

Cultivating Cheer Dance Team Cohesion Factors Towards Team Performance Among Student-Athletes in Selected Universities in Anhui Province, China

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Abstract

The study analyzed the current situation of team cohesion among cheer dance athletes, in order to find out the factors that influence team cohesion and to help the cheer dancers navigate towards enhanced team performance and eventually results in improved competition results. The study was conducted to ten selected universities in Anhui Province in China based on garnered awards in cheer dance competitions. The respondents who were purposively were the 15- member cheer dance team of each 10 targeted universities or for a total of 150 cheer dance members and joined by 10 coaches or their assistant coaches. The study utilized a validated survey questionnaire to assess on team cohesion factor and team performance dimensions. The findings showed that cheer dance athletes were very cohesive. The assessment among the athletes were found to vary with sex, age, grade level and college affiliation. Performance of cheer dance athletes were found satisfactory among coaches, citing that prior learning, team goals, and positive attitudes are contributory factors to team performance. The correlation between team cohesion and the assessed level of team performance among cheer dance athlete-respondents were found strong and positively associated. It was inferred that the team members who work together, produce positive results, and lead to ensure long-term success for their performances. It reflects that transformation leadership play a pivotal role in putting cohesiveness among players in a competitive game. The study recommends that a program on teambuilding be developed to sustain cohesiveness.

KEYWORDS: Cheer dance, team cohesion factors, team performance

Introduction

Participation in physical activities and sports can help improve the over-all well-being of the individuals. Physical education course is one of the most significant course because it aims to promote not only the physical well-being as well the other wellness dimensions. It is noteworthy to mention that one of the sports that is getting much attention world-wide because of its popularity is Cheerdance, Although experts in the field of education and sports put high emphasis of the positive benefits in joining physical activities and sports, children and young adults nowadays are no longer that enthusiastic or interested in joining physical activities or sports. This can be attributed to the rise of online games, social media and declining interest in joining activities. This study somehow give a new light on the impact of

joining sports like Cheerdance to show its positive side attaining cohesiveness among the athletes and on the health and well-being of the students.

Since China implemented its reform and opening-up policies, the sports undertaking in the country obtained great success by following the strategy with Chinese characteristics. Cheer dance athletes need to develop and improve their physical quality, technical skills and psychological quality holistically. It was found out individual talent alone won't make a team successful. Team members must be able to understand and take advantage of each other's strengths to be successful, Thus, this study aims to analyze the current situation of team cohesion among cheer dance athletes in selected Universities in Anhui Province in China, find out the factors that influence team cohesion, and find ways to maintain physical wellness and help the cheer dancers navigate towards enhanced team performance and eventually results in improved competition results.

Statement of the Problem

This study aims to cultivate team cohesion factors among cheer dance athletes towards team performance dimensions with the end view of a proposed team building framework model for enhanced cheer dance athlete cohesiveness

Specifically, it sought answers to the following problems:

1. What is the profile of the two groups of respondents in terms of the:
 - 1.1. cheer dance athletes' profile;
 - 1.1.1. sex,
 - 1.1.2. age,
 - 1.1.3. grade level and,
 - 1.1.4. college affiliation?
 - 1.2. Cheer dance coach profile;
 - 1.2.1. sex,
 - 1.2.2. highest educational attainment,
 - 1.2.3. years experience as coach?
2. What is the assessment of the respondent cheer dance athletes on the team cohesion factors based on the following indicators;
 - 2.1. personal factors,
 - 2.2. team factors, and
 - 2.3. leadership factors?
3. Is there a significant difference in the assessment of Cheerdance athlete-respondents' on the factors of team cohesion when their profiles are taken as test factors?
4. What is the assessment of the coaches on the cheer dance level of team performance with regard to;
 - 4.1. team member attitude,
 - 4.2. team goal accomplishment, and
 - 4.3. team learning?
5. Is there a significant difference in the assessment of the coaches on the level of team performance when their profiles are taken as test factors?
6. Is there a significant relationship between assessed factors of team cohesion and the assessed level of team performance among cheer dance athlete-respondents?

7. Based on the findings of the study, what proposed team building framework can be proposed for enhanced cohesiveness among cheer dance athletes?

Scope and Delimitation of the Study

The study determined factors on team cohesion in cheer dance sports and team performance of the student-athletes who takes part in cheer dance towards a proposed team building framework for enhanced cohesiveness among cheer dance athletes from colleges and Universities. The study covered the selected profile variables of the cheer-dance athletes, such as sex, age, year level, and major, college affiliation. Purposive sampling was utilized as total enumeration was in effect to come up with 15-member cheerdance team or about 150 cheerdance athletes and their respective coach will take part in this study. This was collected from 10 College and Universities whose record of successful and award winning performance in Cheer dance competition have been recorded for the last three years. Data was collected using the research-made team cohesion factor variables and an adapted questionnaire on team performance. Data was collected for this second semester of school year 2022-2023.

Chapter 2

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents the research literature and studies relevant to the present study. These were reviewed to gain deeper insights into the field of study. It is from these materials that the concepts of this team cohesion was based. It also presents the synthesis, theoretical and conceptual frameworks, research paradigm, hypotheses, and definition of terms.

