Volume 1, Issue 1,
January-March 2026

Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

International Journal of Sports, Health, Fitness, and Movement Studies

Published by ETCOR Educational Research Center
Research Consultancy Services

A Quarterly Peer-Reviewed International Research Journal

International Journal of Sports, Health, Fitness, and Movement Studies (IJSHEFMS)
National Book Development Board (NBDB) Registration as Book Publisher (Print & Digital): 6312
PRC-CPD Accredited Provider: PTR-2025-749
Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

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About the Journal

The **International Journal of Sports, Health, Fitness, and Movement Studies (IJSHEFMS)** is a **scholarly, open-access, quarterly, peer-reviewed, international print and online research journal** dedicated to the advancement of knowledge in **sports science, physical education, health and fitness, movement studies, dance, exercise science, and human performance**. IJSHEFMS serves as a global platform for **sports scientists, physical education teachers, coaches, fitness professionals, dance scholars, health practitioners, therapists, and interdisciplinary researchers** to disseminate high-quality empirical, theoretical, and practice-based research that promotes physical literacy, healthy lifestyles, movement education, and holistic human development. The journal is committed to maintaining **rigorous scholarly standards, ethical research practices, and global visibility** through **international indexing, Crossref DOI registration**, and **print and electronic ISSN accreditation**.

Aims and Scope

Aims

IJSHEFMS aims to:

1. Promote high-quality research in sports, health, fitness, and movement sciences
2. Advance understanding of physical activity, exercise, and human movement across the lifespan
3. Support evidence-based physical education, coaching, and dance pedagogy
4. Encourage interdisciplinary research linking sports, health, education, culture, and science
5. Contribute to global efforts promoting wellness, physical literacy, and active living

Scope

The journal welcomes original research articles, systematic reviews, conceptual papers, case studies, and practice-based research in, but not limited to, the following areas:

- Sports science and human performance
- Physical education and sports pedagogy
- Coaching science and athlete development
- Health, fitness, and wellness studies
- Exercise physiology and biomechanics

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- Sports psychology and motivation
- Dance education, movement, and performance studies
- Physical activity and public health
- Adapted physical activity and inclusive sports
- Rehabilitation, injury prevention, and movement therapy
- Traditional, cultural, and indigenous movement practices

Publication Frequency and Format

- **Frequency:** Quarterly (4 issues per year)
- **Formats:** Print and Online
- **Review Type:** Double-blind peer review
- **Identifiers:**
  - Print ISSN
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  - Crossref DOI assigned to all published articles

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Manuscripts are received with the understanding that they contain **original scholarly work** that has **not been previously published** nor is under consideration for publication elsewhere.

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All authors must disclose **all funding sources or financial support**, if any, related to the research.

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Additionally, kindly comply with the following:

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1. **Academic Significance, Contribution to Discipline or Community, Technical Novelty**
   The paper should demonstrate importance to the academic community or to research in general. It must offer a material contribution to its discipline and present novel or unique ideas that may be useful to the community. Clearly show the research gap, why there was a need to investigate the present study, and how it is different from previous works.
2. **English Usage (or Filipino, as may be applicable)**
   The manuscript must adhere to the rules of grammar and language usage, whether in English or Filipino.
   - Use **past tense** consistently since the study is already completed.
   - Avoid first-person point of view ("I," "we"); instead, maintain a **third-person scientific tone**.
   - Avoid contractions; spell out complete words to retain formality.
   - Provide **English translations** for words, terms, or items not understandable to international readers.
3. **Abstract**
   The abstract should follow the journal's prescribed format and accurately reflect the study's major components. Ensure that it correctly presents the **aim, methodology, key findings or results, and conclusion** in a concise and logical manner.
4. **Introduction / Background of the Study**
   The introduction must:
   - Present a clear rationale or background from the **global to Philippine/local contexts**.
   - Show the **trends and issues** related to the study, supported with recent and relevant citations (2021–2026 preferred).
   - Identify and explain the **research gap/s**, highlighting why the present study is necessary and how it differs from prior works.
5. **Statement of the Problem, Research Objectives and Research Questions**
   The Statement of the Problem, Research Objectives and Research Questions must be clearly, explicitly, and logically stated.
   - The **statement of the problem** is a detailed explanation of the issue, gap, or challenge that the study seeks to address. It frames the context and justifies why the study is necessary, usually written in declarative form as a narrative or paragraph. Its purpose is to highlight the significance, scope, and urgency of the study, providing a broad and contextual background of the issue at hand. For example, a study may state: *"Despite government programs, many senior citizens in rural areas experience delays in receiving social pensions, raising concerns about accessibility and efficiency."*
   - The **research objectives** represent the specific aims or intentions of the study, focusing on what the researcher seeks to accomplish. These are written in infinitive form such as "To determine…" or "To examine…," ensuring that the targets are clear, measurable, and achievable. Unlike the broad statement of the problem, objectives are narrower and centered on actionable outcomes. For instance, a general objective could be *"To assess the implementation of the Social Pension*

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Program in Balbalan, Kalinga." This may be broken down into specific objectives, such as: (1) To determine the accessibility of the program, (2) To examine its impact on beneficiaries, and (3) To identify challenges faced in its implementation.

- The **research questions** are the interrogative form of the objectives, expressed as direct questions the study seeks to answer. They are usually written in formats such as "What is…?" or "How does…?" and serve the purpose of guiding data collection and analysis by pointing to specific inquiries. Research questions are even more specific than objectives, as they operationalize the study's goals into answerable items. Using the same example, the research questions could include: *RQ1: How accessible is the Social Pension Program to senior citizens in Balbalan? RQ2: What impact does the program have on the beneficiaries' quality of life? RQ3: What challenges hinder the effective implementation of the program?*

6. **Review of Related Literature and Studies**
   This section must include sufficient, relevant, and **up-to-date references** to support the rationale and conduct of the research.
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   - Do not use sources with "no date (n.d.)."
   - Ensure citations are aligned with the arguments and logically linked to the study.
   - There must be a clear synthesis at the end of the RRLS that captures key insights, connects the reviewed works, and justifies the need for the present study.
7. **Theoretical and/or Conceptual Framework**
   An appropriate theoretical and/or conceptual framework must be presented to anchor the study.
8. **Research Methodology (Research Design, Population and Sampling, Instrument, Data Collection, Treatment of Data, Ethics in Research)**
   The methodology section should be well-structured, detailed, and properly organized. Each subsection should only contain content appropriate to it:
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   - **Population and Sampling and Other Source/s of Data:** Provide the exact number of participants/respondents, how and why they were selected. If you used other source/s of data (documents, policies, other contents), describe each document, how each was accessed, and why each is needed in the study.
   - **Instrument/s:** State whether the instrument was adopted or researcher-made. Describe its validation process, including the qualifications of validators.
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   - **Treatment of Data:** Clearly describe the methods of data analysis or statistical treatment. For qualitative analysis, avoid generic discussions (e.g., what thematic analysis is according to authors). Instead, show how the method was applied in your study.
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Important Reminders:

- Avoid "chop-suey" writing (mixing unrelated topics).
- If the study used a **mixed-method approach**, discuss both parts separately (quantitative and qualitative)—design, participants, instruments, data collection, treatment of data, ethical considerations—and explain how the two sets of data were integrated.
- Use plural ("researchers") consistently if the paper has co-authors.

