

Sayaw Na, Sport Pa: Quality of Coaching and Training of Dancesport Athletes

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ABSTRACT

Dances port, a fusion of artistry and athleticism, demands rigorous training and effective coaching to achieve competitive success. This study examines the relationship between coaching quality, training effectiveness, and competition standing among Dancesport athletes in General Santos City. Using a convergent mixed-methods approach, data were collected through surveys and open-ended responses and analyzed using descriptive statistics, Spearman's rho correlation, and narrative analysis. Results indicate that coaching quality does not directly influence the extent of training, suggesting that training frequency and intensity may be shaped by external factors, such as athlete experience and personal commitments. However, there is a notable correlation between coaching quality and training effectiveness, highlighting that varied coaching styles significantly impact athletes' confidence, adaptability, and creativity. Conversely, the study finds no clear link between coaching quality and competition standing, implying that external elements, including institutional support and competition experience, may play a greater role in performance outcomes. The findings emphasize that structured training significantly enhances technical proficiency, but inconsistencies in methods and limited institutional backing hinder skill refinement and competitive advancement. The study recommends holistic coaching approaches that combine technical expertise with emotional support, alongside structured intervention programs such as mentorship, performance analysis, and exposure to elite competitions. These strategies aim to enhance athlete development and bridge the gap between local and national competitiveness. To optimize performance outcomes in Dancesport, institutions are advised to adopt evidence-based coaching models that foster both physical and mental growth. Additionally, future research should explore the long-term effects of coaching styles on athlete progression to further refine training methodologies.

Keywords— Dancesport Athletes; Coaching and Training; PRISAA; General Santos City, Philippines

INTRODUCTION

This study examines the quality of coaching and training in Dancesport athletes competing in the Private Schools Athletic Association (PRISAA) in General Santos City. It highlights how coaching styles, training methodologies, and competition experiences influence athlete development under the "Sayaw na, Sports Pa" framework. Despite the increasing recognition of Dancesport as a competitive discipline, inconsistencies in coaching strategies and the lack of standardized training frameworks pose challenges to athlete growth and performance. Grounded in General Systems Theory (GST), Intentional Change Theory (ICT), and Self-Regulation Theory (SRT), this research aims to assess the relationship between coaching quality, training effectiveness, and competition standing. Using a convergent mixed-methods design, the study integrates qualitative insights from athletes' lived experiences with quantitative data on coaching competency, training quality, and competitive performance.

The study specifically investigates how coaching factors—such as motivation, game strategy, techniques, and character-building—affect athletes' training in Latin American and Standard American dance styles and their competition standings at interschool, regional, and national levels. By evaluating the influence of different coaching styles, including command, reciprocal, problem-solving, and guided discovery, the research seeks to determine whether coaching quality significantly impacts training and competition outcomes. The findings aim

to support athletes, coaches, educators, school administrators, and sports organizations in refining training programs and interventions to enhance athlete performance. Ultimately, the study's results will inform the development of a coaching intervention program to improve training efficiency and elevate Dancesport's competitive standing in General Santos City and beyond.

LITERATURE REVIEW

Dancesport is a competitive ballroom dancing discipline that blends athleticism and artistry, demanding high levels of technical skill, physical fitness, and mental concentration. Unlike social or exhibition dancing, Dancesport is judged based on strict criteria, including technique, rhythm, and artistic expression (Kanungo, 2022; Cao & Phongsatha, 2023). The sport challenges dancers' physical and cognitive abilities, emphasizing motor coordination and early specialization (Zabrocka et al., 2015). Its biomechanical and physiological demands require advanced technical precision and aesthetic presentation (Wyon & Redding, 2015), highlighting the need for extensive training and preparation.

Quality coaching plays a crucial role in Dancesport, extending beyond technical instruction to foster trust, motivation, and emotional resilience in athletes. Coaches are responsible for creating a supportive training environment that enhances athletes' physical fitness and psychological well-being (Davis et al., 2019; Felton & Jowett, 2023). Effective coaching integrates strength and conditioning, technical refinement, and psychological support, including mental skills training and goal-setting, to improve athletes' performance (Horn et al., 2018; García-González et al., 2020). Furthermore, Dancesport training programs focus on enhancing physical conditioning, neuromuscular coordination, and partner synchronization (Pereira et al., 2020; Koutedakis & Jamurtas, 2019). Through a combination of structured training and personalized coaching, athletes can excel in competition, as strong coach-athlete relationships and comprehensive training strategies ensure holistic development and sustained success.