Review of Related Literature and Studies

With the introduction of cheer dance program National Games of China in 2021, more colleges and Universities began to set up the professional direction of Cheer dance, cultivate professional talents, and many middle schools began to recruit students with special skills in Cheer dance, as well set up classes with special skills in the sport, and set up school cheer dance team. With the rapid development of China's cheer dance events, the technology and skill levels of the cheer leaders are also improving rapidly and the number of participating athletes and events are also begin to increase (Liu, 2021).

A large number of training practices have proved that the level of coaches' coaching ability determines the scientific degree of training, which directly affects the training effect and training quality of athletes, so the training and improvement of tennis coaches' coaching ability has become an important condition and key factor for the sustainable development of tennis in China and the cultivation of more excellent tennis players on the world stage (Yang Tao, 2017).

Coaches carry out targeted training according to their personality, leadership, emotional intelligence as they adjust based on the characteristics and physical conditions of players. A large number of training practices have proved that the level of coaches' coaching ability determines the scientific degree of training, which directly affects the training effect and training quality of athletes, so the training and improvement of tennis coaches' coaching ability has become an important condition and key factor for the sustainable development of tennis in China and the cultivation of more excellent tennis players on the world stage (Yang Tao, 2017)

Hypotheses

This study aims to test the following null hypothesis at .05 level of significance :

Ho1: There is no significant difference in the assessment of the cheer-dance athletes the cohesion team factors when their profiles are taken as test factors.

Ho2: There is no significant difference in the assessment of the level of the team performance when the profiles of the coaches of cheerdance are taken as test factors.

Ho3: There is no significant relationship between the assessed cohesion team factors and coaches' assessment of team performance of cheer dance athletes .

METHODOLOGY

sResearch Design

The research design employ mainly the quantitative approach particularly the descriptive- comparative – correlational research design. This research approach incorporates an appropriate research design to address research questions in an appropriate and principled manner (Bryman, 2020; Creswell, 2017), which involves collecting, analyzing, interpreting and reporting for the quantitative data. In this study the data generated from the questionnaires were analyzed by quantitative survey tools , which provided guarantee for the study to explore on the correlation of the two main variables such as team cohesion and level of team performance.

All of the above discussions on the descriptive research method actually suited the nature of research that this present study would do; hence this method will be adopted.

Respondents of the Study

The respondents for the study were the 15- member cheer dance team of each 10 Universities situated in the Anhui Province , China. Thus, a total of 150 cheer dance members participated in this current investigation. The 10 coaches or their assistant coach were also requested for participation. If they so voluntary took part in the study, then there were 15 target coach participants as well.

Statistical Treatment of the Data

To analyze the data to be gathered, SPSS version 25 was used for the data management of the responses.

1. Frequency Count and Percentage

This was used by the researcher in the analysis of the profile of the respondents such as sex, age, year level and college affiliation

2. Weighted Mean

The researcher utilized this to analyze mean and responses based on SOP 2 and SOP 4 on the cheerdance assessment of the factors on cohesion team and team performance dimension .The results were interpreted as follows:

Value	Range of Means	Description	Interpretation
4	3.51-4.00	Strongly agree	Very Cohesive/ Outstanding
3	2.51-2.50	Agree	Cohesive/ Very Satisfactory
2	1.51-2.50	Disagree	Less cohesive/ Satisfactory
1	1.00-1.50	Strongly disagree	Not Cohesive/ Unsatisfactory

3. Standard deviation.

It is the most commonly used degree indicator and the most reliable measure for estimating the overall variability of sample sources. This tool is used to explain the dispersity of responses provided students assessing the cheer dance team cohesion factors and the team performance. The value of the standard deviation indicates that the smaller the value, the more homogeneous or concentrated the responses in the questionnaire.

4. t-test and Analysis of Variance (ANOVA)

Analysis of Variance or F-test was utilized by the researcher to determine if there is significant difference in the assessment of the respondents based on their profiles taken as test factors.

5. Pearson's r Correlation Analysis

The researcher used Pearson's r correlation analysis to determine the relationship among the main variables of the study, that is between the assessed team cohesion factor and the team performance dimension.

6. Decision Criteria

The analysis of the hypothesis was carried out using the 0.05 level of significance. The null hypotheses would be accepted if the computed significance value is greater than the set value at 0.05.

SUMMARY OF FINDINGS

This study which is a descriptive comparative- correlation cultivating cheer dance team cohesion factors towards team performance among student- athletes in selected universities in Anhui province, China.

1. Profile of the two groups of respondents

The profile of *cheer dance athletes* revealed that the majority of them were female whose age range was from 19 to 20 years old. Many of them were sophomore students followed by the freshmen students. The college affiliation of the respondents showed that many of them enrolled in the Arts followed by Science and Engineering. The profile of *Cheerdance coaches* showed that majority of the cheer dance coaches are female who have Master's Degree and rendered 7 years and more years of coaching experience.