9. **Results and Discussion**
   - Present results clearly, logically, and aligned with the research questions.
   - Support findings with **relevant and recent literature**.
   - Integrate discussion immediately after each result to enhance coherence.
10. **Conclusions and Recommendations**
    - Conclusions must be logically drawn from the study's findings.
    - Recommendations should be **specific, actionable, and relevant** to the results. Avoid generic statements.
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References must strictly adhere to APA 7th edition. Authors must review their entire manuscript carefully:

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- All in-text citations must appear in the References list and vice versa. **No mismatches allowed.**
- Avoid old references; prioritize recent ones.
- If a citation was included but missing in the References, update it properly (do not erase it without explanation). Similarly, remove unused entries from the References list.
- The paper will not be published if even one citation/reference entry is non-compliant.

APA 7th requires:

- All sources listed in the References Section must match 100% with the actual sources used in the entire manuscript, and all sources cited in the entire manuscript are reflected in the list of sources in the References section.
- Author/s should provide a link to every research article or literature/document, where we can find the journal or document, or best, where we can find the specific research article/document. Must provide the DOI for it, or URL if the journal is not yet DOI accredited, or link to the document.
- Arranged alphabetically regardless of classifications (Do not categorize or classify if books, or journals, or other documents. Just arrange alphabetically all sources)
- Used hanging indent.
- Author(s) last name, initials.
- Year of publication in parentheses.

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- Title of article in sentence case (only first word, proper nouns, and first word after a colon capitalized).
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    Always define acronyms upon first mention in the manuscript. Do not assume that readers will automatically know them.

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In cases of split reviewer decisions, a **third reviewer** will be assigned. Authors are given **two weeks** for revisions. Final decisions are made by the **Editor-in-Chief**.

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All authors must disclose any actual or potential conflicts of interest.

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Editor's Note

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It is with great pride and enthusiasm that we present the maiden issue of the *International Journal of Sports, Health, Fitness, and Movement Studies (IJSHEFMS)*. This inaugural publication reflects ETCOR's commitment to advancing rigorous and interdisciplinary research on human movement and wellbeing.

Sports, health, fitness, and movement are central to human development and quality of life. As societies confront sedentary lifestyles, health inequities, and performance demands, evidence-based research in physical activity and movement becomes increasingly vital.

IJSHEFMS provides a scholarly platform for studies examining sports performance, physical education, fitness training, dance, and movement sciences. This maiden issue showcases the diversity of research addressing physical literacy, health promotion, and expressive movement.

As a peer-reviewed international journal, IJSHEFMS upholds the highest standards of academic integrity through a double-blind review process, strict adherence to publication ethics, and commitment to methodological rigor.

The journal seeks to bridge research and practice. Knowledge in sports and movement sciences achieves its fullest impact when it informs teaching, coaching, rehabilitation, and health promotion.

This maiden issue is the result of collaborative efforts among authors, reviewers, editors, and movement professionals who share a dedication to scholarly excellence and ethical practice.

IJSHEFMS is positioned as a global journal that values interdisciplinary, inclusive, and culturally responsive perspectives on movement and physical activity.

The journal is also committed to nurturing early-career researchers and practitioner-scholars in sports, dance, and health fields.

As we launch this first issue, we reaffirm our commitment to ethical publishing, participant safety, and continuous improvement.

On behalf of the Editorial Board, we invite researchers, educators, coaches, and practitioners worldwide to join us in advancing sports, health, fitness, and movement scholarship.

Dr. Stephen Ayoade Fadare, Editor-in-Chief
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Social Interaction, Sports Frustration, and Academic Performance Among the Student-Athletes Amidst the Pandemic

Samantha V. Latorre, RPm, CMHFR, MAPsy
Lyceum of the Philippines University – Batangas, Philippines

Abstract

Aim: The study aimed to discover the impact of the COVID-19 pandemic on private and public high school student-athletes. Specifically, this study presented the personal profile of the respondents in terms of sex, age, year level, type of school, types of sports participation, years in sports, and hours of training per week' determined the respondents levels of social interaction and sports frustration, and their academic performance; presented the effects of sports frustration on social interaction and academic performance of the respondents; identified if there is a difference between the respondents' level of social interaction, sports frustration, and academic performance when grouped according to profile; identified if there is a significant correlation among the three variables and proposed a psychological intervention program for the student-athletes.

Methodology: This study used a quantitative descriptive research design to provide detailed and accurate information on the respondents. This study was conducted at 3 public schools and 2 private schools in one of the provinces in Region IV-A consisting of 131 respondents. Purposive sampling was employed with the criteria that the respondents had predefined characteristics of being (1) student-athletes before the pandemic happened, (2) experienced cancellation of sports due to the pandemic, and (3) experienced difficulties during the pandemic. The students who were not athletes pre-pandemic were excluded.

Results: Most respondents are male, ages 16-18, currently in Senior High School, and played volleyball and basketball the most. They have been in sports for an average of 1 to 6 years with 6 to 10 hours of training per week. And the student-athletes felt a lack of companionship, were left out, had a feeling that no one knew them well and often experienced sadness and loneliness, felt that the disruption of sports negatively affected their mental health and their academic performance had a dramatic decrease due to the educational platform and other extraneous variables.

Conclusion: There is a significant relationship between age and sports frustration and there is a significant relationship between hours of training and social interaction. Moreover, t here is no significant relationship between social interaction and sports frustration, but there is a significant relationship between social interaction and the academic performance of student-athletes for the 3 school years while sports frustration and 2019 academic performance indicate a significant relationship.

Keywords: COVID-19 pandemic, student-athletes, social interaction, sports frustration, academic performance, online learning

INTRODUCTION

It looks like the 2-year face-to-face hiatus is finally taking its toll. For over 2 years, the COVID-19 pandemic has greatly affected nearly all aspects of people's daily lives. People, regardless of age, were forced to adjust significantly to keep up with the fast-paced changes and challenges that the pandemic brought to all, worldwide. And sports are not an exception, let alone student-athletes.

Due to the COVID-19 pandemic, all schools have been, without choice, abruptly transitioned from face-to-face to virtual set-up to protect the students. Along with the challenges of being in a virtual set-up, the student's mental health was also shaken up by the crisis being experienced. In fact, the Department of Health estimates that 3.6 million are facing mental health concerns in the Philippines due to the pandemic (URC, 2021). Macasero (2021) also found out that Filipino youths with concerns about loneliness, sadness, and depression doubled between 2013 and 2021.

As mentioned, student-athletes were not an exception. Lazzareschi (2021) said that the pandemic had greatly affected student-athletes' mental health and well-being. They had to cope with the effects of forced isolation, academic requirements, contracting the virus, as well as their regular training and practice in a new-and-altered way. This, in turn, resulted in some adverse outcomes. Additionally, as defined by the American Psychological Association, social interaction is a reciprocal stimulation between two or more people and has always been a suitable venue for student-athletes and their teammates. It gives them a sense of belonging and a bigger circle. However, in a study

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done in the Philippines, due to the pandemic, student-athletes experienced restrictions from social interaction and social support which made coping with the pandemic more challenging (Malolos et al., 2021).

Those restrictions are meant to protect the health and well-being of the athletes, hence major events like the Olympics and Paralympics, for the first time, have been cancelled (United Nations, 2021). Same with the Asian Games (Ansari, 2022), the famous Palarong Pambansa (Saldajeno, 2020), as well as the University Athletic Association of the Philippines (Lozada, 2020). These and even the various provincial and districts, the global pandemic did not favor sporting events; which resulted in Sports Frustration, which is defined as the negative feeling that student-athletes felt after experiencing the cancellation of sports and its effects due to the pandemic.

The impact of the cancellation of these events on student-athletes has more to it. After daily training, setting goals, motivating themselves, and training hard – the lockdown happened. According to EUSA (2021), this period of time can be a period of stress, worry, and disappointment for the athletes that can also affect their level of motivation. All their physical and psychological preparation vanished. And more than that, what was left to them was uncertainty.