RESEARCH METHODOLOGY

This study employed a convergent mixed-methods design to examine the relationship between the quality of coaching, training effectiveness, and the competition standing of dancesport athletes. A research-made questionnaire was used to collect both quantitative and qualitative data, ensuring a comprehensive analysis of athletes' experiences. The quantitative component utilized a four-point Likert scale to assess coaching quality (closeness, commitment, complementarity, and co-orientation), training effectiveness (motivation, game strategy, techniques, and character building), and the extent of training in Latin and Standard dances. Responses ranged from "Strongly Disagree" (1.00–1.74) to "Strongly Agree" (3.25–4.00). Meanwhile, qualitative data explored the athletes' personal perspectives on dancesport and its impact on their discipline, emotional well-being, and personal growth. The study was conducted in General Santos City, focusing on dancesport athletes from PRISAA-member higher education institutions. A purposive sampling method was used, selecting 33 official PRISAA competitors, ensuring a well-targeted sample. Data collection was conducted via Google Forms to accommodate athletes' training schedules. Quantitative data were analyzed using descriptive statistics, including means and standard deviations, while Spearman's rho and Pearson's correlation coefficients measured relationships between coaching, training, and competition performance. Thematic analysis was applied to qualitative responses, revealing deeper insights into athletes' experiences. This methodological approach provided a balanced understanding of how coaching and training influence dancesport athletes' skill development and competitive success.

RESULTS AND DISCUSSION

Dancesport is a unique fusion of artistic expression and athletic discipline, allowing athletes to develop both creativity and physical endurance. It serves as a powerful medium for self-expression, enabling dancers to communicate emotions beyond words (Hanna, 2015; Bläsing, 2019). As one athlete shared, "Every routine tells a story. The way we move, the energy we give, and the emotions we project create a unique experience for both the dancers and the audience." (Anna). Beyond artistry, the sport requires discipline and perseverance, aligning with Self-Regulation Theory (Newman & Newman, 2017), which emphasizes the development of self-control and adaptability. Another athlete expressed, "Dancesport taught me to be more confident. The way we interpret

music through movement is an art in itself.”.

In addition to artistic expression, Dancesport demands physical and mental resilience. Training is rigorous, requiring strength, flexibility, and stamina to perform at peak levels (Koutedakis & Jamurtas, 2015). One respondent noted, “People often underestimate the athleticism required in dancesport. We go through intense training to perfect our techniques, improve our stamina, and strengthen our bodies.” (Benj). Furthermore, the sport fosters mental toughness, helping athletes stay focused under pressure (Gupta & McCarthy, 2021). As another dancer explained, “In competitions, pressure is high. But through Dancesport, I learned how to stay focused, control my emotions, and perform at my best despite challenges.” (Kulot). The combination of dance and sports enhances confidence, teamwork, and resilience—qualities that extend beyond the dance floor and into everyday life (Gucciardi, Hanton, & Mallett, 2016).

Ultimately, “Sayaw na, Sports pa” captures how Dancesport integrates creativity and athleticism, shaping athletes into well-rounded individuals. It offers an avenue for both self-expression and physical excellence, helping dancers cultivate discipline, perseverance, and personal growth. As Jarren summarized, “Dancesport pushes me beyond my limits, but it also teaches me discipline and resilience.” The findings highlight the sport’s multifaceted nature—where passion, performance, and endurance merge to create a transformative experience for athletes.

The results in table 1 indicate that Dancesport athletes perceive their coaches as highly effective, demonstrating strong closeness, commitment, complementarity, and co-orientation. Athletes report that their coaches are approachable and supportive, aligning with Jowett’s 3+1 Cs Model, which emphasizes the importance of trust and motivation in coaching relationships (Jowett, 2017). Additionally, dedicated coaching fosters resilience and goal achievement, supported by Boyatzis’ Intentional Change Theory (ICT), which suggests that positive coaching relationships drive meaningful behavioral changes (Boyatzis, 2018). However, research cautions that excessive emotional closeness may limit athlete independence, highlighting the need for a balanced coaching approach (Hampson & Jowett, 2017; Olusoga et al., 2019).

Furthermore, complementarity in coaching—characterized by clear communication, adaptive strategies, and collaboration—enhances motivation and performance, as supported by Jung and Kim’s Interpersonal Dynamics in Coaching Model (Jung & Kim, 2020). Athletes who actively engage in decision-making experience greater satisfaction and development (Amado et al., 2021). Similarly, co-orientation between coaches and athletes strengthens goal alignment and performance efficiency, aligning with Gittell’s Relational Coordination Theory (Bolton, Logan, & Gittell, 2021). However, studies suggest that excessive alignment without constructive feedback may hinder adaptability (Lyle, 2018). Overall, the findings highlight that strong coach-athlete relationships in Dancesport significantly enhance athlete motivation, resilience, and performance, while a balanced approach ensures long-term growth and autonomy.

