coaching appreciation. The recommendations include tailored training programs, mentorship initiatives, and collaborative experiences to address identified challenges and enhance coaching capabilities, taking into account individual demographic characteristics, particularly coaching experience. The findings underscore the importance of nuanced interventions to meet the specific needs of dance coaches in the region.

5. Recommendation

The comprehensive study of dance coaches in SUC's region 8 sheds light on critical aspects of their profiles and competencies. Despite the predominantly male composition and varying coaching experience, the coaches exhibit high levels of overall coaching appreciation. However, specific challenges in coaching knowledge, particularly in dance repertoire planning and rehearsal significance, warrant focused attention.

To address these issues, the study recommends tailored training programs, mentorship initiatives, and collaborative experiences among coaches. Acknowledging potential gender-based differences, coaching experience nuances, and the importance of continuous professional development are crucial for effective interventions. The positive correlation between coach competencies and dancer satisfaction underscores the significance of targeted strategies to enhance coaching capabilities. In conclusion, the study advocates for nuanced and customized approaches to meet the diverse needs of dance coaches in the region, aiming to contribute to continual improvements in coaching standards.

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