Aside from the challenges with social interaction and sports frustration, the academic performance of student-athletes has also brought uncertainties. According to UNICEF (2021), when schools in the Philippines were forced to transition online, consequences like learning challenges and loss, heightened dropout risk, and mental distress arose. De Leon (2022) also found various adverse effects of the pandemic, including preventing behavioral and social development, misconduct, and tardiness.

Grubic et al. (2021), agree and believe that due to the modification or alteration of the student-athletes routines and training, as well as competition cancellations, they have manifested substantial grief and frustration. Moreover, the elimination of social interaction or team support, which has always been helpful for the stress management of student-athletes, has also been a significant factor in having poor physical and mental health upshot. This, in turn, resulted in poor concentration, sleep disturbances, and low mood almost daily, which can also affect their academic performance.

These scenarios were personally observed by the researcher in their institution as a Guidance Officer. The student-athletes who were always energetic, positive, and resilient became passive and non-compliant students. A number of student-athletes were regularly referred to the Guidance Office due to absences, some of them got lower grades, performed poorer in class, and a few of them were not able to pass their current grade level – some also dropped out.

Indeed, this research should genuinely be studied. While there has been some research on the frustration brought by the pandemic in the general population, only a few studies have considered the impact of sports frustration on high school student-athletes and its effect on social interaction and academic performance in the midst of the pandemic. The researcher believes that this study is very timely as schools gradually return to the traditional learning mode. By studying this topic in select public and private high schools in Lipa, Batangas, sports psychologists, school administrators, coaches, guidance counsellors, and mental health professionals will be guided on the effects of the pandemic on student-athletes and be able to address the concerns efficiently.

Objectives

The study aimed to discover the impact of the COVID-19 pandemic on private and public high school student-athletes.

Specifically, this study presented the:

1. Personal profile of the respondents in terms of
   1.1. Sex;
   1.2. Age;
   1.3. Year Level;
   1.4. Type of School;
   1.5. Types of Sports Participation;
   1.6. Years in Sports; and
   1.7. Hours of Training per Week
2. Respondents' levels of
   2.1. Social Interaction;
   2.2. Sports Frustration; and
   2.3. Academic Performance
3. Significant difference between the respondents' level of social interaction, sports frustration, and academic performance when grouped according to profile.

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4. Significant correlation among the three variables.
5. Psychological Intervention Program for the student-athletes.

METHODS

Research Design

The researcher used a quantitative descriptive research design. This method helped the researcher to establish and identify the common and essential details of a particular phenomenon. Through this method, the behaviors or characteristics of the respondents were described and presented systematically by gathering information (Moore, 2022). This research design is said to be a powerful tool as it provides detailed and accurate information on the behaviors and characteristics of a particular subject being studied. Through this, deeper understanding and valuable insights will be gathered and used in other future studies (Sirisilla, 2023).

Population and Sampling

The study consisted of 131 respondents, 80 students from 3 public schools and 51 student-athletes from 2 private schools in a lone district in one province in Region IV-A. The respondents were chosen through purposive sampling, wherein the coaches identified the athletes suited for the research.

The respondents had predefined characteristics of being (1) student-athletes before the pandemic happened, (2) experienced cancellation of sports due to the pandemic, and (3) experienced difficulties during the pandemic. The students who were not athletes pre-pandemic were excluded.

Furthermore, Raosoft at a 95% confidence level was used to identify the sample size to be used in the study. There were 55 student-athletes in the 2 private schools, with a desired sample of 49, and an actual sample of 51 student-athletes. On the other hand, there are 90 student-athletes in the 3 public schools, with a desired sample of 74, and an actual sample of 80 student-athletes, a total of 131 student-athletes from both private and public schools.

Instrument

For this study, the researcher used 2 adapted questionnaires that were validated by three experts — a Psychologist, a Psychometrician, and a Guidance Counselor. For the first part of the questionnaire, the respondents were asked to share some information such as sex, age, year level, type of school, type of sports participation, years in sports, and hours of training per week. For the next part 2 sets of questionnaires were provided. With the help of the validators and the approval of the authors of the questionnaires, the data-gathering instruments were to some degree modified. First is the "Social Interaction Scale" consisting of 14 items and uses a 4-point Likert scale, from "Never" to "Often", with an r = .697, followed by the "Effect of COVID-19 on Student-athletes' Mental Health" for the Sports Frustration consisting of 13 items which use a 5-point Likert scale, from "Strongly Agree" to "Strongly Disagree", with an r =.877, both acceptable.

Data Collection

The data were gathered, read, and analyzed following the objectives of the study and in adherence to all protocols in the conduct of research.

Treatment of Data

For the quantitative study, the data were presented in frequency distribution tables such as sex, age, year level, type of school, types of sports participation, years in sports, and hours of training per week. Moreover, the Social Interaction Scale and Sports Frustration Scale were presented using weighted means and verbally interpreted using the 4-point Likert Scale and 5-point Likert Scale, respectively.

T-test was used in the comparison between two groups, specifically social interaction and sports frustration for males and females, and social interaction and sports frustration for private and public schools. On the other hand, ANOVA was used in the comparison among three or more groups specifically social interaction and sports frustration for age, year level, years in sports, and hours of training. Lastly, a correlation was used to see the relationship between social interaction, sports frustration, and academic performance of the respondents.

Ethical Considarations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

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RESULTS and DISCUSSION

The male respondents comprised the higher number of participants in the study. There were 52.67 percent males while 47.33 percent were females. In the Philippines, males are said to be always dominant and more active in sports than females. In terms of age, most of the respondents are 16-19 years old making up 65.65 percent of the total number of respondents. These adolescents are said to be the most engaged in sports. For the year level, 36.64 percent of the respondents are Grade 11 students, and 61.07 percent are from private schools.

As to the types of sports participation, it implies that most of the respondents participared in Volleyall 37.40 percent followed by Basketball at 31.30 percent. In the Philippines, Volleyball is one of the most popular and played sports because of its fast-paced and exciting nature. It is accessible and affordbable, brings people together, stays active, and even builds relationships which are very important for Filipinos. On the other hand, Basketball was also able to captivate the hearts of Filipinos. The sport is ingrained in their culture and always is for more than a century.

When it comes to years in sports, 38.83 percent have been in sports for 1 to 3 years while 38.17 percent of respondents have been in sports for 4 to 6 years. And it said that being part of sports for years will benefit a lot. Healthy decision-making and healthy lifestyles will most likely be developed. And lastly, the data shows that 39.69 percent of the respondents are having 6 to 10 hours of training per week followed by 38.17 percent having 11 to 15 hours of training per week. 5 to 7 hours of training is the bare minimum while 10 to 15 hours per week is optimal for student-athletes.

Social interaction of student-athletes during the pandemic

The social interaction such as a feeling of a lack of companionship, being left out, and no one really knowing them well, experiencing sadness, loneliness, and negative effect on their mental health in general has been highlighted by the student-athletes in this pandemic.Table 1 demonstrates the Social Interaction of Student-Athletes during the Pandemic.