2. Assessment of the Respondent Cheer Dance Athletes on the Team Cohesion Factors

The overall assessment of cheer dance athletes on their team cohesion factors generated an overall mean score that is interpreted as *Very Cohesive*. The leadership factors were placed on top followed by the team factors and personal factors respectively.

3. Difference in the Assessment of Cheer Dance athlete-respondents' on the factors of team cohesion when their profiles are taken as test factors.

Using a T-Test of Independent Samples and ANOVA, the overall difference in the assessment of cheer dance athletes on the factors of team cohesion by Sex, male and female respondents had different views on how they assessed the factors of team cohesion. In terms of Age, yielded significant findings, where older athletes than younger were drawn towards team cohesion. In terms of grade level, has obtained significant findings regardless of their grade level, where more Freshmen were veered more towards team cohesion. Likewise, in terms of college affiliation, cheer athletes from Law and Arts were more into team cohesion than other groups.

4. Assessment of the Coaches on the Cheer dance level of Team Performance.

The Cheer dance coaches were satisfied with team performance of cheer dance athletes. Out of the variables cited, team learning ranked first in the assessment, who claimed that they learned so much from

each other. Ranked second was team goal accomplishment, where they claimed to have achieved pre-determined goals. Followed by Team member attitudes who claimed satisfied with the team performance.

5. Differences in the Assessment of the Coaches on the Level of Team Performance when their Profiles are Taken as Test Factors.

Using a T-Test of Independent Samples and ANOVA, the overall difference in the assessment of coaches on the cheer dance level of team performance by sex yielded significant findings in the athletes' team member attitude, team goal accomplishment and team learning, where male coaches expressed greater satisfaction over female coaches. In terms of differing educational attainment, coaches with Bachelor degrees and those who have rendered less than 3 years are satisfied with team performance.

6. Relationship between Assessed Factors of Team Cohesion and the Assessed Level of Team Performance among Cheer Dance Athlete-respondents.

Using a Pearson Product Moment Correlation, the relationship between the assessed factors of team cohesion and the assessed level of team performance yield significant findings, thus, the null hypothesis was rejected at a 1% level of significance. This further implied that factors of team cohesion influence the level of team performance or vice-versa. Furthermore, the degree of correlations are strong and positive. Indicating that a highly cohesive teams will be more cooperative and effective in achieving the goals they set for themselves.

CONCLUSIONS

Based on the findings derived from the current study, the following conclusions are hereby drawn:

1. It can be deduced that the two groups of respondents employed to assessed the team cohesion and performance are qualified as manifested by their personal circumstances.
2. The cheer dance athletes are bound by strong cohesiveness that everyone felt they have contributed to the overall success of the team.
3. The cheer dance athletes within the groups must have agreed on common aims and objectives that regardless of their personal circumstances would likely lead less friction and the team members are more likely to be cohesive.
4. Team performance is strengthened by the extent of interpersonal connection existing among the members such team learning, team goals and attitude.
5. Finally it can be deduced that team members who work together, produce results, and lead change to ensure long-term success for the cheer dance performances. It reflects the transformational theory and collective theories cited earlier that transformation leadership can still play a pivotal role in putting cohesiveness among players in a competitive game. There are reasons for building cohesion among the team that could affect significant performance among the team in a cheerdance competition.

RECOMMENDATIONS

There are several aspects in the current study that needed attention and improvement in order to maximized cohesiveness and performance, as a result, the researcher is suggesting the following;

1. More attention should be given to female than male cheer dance athletes in working towards cohesiveness, since they are greater in numbers than male, cohesiveness could pose a problem.
2. Increased participation should be attained among students in college, since building morale, respect and understanding is the foundation for students' solidarity in the University where they belong. This goes well with older athletes.

3. Review on the policies and recruitment for membership among cheer dance athletes who seemed to be worrisome when they are in upper level compared to cohesiveness manifested among new members. Training program should look into new ways to sustain the enthusiasm those older and seasoned members of the athletes.
4. There should be consistent training among coaches to lead a bunch of diverse cheer dance athletes, since coaches who have less experience are those who seemed keen on team performance of the athletes.
5. Widen the scope of the current research to reach other factors, aspects of cheer dance that can be explored for intensified training and development.
6. Finally, the researcher is endorsing the adoption of the proposed program for more optimized support and recognition of the institution that sustain it.

PROPOSED TEAM BUILDING PROGRAM FOR SUSTAINED COHESIVENESS

Rationale

The result obtained from the current study was indeed promising and inspiring. Thus it is the goal of this study to uphold the research findings to higher level so that a long term value manifested in the study be sustained. It should not only be applied in Cheer dance group but to the rest of the studentry of the 10 institutions who shared participation the present study. The current program being proposed seemed to show potential for more success in any future events or competitions, however there seems issues that need addressing with consideration to differences in their sex, grade level, experiences. Thus the need for team building comes a necessity.

General Objectives:

1. To develop a program for cheer dance team that will foster unity and understanding of their participation for holistic development as an athlete and as a person.
2. To foster the leadership that is inherent in each of cheer dance athlete that can be explored further to hone potential for greater heights.
3. To revisit school policies on cheer dance recruitment through benchmark and networking activities.

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