Table 1 shows that athletes rate their coaches highly across all dimensions: closeness ($M = 3.67$, $SD = 0.41$), commitment ($M = 3.70$, $SD = 0.47$), complementarity ($M = 3.69$, $SD = 0.47$), and co-orientation ($M = 3.65$, $SD = 0.48$). This indicates that athletes experience a supportive, dedicated, and adaptive coaching environment, contributing to their confidence, motivation, and long-term success in Dancesport.

Table I. Extent of Quality of Coaching of the Dancesport Athletes

Indicators		Mean	SD	Interpretation
1.1.	Closeness	3.67	.41	Strongly Agree
1.2.	Commitment	3.70	.47	Strongly Agree
1.3.	Complementarity	3.69	.47	Strongly Agree
1.4.	Co-Orientation	3.65	.48	Strongly Agree
Overall Mean		3.68	.46	Athletes strongly agree that their coaches demonstrate a high level of closeness, commitment, complementarity, and co-orientation in their coaching

Dancesport athletes perceive their coaches as highly competent in motivation, skill development, and character-building. Coaches who create goal-oriented environments enhance athlete engagement and confidence, aligning with theories like Intentional Change Theory (ICT) and Self-Regulation Theory (SRT) (Harwood et al., 2015; Jowett, 2017). Autonomy-supportive coaching further sustains motivation, as athletes perform best when they feel empowered and competent (Hagger & Chatzisarantis, 2016). Additionally, structured technical instruction enhances skill acquisition and execution, with progressive learning preventing inconsistencies and injury risks (Williams & Hodges, 2018). However, balancing technical guidance with athlete-driven learning fosters both precision and creativity (Correia et al., 2021).

Coaches also play a key role in character development, instilling values such as resilience, sportsmanship, and discipline (Turnnidge et al., 2017). Psychological resilience is essential in managing pressure, while sportsmanship fosters teamwork and ethical behavior (Vealey & Chase, 2016). The effectiveness of a coaching style depends on its adaptability—reciprocal coaching encourages collaboration, problem-solving coaching enhances critical thinking, and guided discovery fosters creativity and self-directed learning (Cheon & Reeve, 2015; Light & Harvey, 2017). However, excessive reliance on autonomy may hinder skill acquisition for novice athletes, emphasizing the need for a balance between structure and independence (Krause et al., 2019).

Overall, the findings highlight the comprehensive role of coaches in shaping Dancesport athletes' performance and personal growth. Future research could explore how different motivational and instructional techniques impact performance at various competitive levels (Deci & Ryan, 2017; O'Connor et al., 2018). Table 2 shows results reinforce these perceptions, with high athlete ratings in motivation ($M = 3.66$, $SD = 0.47$), game strategy ($M = 3.66$, $SD = 0.48$), technical instruction ($M = 3.64$, $SD = 0.49$), and character development ($M = 3.69$, $SD = 0.47$). Additionally, command ($M = 3.63$, $SD = 0.50$), reciprocal ($M = 3.65$, $SD = 0.48$), problem-solving ($M = 3.63$, $SD = 0.50$), and guided discovery coaching ($M = 3.65$, $SD = 0.49$) are all highly rated. These findings emphasize that diverse and adaptive coaching strategies significantly enhance motivation, skill proficiency, and personal growth, driving competitive success in dancesport.

Table II. Quality of Training of Dancesport Athletes in terms of Coaches Coaching Competency

Indicators		Mean	SD	Interpretation
2.1.	Motivation	3.66	.47	Strongly Agree
2.2.	Game Strategy	3.66	.48	Strongly Agree
2.3.	Techniques	3.64	.49	Strongly Agree
2.4.	Character Building	3.69	.47	Strongly Agree
2.5.	Command Style	3.63	.50	Strongly Agree
2.6.	Reciprocal Style	3.65	.48	Strongly Agree
2.7.	Problem-Solving Style	3.63	.50	Strongly Agree
2.8.	Guided Discovery	3.65	.49	Strongly Agree
Overall Mean		3.65	.46	Athletes strongly agree that their coaches demonstrate excellent competency and effective coaching styles in motivation, game strategy, techniques, character building, and various coaching approaches.

The findings reveal that Dancesport athletes exhibit strong rhythm, timing, and confidence in their performances, especially in Latin and ballroom dances. For instance, in Cha-Cha, athletes demonstrate excellent rhythm and confidence, but there is room for improvement in stylistic execution and technical precision (Gallo & Carvajal, 2019). Similarly, Jive athletes showcase strong timing and rhythmic skills, but the complexity of footwork and physical endurance require more focused practice (McCabe & Choi, 2019). In Rumba, synchronization and confidence are key strengths, but the emotional expression and fluidity of movement need further development (Pektaş & Korkmaz, 2020). Research indicates that improving stylistic execution and technical accuracy across

these dances is essential for enhancing overall performance (Oliveira et al., 2018; López & Rengifo, 2021).