Table 1
Social Interaction of Student-Athletes during the Pandemic

Social Interaction	Mean	VI	Rank
1. During the pandemic, I feel in tune with the people around me.	2.62	Sometimes	8
2. During the pandemic, I feel lack of companionship.	2.89	Sometimes	1
3. During the pandemic, there is no one I can turn to.	2.56	Sometimes	10
4. During the pandemic, I do no t feel alone.	2.44	Rarely	13
5. During the pandemic, I feel like part of a group of friends.	2.79	Sometimes	4
6. During the pandemic, I have a lot in common with the people around me.	2.56	Sometimes	11
7. During the pandemic, I am no longer close to anyone.	2.47	Rarely	12
8. During the pandemic, those around me do not share my interests and ideas.	2.71	Sometimes	5
9. During the pandemic, I am an outgoing person.	2.13	Rarely	14
10. During the pandemic, there are people I feel close to.	2.71	Sometimes	6
11. During the pandemic, I feel left out.	2.85	Sometimes	2
12. During the pandemic, my social relationships are superficial.	2.66	Sometimes	7
13. During the pandemic, no one really knows me well.	2.82	Sometimes	3
14. During the pandemic, I feel isolated from others.	2.60	Sometimes	9
Comsposite Mean	2.63	Sometimes	

1.0-1.49 Never;
1.50 - 2.49 Rarely
2.50 – 3.49 Sometimes
3.50 – 4.00 Often

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Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

The table shows that the composited mean of social interaction of student-athletes during the pandemic which is 2.63 with a verbal interpretation of Sometimes. The respondents' answers in statement number 2 got the highest score, implying that during the pandemic they feel a lack of companionship with a weighted mean of 2.89 with a verbal interpretation of sometimes. Moreover, statement number 11 got the second highest score which implies that during the pandemic the student-athletes feel left out with a weighted mean of 2.85. While statement number 13 got the third highest score which indicates that during the pandemic the student-athletes think that no one knows them well with a weighted mean of 2.85.

According to Delgado (2021), a study on the Well-being of Student Athletes reported that there was an increase in feelings of depression, feelings of anxiety, hopelessness, and even mental exhaustion due to the global pandemic. These things also affected their sleep patterns, school performance, and even relationship matters. It has also been found that being connected with their teammates although the current situation will make things more bearable – as they will feel supported and heard by the people who experience almost the same thing.

On the other hand, statement number 9 got the lowest score, which implies that during the pandemic they are outgoing persons with a weighted mean of 2.13, followed by statement number 4, which implies that during the pandemic they did not feel alone with a weighted mean of 2.44, followed by statement number 7 which implies that during the pandemic they are no longer close to anyone with a weighted mean of 2.47. According to NATA (2023), those who join sports will have higher self-esteem and confidence, stronger relationship with peers, more significant family attachments, and most probably do volunteer work.

Sports frustration of student-athletes during the pandemic

Sports Frustration as defined as the negative feeling that student-athletes felt after experiencing the cancellation of sports and its effects due to the pandemic is demonstrated in Table 2. This will show how the student-athletes were negatively impacted by the pandemic.

Table 2
Sports Frustration of Student-Athletes during the Pandemic

Sports Frustration	Mean	VI	Rank
1. I felt that the disruption of sports due to COVID- 19 negatively affected my mental well-being.	2.15	Agree	3
2. I felt the disruption of sports due to COVID- 19 positively affected my mental well-being.	3.17	Unsure	11
3. I often experienced sadness during the COVID-19 disruption of sports.	1.83	Agree	1
4. I often experienced difficulty in controlling feelings of worry during the COVID-19 disruption of sports.	2.21	Agree	4
5. I felt lonely during the COVID-19 disruption of sports.	2.10	Agree	2
6. I often struggled to find motivation for daily activities during the COVID-19 disruption of sports.	2.40	Agree	5
7. During the COVID-19 disruption of sports, I felt that preparing for an upcoming season was pointless.	2.66	Unsure	7
8. I often experienced extreme sadness prior to the COVID-19 disruption of sports.	2.81	Unsure	9
9. I often experienced trouble concentrating prior to the COVID-19 disruption of sports.	2.68	Unsure	8
10. I had been clinically diagnosed with depression prior to the COVID-19 disruption of sports.	3.79	Disagree	13
11. I had been clinically diagnosed with anxiety prior to the COVID-19 disruption of sports.	3.48	Unsure	12
12. I often struggled to find motivation for daily activities prior to the COVID-19 disruption of sports.	2.55	Unsure	6
13. Prior to the COVID-19 disruption of sports, I felt that preparing for an upcoming season was pointless.	2.99	Unsure	10

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Comsposite Mean	2.68	Unsure	

1.0 - 1.49 *Strongly Agree (SA)*
1.50 - 2.49 *Agree (A)*
2.50 – 3.49 *Unsure (U)*
3.50 – 4.49 *Disagree (DA)*
4.50 – 5.00 *Strongly Disagree (SD)*

The table shows that the composited mean of sports frustration of student-athletes during the pandemic is 2.68 with a verbal interpretation of Unsure. Statement number 3 got the highest score, implying that student-athletes often experienced sadness during the COVID-19 disruption of sports with a weighted mean of 1.83, followed by statement number 5 which indicates that they felt lonely during the COVID-19 disruption of sports with a weighted mean of 2.10. And lastly, statement number 1 indicates that they felt that the disruption of sports due to COVID-19 negatively affected their mental well- being with a weighted mean of 2.15.

According to the Association for Applied Sports Psychology or AASP (2020), it is normal to have a roller coaster of emotions amid the global pandemic. Fallis (2020) said that student-athletes were left stunned and confused due to the chaos and cancellations that the COVID-19 pandemic brought worldwide. Firmly, Jukie et al., (2020) said that not being able to utilize their body, the student-athletes felt agitated, had negative moods, and even somatic anxiety which affected them greatly.

On the other hand, statement number 10 with a weighted mean of 3.79 scored the lowest which implies that the respondents were clinically diagnosed with depression before the COVID-19 disruption of sports, followed by statement number 11 with a weighted mean of 3.48 which indicates that respondents were clinically diagnosed with anxiety before the COVID-19 disruption of sports, and lastly statement number 2 with a weighted mean of 3.17 which implies that the respondents felt that the disruption of sports due to COVID-19 positively affected their mental well-being. In fact, according to Delgado (2021), student-athletes feared most about their future. They are uncertain what the pandemic will bring to their sporting careers and other related aspects, which put the student-athletes at risk.

Summary, Conclusions, and Recommendations

Most of the respondents are male, ages 16-18, currently in Senior High School, and played volleyball and basketball the most. They have been in sports for an average of 1 to 6 years with 6 to 10 hours of training per week. These student-athletes felt a lack of companionship, were left out, had a feeling that no one knew them well and often experienced sadness and loneliness, felt that the disruption of sports negatively affected their mental health and their academic performance had a dramatic decrease due to the educational platform and other extraneous variables.

It has also been found that there is a significant relationship between age and sports frustration and there is a significant relationship between hours of training and social interaction. Moreover, there is no significant relationship between social interaction and sports frustration, but there is a significant relationship between social interaction and the academic performance of student-athletes for the 3 school years while sports frustration and 2019 academic performance indicate a significant relationship. And lastly, a Personal Effectiveness Program for Guidance and Counseling Facilitation was proposed for student-athletes that could enhance the student-athletes' social relationships and academic performance, which are crucial in an athlete's.

With these few recommendations were noted such as, firstly, student-athletes may strengthen their socialization level through the power of social media or go out with friends, while still following the health and safety protocols, to reinforce their social interaction that was affected by the pandemic for the past years. Secondly, the school officials headed by their Guidance Counselors may facilitate mental health seminars or training for student-athletes wherein they will be able to handle any frustrations that they might experience and be able to handle the challenges more accordingly. Further, strengthen the communication among the teammates to reinforce their relationship. Thirdly, future researchers may use this study as a guide in conducting deeper and wider research with the goal of assisting student-athletes to a profound extent. Fourthly, Psychology programs may use this research in assisting the student- athletes in teaching skills and strategies helpful in regulating thinking and emotions, as well as leadership development, crucial in their field. And lastly, the proposed personal effectiveness program may be

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Electronic ISSN: 3116-3890

checked, reviewed, and validated by experts like Guidance Counselors and School Psychologists before its implementation.

