

## Professional Coaching and Sports Adaptability of Students in Dance Sports



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**ABSTRACT:** This study aimed to shed light on the relationship between the level of sports coaching professionalism and sports adaptability among university students. This study employed a quantitative comparative correlational research design to investigate the relationship between sport coaching professionalism and sports adaptability among university students. The research included 80 Physical Education (PE) students from a chosen university in Xian, China, who were selected using a census sampling technique. The questionnaire was divided into three parts: demographic profile, assessment of sport coaching professionalism, and current level of sports adaptability. The data analysis included descriptive statistics and inferential statistical tests to determine the relationship in the assessment of sport coaching professionalism and sports adaptability among university students. It was evident that there was a negative correlation of -0.168 between the level of sport coaching professionalism and the current level of sports adaptability among the university students. However, the significance level (.137) indicated that this correlation was not statistically significant. It was implied that there was no strong linear relationship between the students' assessment of the level of sport coaching professionalism and their current sports adaptability.

**KEYWORDS:** Professional Coaching, Sports Adaptability, University Students, Dance Sports, Sports Coaching Professionalism

### 1. INTRODUCTION

Professionalization is a gradual progression wherein individuals, organizations, and systems undergo a transformation into professional associations or attain accreditation. This process often encompasses various elements such as specialized training, exclusivity, complexity, adherence to a code of ethics, acquisition of specific credentials, and the establishment of professional-client relationships. Professionalization refers to the transformative process by which occupations undergo changes in order to attain a recognized professional status. (Dowling et al., 2014)

Professionalization is a gradual progression wherein individuals, organizations, and systems transform into professional associations or attain accreditation. This process often encompasses various elements such as specialized training, exclusivity, complexity, adherence to a code of ethics, acquisition of specific credentials, and the establishment of professional-client relationships (North et al., 2019). The professionalization of sports coaches, therefore, involves a transition from non-professionalization to professionalization, gradually evolving from low-level professionalization to high-level professionalization (Li & Feng, 2022).

The role of sports coaches is pivotal in enhancing the performance of individuals and organizations. This entails coordinating practice sessions and training schedules, assisting with the development of physical, technical, and tactical abilities for competition, and employing both direct and indirect mentoring techniques. The effectiveness of coaching is determined by the achievement of these outcomes and the well-being of the individual (Cruickshank, & Collins, 2015).

In the context of sports adaptability, Williams (2021) identifies several key constructs, including environmental adaptability, practice adaptability, perceptual-cognitive skills, psychological resilience, and genetic-environment interaction. Sports adaptability refers to an athlete's capacity to effectively adjust and perform in the face of new situations, obstacles, or stimuli. It entails acquiring knowledge from past experiences and enhancing one's performance. In competitive sports, it is essential to cultivate adaptability due to the multitude of potential outcomes and decisions that athletes encounter while under pressure.

The discipline of physical education in colleges and universities encompasses the instruction of fundamental sports skills, theoretical knowledge, and the cultivation of sportsmanship, all with the aim of fostering holistic student growth and development. The existing educational framework predominantly adheres to conventional methods. However, it is

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imperative to leverage this model to foster sportsmanship and character development among students, equipping them with the necessary skills to navigate their personal aspirations and thrive in society (Zhang, 2021).

The popularity of dance sports in China can be attributed to their unique amalgamation of artistic expression and physical prowess. The investment made by the Chinese government in physical activities and sports has played a significant role in fostering the development and recognition of dance sports as a highly regarded endeavor. Nevertheless, it is imperative to gain a comprehensive understanding of the intricate relationship between professional coaching and adaptability within the given context. The incorporation of artistic expression and physical exigencies in the realm of dance sports necessitates a distinctive coaching methodology, wherein instructors strive to strike a delicate equilibrium between technical precision and imaginative flair.

Thus, the researcher asserts that the professionalization of dance sport coaching and its impact on sports adaptability among university students is a compelling issue. This study aims to shed light on the relationship between the level of sports coaching professionalism and sports adaptability among university students.

### Research Question

1. *Is there a significant correlation between university students' assessment of the level of sport coaching professionalism exhibited by their instructors and the current level of sports adaptability among the students?*

Ho: There is no significant correlation between university students' assessment of the level of sport coaching professionalism exhibited by their instructors and the current level of sports adaptability among the students.

## II. RESEARCH METHODOLOGY

This study utilized a quantitative comparative correlational research design to examine the relationship between sport coaching professionalism and sports adaptability among university students. The research involved 80 Physical Education (PE) students from a selected university in Xian, China, using a census sampling technique. The questionnaire was divided into three parts: demographic profile, assessment of sport coaching professionalism, and current level of sports adaptability. The data analysis involved descriptive statistics and inferential statistical tests to determine relationship in the assessment of sport coaching professionalism and sports adaptability among university students.

## III. RESULTS AND DISCUSSION

**Table 1. Correlation Between University Students' Assessment of the Level of Sport Coaching Professionalism Exhibited by their Instructors and the Current Level of Sports Adaptability Among the Students**

Indicator	Mean	SD	F	Sig.	Decision on Ho	Interpretation
Level of Sport Coaching Professionalism	3.204	.157	-.168	.137	Accepted	Not Significant
Sports Adaptability	3.087	.210				

The table above analyzes the correlation between university students' assessment of the level of sport coaching professionalism exhibited by their instructors and the current level of sports adaptability among the students. The table presents the mean scores, standard deviations (SD), correlation coefficient (F), significance (Sig.) levels, outcomes of the null hypothesis (Ho), and their corresponding interpretations.

Upon analyzing the data presented in Table 1, it is evident that there is a negative correlation of -0.168 between the level of sport coaching professionalism and the current level of sports adaptability among the university students. However, the significance level (.137) indicates that this correlation is not statistically significant. This implies that there is no strong linear relationship between the students' assessment of the level of sport coaching professionalism and their current sports adaptability.

In summary, based on the results of Table 1, there is no statistically significant correlation between the assessment of the level of sport coaching professionalism exhibited by instructors and the current level of sports adaptability among university students. This suggests that students' perceptions of coaching professionalism do not necessarily correspond with their current sports adaptability.

## IV. CONCLUSION

Students' perceptions of their instructors' professionalism in maintaining professional-student relationships are strong, as indicated by the highest mean score in this category. However, there is room for enhancing instructors' recognition of individual student needs and boundaries to create a more personalized learning environment. The overall analysis underscores a positive perception of instructors' professionalism among students, while also pinpointing specific areas where improvements or adjustments can enhance the teaching and learning experience.

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For sports adaptability, the mean score suggests that students have the potential to excel regardless of specific academic conditions. However, there is room for improvement in adapting performance to changing environmental conditions. Further analyses explore adaptability in practice sessions and perceptual-cognitive skills, highlighting students' flexibility and resilience in various contexts.

Students' perceptions of coaching professionalism do not necessarily correspond with their actual sports adaptability. In other words, how students perceive their instructors' coaching professionalism does not seem to have a meaningful impact on their demonstrated ability to adapt in a sports context. This finding might suggest that other factors, such as individual skill levels, training methods, or external factors, could play a more influential role in determining students' sports adaptability.

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