In Paso Doble and Samba, athletes excel in synchronization and dramatic expression, but challenges remain with footwork precision and rhythmic control (Martínez & López, 2019; Silveira et al., 2019). Similarly, while Tango athletes perform well in rhythm and synchronization, improving posture and fluidity can further refine their technique (Harris et al., 2021). In ballroom dances such as Foxtrot and Quickstep, strong musical synchronization and posture are evident, though footwork precision and advanced technique execution still need attention (Brown et al., 2021; Harris et al., 2020). Lastly, Viennese Waltz athletes demonstrate proficiency in fluidity and posture but require further refinement in footwork precision and synchronization for optimal performance (Chua et al., 2019).

In table III, results support these observations. In Latin dances, athletes exhibit high confidence and rhythm, particularly in Jive ($M = 3.62$, $SD = 0.50$) and Rumba ($M = 3.62$, $SD = 0.50$), while in Standard dances, strengths lie in musicality and posture, though footwork precision requires refinement (Tango, $M = 3.40$, $SD = 0.61$; Viennese Waltz, $M = 3.29$, $SD = 0.63$). Overall, enhancing technical accuracy, fluidity, and stylistic authenticity could further elevate their competitive performance.

Table III. Extent of Training of Dancesport Athletes

Indicators		Mean	SD	Interpretation
3.1.	Cha-Cha	3.48	.51	Strongly Agree
3.2.	Jive	3.62	.50	Strongly Agree
3.3.	Rumba	3.62	.50	Strongly Agree
3.4.	Paso Doble	3.57	.50	Strongly Agree
3.5.	Samba	3.59	.52	Strongly Agree
3.6.	Foxtrot	3.32	.60	Strongly Agree
3.7.	Quickstep	3.37	.61	Strongly Agree
3.8.	Tango	3.40	.61	Strongly Agree
3.9.	Slow Waltz	3.42	.62	Strongly Agree
3.10.	Viennese Waltz	3.29	.63	Strongly Agree
Overall Mean		3.47	.46	Athletes strongly agree that the training is comprehensive and well-structured for all Latin and Standard American dances.

In table IV, findings show that most dancesport athletes in General Santos City compete at the interschool level (57.58%), with fewer advancing to regional (39.39%) and national/international competitions (3.03%). This indicates strong local participation but limited elite progression, likely due to barriers such as funding, training facilities, and competitive exposure (Morais et al., 2017). Research suggests that early exposure to high-level competitions enhances resilience, technical proficiency, and mental toughness (Crane & Temple, 2015; Sarkar & Fletcher, 2017). To improve athlete advancement, initiatives like sponsorships, advanced coaching, and high-performance programs are recommended (Williams & MacNamara, 2021).

Table IV. Level of Competition Standing

Level of Competition Standing	Frequency	Percentage (%)
Interschool	19	57.58
Regional	13	39.39
National/International	1	3.03
Total	33	100.00

The results reveal a strong correlation between coaching quality and training effectiveness among dancesport athletes in General Santos City ($r = 0.63$, $p < 0.0001$), confirming that effective coaching enhances skill development (Côté & Gilbert, 2009). However, no significant association was found between coaching quality and training frequency ($r = 0.05$, $p = 0.78$) or competition standing ($p = 0.96$), suggesting that factors such as institutional policies, competition schedules, and financial resources influence these aspects (Baker & Horton, 2017; Jones & Lavalée, 2021). While coaching quality improves training outcomes, broader structural factors shape athletes' competitive progression as can be seen in tables 5 & 6.

Table V. Significant Association between the Quality of Coaching and the Quality of Training, and Extent of Training.

Variables		r		Decision at 0.05 Significance Level	Description
		Computed	P-Value		
Quality of Coaching	Quality of Training	0.63	<0.0001	Reject Ho	Significant Association
	Extent of Training	0.05	0.78	Accept Ho	No Significant Association

Table VI. Significant Association between the Quality of Coaching and the Level of Competition Standing.

	Mean	SD	Ttest	p-value
Interschool/ Regional/ National	3.67	0.23	0.05	0.96
	3.68	0.30		

CONCLUSION

The study provides a comprehensive understanding of the dual role Dancesport plays in athletes' lives, encapsulated by the concept of "Sayaw na, Sports pa," which highlights the integration of artistic and athletic training that promotes personal growth, mental toughness, and emotional expression. The perceived quality of coaching, particularly through trust, commitment, and mutual understanding, plays a crucial role in motivating athletes and enhancing their performance. Effective coaching, along with structured and adaptive training, significantly impacts athlete development, but broader factors such as institutional support and competition schedules also contribute to outcomes. While no direct link was found between coaching quality and training frequency, the study emphasizes the need for structured support systems and talent development programs to improve competitive success in Dancesport.

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