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National Book Development Board (NBDB) Registration as Book Publisher (Print & Digital): 6312
PRC-CPD Accredited Provider: PTR-2025-749
Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

Unveiling Teachers' Capabilities and Challenges in Teaching Specialized Sports Events in SPS Schools in South Cotabato: A Phenomenological Study

Rosario D. Valdez*[1], Susan P. Losañes, MAT-PE[2]
Sultan Kudarat State University, EJC Montilla, Tacurong City, Philippines

Abstract
Aim: In South Cotabato, the Special Program in Sports curriculum faces challenges due to varying teacher competencies, with non-specialist teachers struggling with gaps in knowledge, skills, and motivation. This paper aimed to explore teachers' capabilities, challenges, coping strategies, and support mechanisms in delivering specialized sports events within the Special Program in Sports (SPS).
Methodology: The study used a transcendental phenomenological approach to explore the lived experiences of SPS teachers. Fourteen purposively selected participants took part in one-on-one in-depth interviews, providing detailed insights into their capabilities and challenges in teaching specialized sports events.
Results: The study revealed that SPS teachers in South Cotabato possess diverse sports backgrounds, engage in continuous learning, and demonstrate confidence in their core teaching skills while recognizing areas for growth. However, they face challenges such as limited resources, time constraints, student-related issues, and the complexity of teaching varied skill levels. In response, teachers employ strategies like leveraging expertise, creatively managing resources, adapting instruction, and fostering collaboration. To strengthen their capabilities, they identified the need for ongoing professional development, institutional support, stakeholder involvement, and peer collaboration.
Conclusion: The study concludes that while SPS teachers possess diverse backgrounds and practical skills, they require continuous professional development and support to address challenges like limited resources, time constraints, and varied student needs. Through adaptive strategies and stakeholder collaboration, ongoing training and support can enhance teaching effectiveness and ensure the success of specialized sports programs. DepEd and stakeholders should provide continuous training, better resources, and innovative teaching to improve program outcomes.

Keywords: Special Program in Sports, teacher competencies, challenges, coping strategies, support mechanisms

INTRODUCTION

In South Cotabato, the implementation of the Special Program in Sports (SPS) curriculum faces significant challenges, largely due to the varying competencies of teachers tasked with delivering specialized sports events. Many teachers, especially those who are not specialists in sports, struggle with gaps in knowledge, teaching skills, and motivation. These difficulties hinder the effectiveness of physical education instruction, creating a pressing need for targeted professional development. While much attention has been given to the general improvement of physical education, little has been done to spotlight the unique struggles and strengths of SPS teachers. Without a clear understanding of their capabilities and challenges, efforts to enhance SPS programs risk falling short of their true potential.

International studies have highlighted similar concerns. Peng and Jiang (2023) investigated the competencies of physical education teachers at the basic education level in China, identifying six key themes: competency characteristics, knowledge characteristics, teacher moral characteristics, motivation characteristics, values characteristics, and personality characteristics. Nioda and Tagare (2024) examined the experiences of non-physical education generalist teachers, noting challenges such as a lack of specialized training and understanding of required skills. Silviah (2024) analyzed the role of teacher competence in improving education quality, underscoring its significance. Research has also examined the competencies of out-of-field public senior high school teachers in teaching physical education, confirming that mastery of subject discipline is essential (Mesias, 2022).

Nationally, similar issues have been observed. Matira and Ofrin (2024) investigated physical education teachers in Calamba City, Philippines, revealing that while teachers performed satisfactorily in instruction and classroom management, disparities existed based on educational attainment and teaching experience. Benzon (2019) studied the competencies of physical education teachers at the University of Eastern Philippines, identifying challenges such as lack of in-service training and inadequate sports equipment. Lapesigue (2024) analyzed the competence and performance of physical education teachers using modular learning delivery modes, highlighting areas for improvement.

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Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

Hence, this study aimed to explore the capabilities and competencies of teachers and the challenges they face when teaching specialized sports events within SPS-implementing schools in South Cotabato. While existing research has examined physical education teacher competencies, there remains a notable lack of studies that specifically focus on the Special Program in Sports (SPS) in South Cotabato (Villa et al.,2022). Although prior work has addressed related topics such as the lived experiences of athletes in the province and the approaches of primary-grade physical education teachers (Tagare, 2021), there has been no concentrated inquiry into the unique capabilities and challenges that SPS teachers encounter in this setting. This publication gap underscores the need for targeted research to strengthen sports education initiatives and ultimately enhance student performance within the region.

This study assumed that SPS teachers in South Cotabato have varying competence levels in teaching specialized sports, influenced by training, experience, and available resources. Grounded in Bandura's Social Cognitive Theory (1986), it highlights that teaching capability is shaped by personal experience, observational learning, and environment (Schunk & Zimmerman, 2011). Teachers' self-efficacy—their belief in their ability to teach effectively—significantly impacts their performance (Schunk & DiBenedetto, 2023). Their perceived competence, exposure to professional development, and motivation inform their teaching effectiveness in specialized sports events.

This study is also grounded in the Competency-Based Education (CBE) model by Spady (1994), which emphasizes equipping teachers with specific knowledge, skills, and attitudes for effective instruction (Voorhees & Bedard-Voorhees, 2014; Burke, 1989). CBE supports identifying required competencies, assessing current abilities, and addressing skill gaps—making it suitable for evaluating sports instruction in SPS schools. Bernikova (2017) reinforces this with the global shift toward practice-based education.

It also draws on the Instructional Systems Design (ISD) model by Dick and Carey (1996), a systematic framework for assessing needs, setting goals, and designing, implementing, and evaluating instruction (Ramma et al., 2020). ISD guided the study in evaluating teacher capabilities and instructional planning in SPS schools.

Together with Social Cognitive Theory, CBE and ISD promote teacher effectiveness by emphasizing self-efficacy, structured planning, and learner engagement—helping address gaps in skills, motivation, and resources to enhance specialized sports instruction.

Objectives

This study aimed to unveil teachers' capabilities and challenges in teaching specialized sports events in SPS schools in South Cotabato.

Specifically, it sought to address the following questions:

1. What are the perceived capabilities and competencies of teachers in teaching specialized sports events in SPS schools in South Cotabato?
2. What challenges do teachers encounter in teaching specialized sports events within the SPS program?
3. How do teachers address the challenges they encounter in teaching specialized sports events within the SPS program?
4. What support mechanisms do teachers identify as necessary to enhance their capabilities in teaching specialized sports events?

METHODS

Research Design

This study used a qualitative design, specifically transcendental phenomenology, to explore teachers' capabilities and challenges in teaching specialized sports events in SPS schools in South Cotabato. Phenomenology examines lived experiences by understanding how individuals perceive and express their realities (Delmas & Giles, 2023; Muńoz & Sanchez, 2023; Sanchez & Sarmiento, 2020). Guided by Husserl's approach, transcendental phenomenology emphasizes bracketing biases (epoche) to gain a clearer view of participants' perspectives. This method allowed the researchers to uncover the essence of teachers' experiences, highlighting how they interpret and respond to challenges in their roles.

Population and Sampling

This study involved 14 teachers from seven secondary schools in South Cotabato: Banga, Libertad, Sto. Niño, Norala, T'boli, Tupi, and Polomolok National High Schools. Each school contributed two teachers handling specialized sports under the Special Program in Sports (SPS).

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Participants were selected through purposive sampling based on the following criteria: (a) currently teaching SPS for Grades 7–10; (b) with direct experience in coaching specific sports disciplines; (c) with at least three years of SPS teaching experience; (d) actively implementing the sports curriculum; and (e) willing to participate in in-depth interviews and share their experiences.

Instrument

This study used in-depth interviews (IDI) guide as the main data collection method to capture detailed perspectives on SPS teachers' capabilities and challenges in teaching specialized sports events (Rutledge & Hogg, 2020; Boyce & Neale, 2006). Semi-structured questions were developed, and validated by experts to ensure clarity, relevance, and alignment with the study's objectives.

Data Collection

Prior to the formal data gathering, the researchers obtained approval from the Dean of Graduate Schools at Sultan Kudarat State University to conduct the study. After receiving this approval, formal letters were sent to the principals of the selected schools—Banga National High School, Libertad National High School, Sto. Niño National High School, Norala National High School, T'boli National High School, Tupi National High School, and Polomolok National High School—requesting permission to interview teachers handling specialized sports events under the Special Program in Sports (SPS). Data collection was conducted from January to March 2025.

Before proceeding with the actual interviews, a trial interview was conducted to simulate the real data collection process. The main data collection involved one-on-one in-depth interviews with participants, each lasting approximately 60 to 120 minutes. The interviews were audio-recorded using a mobile phone to ensure accurate data capture. The recorded data were then transcribed verbatim and prepared for data analysis.

Data Analysis

The study used thematic analysis, as defined by Braun and Clarke (2006), to identify, interpret, and report patterns within qualitative data. This method enabled a structured examination of participant responses through six phases: (1) familiarizing with the data; (2) generating initial codes; (3) clustering codes into broader themes; (4) reviewing themes for coherence; (5) defining and naming themes; and (6) producing the report by presenting key themes that reflected teachers' experiences and insights in teaching specialized sports events.

Ethical Considerations

Ethical considerations in this study focused on participant well-being, privacy, and safety. Informed consent was obtained verbally and in writing after receiving school principals' permission. Participants were fully informed of the study's objectives, voluntary participation, and their right to withdraw at any time (Beauchamp & Childress, 2013). Vulnerabilities, such as socioeconomic status, were addressed, and risks were mitigated. Comfort during interviews was prioritized, with participants free to decline uncomfortable questions. Privacy was protected through pseudonyms, coding, and secure data storage on encrypted platforms.

RESULTS and DISCUSSION

This chapter presents the study's results and deliberates the implications of data gathered through an interview guide questionnaire during the interview conducted with the participants. The presentation is organized based on the order of the problems in the statement of the problem.

1. Teachers Perceived Capabilities and Competencies in Teaching Specialized Sports Events

Five (5) emerging themes were identified through a thorough data analysis and interpretation, synthesized from various initial and clustered themes. These emerging themes are as follows: Diverse and Specialized Backgrounds in Sports, Self-Assessed Competence in Specialized Sports, Ongoing Professional Development and Self-Initiated Training, Confidence in Core Teaching Competencies with Recognition of Improvement Areas and Role of Competencies in Enhancing Student Development. These themes encapsulate teachers' perceived capabilities and competencies in teaching specialized sports events, highlighting their experiences, challenges and professional growth within SPS schools in South Cotabato.

Emerging Theme 1: Diverse and Specialized Backgrounds in Sports

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Teachers in the SPS program possess a blend of practical experience and academic training, greatly enhancing their ability to teach specialized sports events. Many have backgrounds as athletes, coaches, and module developers, which 11 out of 14 participants identified as crucial to their teaching effectiveness. Their hands-on involvement and formal qualifications provide the confidence and competence needed to deliver specialized instruction.

This aligns with Larsson et al. (2021), who found that diverse practical experiences among PETE students enrich sports education by bringing varied perspectives. Similarly, Karakoc (2021) emphasized that combining theory and practice in teacher training is essential for preparing teachers in physical education. Northwest Missouri State University (2022) also highlighted the importance of multicultural and practically experienced teachers in meeting the needs of diverse student populations.

Overall, these findings underscore the value of diverse professional backgrounds in strengthening SPS programs. Integrating theory with practice, encouraging continuous development, and recruiting teachers with varied expertise can enhance teaching quality and student engagement.

Emerging Theme 2: Self-Assessed Competence in Specialized Sports

Teachers in the SPS program demonstrate a wide range of self-assessed competence, reflecting their subject knowledge, skill proficiency, and self-awareness in delivering specialized sports instruction. Their self-evaluations offer insight into their perceived abilities and commitment to growth. While some expressed high confidence based on experience and training, others acknowledged areas needing improvement, emphasizing the evolving nature of specialized sports teaching.

These findings align with Ma et al. (2025), who noted that teachers with high self-efficacy are more engaged in professional growth, while burnout hinders development. Baumgartner (2022) highlighted those capable teachers may underestimate their skills, stressing the need for balanced self-evaluation. Similarly, Spittle et al. (2023) linked confidence and motivation to teaching efficacy, suggesting that developing self-assessment skills in preservice teachers boosts effectiveness.

Overall, self-assessment plays a vital role in identifying strengths and growth areas. Supporting this with structured feedback, mentorship, and targeted training can enhance teacher confidence and instructional quality in the SPS program.

Emerging Theme 3: Ongoing Professional Development and Self-Initiated Training

This theme highlights teachers' commitment to continuous improvement through both formal and informal learning, ensuring they remain effective in specialized sports instruction. Recognizing the evolving demands of sports, teachers pursue professional development via structured programs and self-directed efforts to meet student needs. Of the 14 participants, around 8 actively joined formal training such as coaching seminars and national sessions, gaining updated techniques and increased confidence. Others complemented this with informal learning—using online resources or seeking mentorship—to address specific gaps and explore personal interests not covered in formal settings.

These findings support Cardina and James (2025), who emphasized that identifying areas for growth leads to more effective instruction. Similarly, Hagedoorn et al. (2023), Amihan and Sanchez (2023), and Carvajal, et al. (2025) found that combining formal and informal learning is key to comprehensive development, adaptability, and staying current.

Overall, blending structured and self-initiated learning enhances teacher competence, fosters adaptability, and supports effective, student-centered instruction in specialized sports events.

Emerging Theme 4: Confidence in Core Teaching Competencies with Recognition of Improvement Areas

This theme highlights teachers' confidence in their core teaching abilities within specialized sports events, along with their self-awareness of areas for improvement. Teachers recognized their strengths—such as subject knowledge, technical skills, and classroom management—gained through experience. Ten of the 14 participants expressed high confidence in teaching fundamental techniques and managing student behavior. However, many acknowledged the need to enhance student skill progression, ensure consistent coaching, and address facility limitations. Teachers emphasized the importance of ongoing professional development in sport-specific training and pedagogical strategies.

These findings align with Morgan and Bourke (2008), who noted that experience boosts teaching confidence, and with Veloo and Md-Ali (2016), who pointed out that facility and knowledge gaps can hinder

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instructional effectiveness. Kahts-Kramer and Wood (2023) further emphasized the value of involving teachers in designing development programs to meet their unique needs.

Overall, the findings underscore the need to balance teacher confidence with continuous growth through targeted training, ensuring effective and adaptable sports instruction.

Emerging Theme 5: Role of Competencies in Enhancing Student Development

This theme highlights the importance of competencies in effective teaching and student development in specialized sports events. Teachers emphasized that a structured progression from basic to advanced skills improves student learning, performance, and personal growth, including discipline, motivation, and attitude. All 14 participants agreed that competencies are central to their teaching. This approach allows steady skill development, enhancing student performance both on and off the field. However, some teachers raised concerns about adapting competencies to diverse skill levels and learning styles, emphasizing the need for flexibility.

These findings support Jafar et al. (2023), who emphasized the value of structured skill progression, and Marcotte and Gruppen (2022), who noted that competency-based education enhances integrative learning and motivation. Ryspaeva et al. (2024) further emphasized its impact on student engagement, while McNamee et al. (2007) pointed out the challenges of adapting instruction to varied learner needs.

In conclusion, while competencies are key to developing technical skills and positive student behaviors, effective implementation requires targeted training and adaptable strategies to meet diverse learning needs.

2. Challenges Encountered in Teaching Specialized Sports Events

Five (5) emerging themes were identified through thorough data analysis and interpretation, synthesized from various initial and clustered themes. The five emerging themes were as follows: Resource Limitations (Equipment, Facilities, Financial Constraints), Time Constraints and Scheduling Conflicts, Student Attendance, Motivation, and Behavioral Challenges, Assessment and Diverse Skill Level Challenges, and Inherent Challenges of Specialized Sports Events. These themes encapsulate the experiences of teachers in delivering specialized sports events, highlighting the obstacles they face in ensuring effective instruction and student development.

Emerging Theme 1: Resource Limitations (Equipment, Facilities, Financial Constraints)

Resource limitations were identified as a major challenge to delivering specialized sports events instructions, with 7 out of 14 participants citing issues such as outdated or damaged equipment, inadequate facilities, and financial constraints. These challenges hinder training quality and limit student engagement and development. Teachers noted that while schools provided some resources, many were insufficient or below standard, affecting both safety and skill-building—especially in equipment-dependent sports like Taekwondo and football. Financial challenges also prevented some students from acquiring necessary gear, widening the gap between those who can afford quality equipment and those who cannot.

These findings align with Sanni et al. (2018), who linked poor athletic performance to inadequate facilities, and Solomon (2020), who found that financial costs significantly impact youth sports participation. Mudd et al. (2024) also highlighted how resource disparities lead to unequal participation across socioeconomic backgrounds.

Overall, the study underscores that insufficient resources and funding create inequities in sports training. Addressing these issues through increased support, funding, and partnerships is essential to ensure equal opportunities for all students.

Emerging Theme 2: Time Constraints and Scheduling Conflicts

Time constraints and scheduling conflicts emerged as key challenges in delivering effective sports training within the Special Program in Sports (SPS). About 4 out of 14 participants noted that the one-hour sessions were too short for skill development, especially in sports requiring intensive practice and personalized coaching. Teachers expressed the need for longer or more flexible training hours, suggesting afternoon or weekend sessions. However, school duties and other responsibilities often limited available time. External disruptions such as weather and school events also interrupted training, making consistent practice difficult.

These issues align with Stanek et al. (2015), who found that academic and work demands limit students' ability to engage in physical activity. Similarly, Ator and Ortizo (2024) emphasized the challenge of balancing academic and athletic roles, calling for better time management and institutional support.

Overall, the findings point to the need for extended training hours, flexible scheduling, and stronger institutional support to enhance both student development and program success.

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Emerging Theme 3: Student Attendance, Motivation, and Behavioral Challenges

Student attendance, motivation, and behavioral issues were major barriers to effective specialized sports training, with about 6 of 14 participants identifying them as key challenges. Inconsistent attendance and tardiness disrupted lessons and hindered skill development, making personalized instruction difficult. Teachers also noted a lack of discipline and commitment, with many students taking a casual approach to training and failing to grasp the dedication required. Modern distractions like gadgets and social media further reduced student focus and engagement, which is especially detrimental in sports requiring consistency and mental resilience.

These challenges align with Deci and Ryan's (1985) Self-Determination Theory, which highlights the importance of autonomy, competence, and relatedness in sustaining motivation. When students feel forced rather than internally driven, motivation declines. Bandura's (1977) Social Learning Theory also emphasizes the impact of modeled behavior, showing that inconsistent expectations from coaches can lead to disengagement.

The findings call for targeted strategies to improve attendance and motivation, such as goal-setting, mentorship, parental involvement, and sports psychology techniques to build a disciplined and supportive training environment.

Emerging Theme 4: Assessment and Diverse Skill Level Challenges

The challenge of assessing diverse skill levels in specialized sports events emerged as a major concern, with about 8 of 14 participants citing it as a key barrier. Students' progress at different rates, especially in technical sports like Taekwondo and Sepak Takraw, making uniform evaluation and tailored instruction difficult. This issue was worsened in multi-grade and large classes, where the range of abilities and limited teacher attention made individualized feedback challenging. Inconsistent attendance further disrupted progress tracking, especially for sports requiring mastery of complex techniques.

These challenges reflect Vygotsky's (1978) idea that optimal learning requires support tailored to each learner's level—a difficult task in varied, crowded settings. Bloom's (1984) Taxonomy also stresses assessments should go beyond basic skills to evaluate application and strategy, which is hard to achieve under current constraints.

The findings emphasize the need for adaptive assessments, such as grouping by ability, using video analysis, and providing teacher training in differentiated evaluation to better support student development in specialized sports.

Emerging Theme 5: Inherent Challenges of Specialized Sports Events

This theme highlights challenges that hinder specialized sports events. About 4 out of 14 participants identified issues such as limited accessibility, low participation, and coaching shortages, driven by financial barriers and program constraints. Expensive gear and fees make sports like Taekwondo inaccessible to low-income students, creating unequal participation. Low student interest, time constraints, and academic pressures also reduce recruitment and threaten program sustainability. Additionally, the lack of qualified coaches, especially in less popular sports, limits quality training and student development. Many students start without basic knowledge, requiring coaches to reteach fundamentals, delaying progress

These findings align with Pandya (2021) who emphasize how financial barriers and limited program quality reduce youth participation. TRINE University (2025) also stresses the importance of coach training for effective, age-appropriate instruction.

To improve specialized sports events programs, schools should pursue funding, raise awareness, and offer mentorship. Early foundational sports education and coach development are essential for equity and long-term success.

3. Strategies Employed to Address Challenges in Specialized Sports Events

Four (4) emerging themes were identified through comprehensive data analysis and interpretation, synthesized from various initial and clustered themes. The four emerging themes were as follows: Leveraging Personal Expertise and Extended Training, Creative Resource Mobilization, Tailoring Instruction to Diverse Student Skill Levels, and Collaborative Efforts and Stakeholder Engagement. These themes reflect the strategic approaches employed by teachers to enhance specialized sports events, emphasizing adaptability, resourcefulness, and collaborative initiatives to ensure effective instruction and student development.

Emerging Theme 1: Leveraging Personal Expertise and Extended Training

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Teachers in specialized sports events often rely on their expertise to overcome challenges and support student learning. About 8 out of 14 participants emphasized the importance of extending training beyond class hours for extra guidance, especially for advanced skills or struggling students. Some teachers assigned leadership roles to skilled students, like Taekwondo blackbelts, promoting peer learning. They used varied methods—lectures, demonstrations, and practical exercises—to engage students with complex techniques. Sports psychology was applied to build mental resilience, and drills were turned into games to maintain motivation and encourage independent mistake correction.

These strategies align with Turocy (2016) findings on the impact of instructor expertise, which suggests that instructors who draw upon their personal experiences and specialized knowledge can effectively address challenges and enrich the educational experience for students in specialized sports events.

Overall, the study highlights the importance of teacher experience, peer-assisted learning, and diverse teaching approaches in fostering skill development, engagement, and leadership. Supporting teachers through training and mentorship can strengthen specialized sports education.

Emerging Theme 2: Creative Resource Mobilization

Despite limited resources, teachers in specialized sports events demonstrate creativity and dedication in ensuring effective training and competition. All 14 participants shared strategies for addressing shortages in equipment, facilities, and funding. Common approaches included borrowing or sharing equipment across sports, engaging external stakeholders like parents, alumni, and LGUs for donations, sponsorships, and fundraising. These efforts met immediate needs and fostered a supportive school community. Some teachers even used their own money or encouraged students to bring personal equipment, reflecting strong commitment and promoting student responsibility.

These strategies align with Simwanza and Mabagala (2022) study on school managers in Tanzania and the Aspen Institute (2022) findings on community partnerships in under-resourced sports programs. Both emphasize collaboration and shared responsibility in overcoming constraints.

The findings underscore teachers' resilience and proactive efforts to sustain specialized sports programs. Formalizing these practices through structured funding and support networks can help ensure long-term success.

Emerging Theme 3: Tailoring Instruction to Diverse Student Skill Levels

Managing the diverse range of student skill levels is a key challenge in specialized sports events. All 14 participants emphasized the need to adapt teaching strategies to meet these varying abilities. Common approaches include grouping students by skill level, creating personalized training plans, and using peer-assisted learning. Grouping by ability allows for focused sessions, with beginners receiving foundational training and advanced athletes tackling more complex tasks. In multi-grade classes, teachers divide students into smaller groups for more tailored instruction. Peer-assisted learning, where skilled students mentor beginners, fosters collaboration and reinforces learning. Additionally, individualized training plans cater to each student's pace, strengths, and areas for improvement.

Collaboration among teachers and sports coordinators plays a vital role. Sharing best practices and mentoring newer instructors supports consistent, inclusive teaching. This aligns with differentiated instruction strategies and research by The PE Project (2022) and Jenkinson et al. (2014), which highlight the value of ability-based grouping and peer learning in improving performance and engagement.

Overall, differentiated instruction, peer mentorship, and collaborative planning are essential for addressing diverse skill levels. Institutional support through training and structured frameworks can help sustain these practices.

Emerging Theme 4: Collaborative Efforts and Stakeholder Engagement

Collaboration and stakeholder engagement are essential for addressing challenges in specialized sports events. 12 out of 14 participants highlighted the importance of teamwork within the school and with external partners to improve teaching and student outcomes. Regular meetings with coordinators, department heads, and coaches helped refine strategies and solve issues. Mentoring by senior teachers enhanced teaching quality, while teacher-adviser coordination improved student engagement through monitoring attendance, discipline, and progress. External partnerships with specialized trainers also brought expert knowledge, enhancing instruction, especially in technical sports.

Collaboration also extended to parents, alumni, and local government units (LGUs), who supported programs through donations, financial assistance, and event organization. Kalar et al. (2019) and de Jong et al.

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(2023) emphasized how involving diverse stakeholders fosters better decision-making, problem-solving, and educational outcomes.

Overall, collaboration among teachers, administrators, and external partners enhances teaching effectiveness and resource access, ensuring sustainable and inclusive sports programs.

4. Support Mechanisms Identified to Enhance Teachers' Capabilities in Specialized Sports Events

Four (4) emerging themes were identified through comprehensive data analysis and interpretation, synthesized from various clustered themes and significant statements. The four emerging themes were as follows: Professional Development and Training Opportunities, Administrative and Institutional Support, Parental, Community, and Stakeholder Support, and Collaboration and Peer Support. These themes encapsulate the support mechanisms that enhance teachers' capabilities in delivering specialized sports events, highlighting the resources and strategies that contribute to effective instruction and student development.

Emerging Theme 1: Professional Development and Training Opportunities

Professional development is crucial for strengthening teachers' capabilities in specialized sports events. All 14 participants emphasized the need for continuous training to improve teaching and stay updated with current coaching strategies. They preferred hands-on workshops over lectures for their practical benefits and valued international and online training for exposing them to global best practices. Active involvement in sports—as coaches, athletes, or officials—was also seen as key to enhancing both technical and psychological coaching skills.

These findings align with Hanson (2024) assertion that effective coaches consistently seek professional growth. Various forms of training, including workshops and online seminars, help teachers stay updated and responsive to evolving sports methodologies.

Institutional support for continuous development is crucial for enhancing teachers' mentoring skills and ensuring the long-term success of specialized sports programs.

Emerging Theme 2: Administrative and Institutional Support

Administrative support is essential for sustaining specialized sports events. Participants stressed the need for resources, facilities, and opportunities from school administrations. Key support includes equipment, funding, and workload adjustments, allowing teachers to focus on instruction. Teachers also called for improved infrastructure, financial aid for training and competitions, and flexibility in academic requirements for student-athletes. Support for joining external events and developing assessment tools was also deemed important.

These findings align with Boquel and Junsay (2023), who stressed that better-equipped, well-funded sports programs yield stronger results. Their study highlighted the importance of investing in facilities, training, and staff to maintain program quality.

Ultimately, strong administrative backing fosters an environment where specialized sports events can thrive and contribute meaningfully to student development.

Emerging Theme 3: Parental, Community, and Stakeholder Support

Participants highlighted that the success of specialized sports events relies not only on school administration but also on the active involvement of parents, community organizations, LGUs, and other stakeholders. This network provides essential financial and moral support, sustaining and enhancing programs. Parental engagement—through encouragement, transportation, and financial aid—was emphasized as crucial for boosting student participation. Community organizations and LGUs play key roles through sponsorships, logistical support, and funding. Partnerships with NGOs and PTAs enhance financial stability, sustainability, and program transparency.

These findings align with Bonavolontà et al. (2021) and Project Play (2020), who underscored the importance of collaborative efforts among schools, families, and communities.

Such partnerships ensure long-term support, helping overcome logistical challenges and broadening opportunities for student-athletes.

Emerging Theme 4: Collaboration and Peer Support

Collaboration among teachers and sports education experts is essential for successful sports events. Findings highlight that peer mentoring, idea sharing, and open communication enhance instructional strategies and coaching growth. Teamwork helps address instructional gaps, adapt to trends, and ensure training continuity.

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Print ISSN: 3116-3882
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Participants also emphasized the importance of engaging with sports experts and joining professional networks to stay updated on advanced methods and expand their expertise.

These findings align with Darling-Hammond et al. (2017), who emphasized the positive effects of professional learning communities on teaching quality and student performance.

Promoting collaboration and knowledge-sharing among teachers strengthens specialized sports events and fosters a culture of continuous learning and instructional improvement.

Conclusions

The study found that teachers in specialized sports events combine practical experience with formal training in their instruction. While confident in their skills, ongoing professional development is crucial for adapting to new methods and meeting student needs. Structured competencies are essential for skill development and progressive learning. Despite their expertise, teachers face challenges like limited resources, time constraints, and student motivation issues. Assessing varying skill levels in multi-grade settings and the lack of passionate coaches also complicates teaching. Teachers address these by leveraging expertise, extending training hours, and using motivational strategies. Resource mobilization and collaboration with stakeholders help overcome constraints, while differentiated instruction ensures proper guidance. Enhancing teacher capabilities requires professional development, institutional support, and partnerships with sports organizations and the community to improve coaching and resource access for sustainable sports education.

Recommendations

To enhance the effectiveness of specialized sports events, the Department of Education (DepEd), school administrators, and stakeholders are encouraged to implement continuous professional development programs for teachers, focusing on innovative teaching strategies, sports pedagogy, and evolving instructional methods. The study underscores the necessity for addressing common challenges such as inadequate resources, teacher workload, and student engagement, which requires increased funding for facilities, equipment, and structured support systems, including mentorship and access to instructional materials. SPS teachers are also encouraged to maintain their expertise while incorporating innovative approaches like skill-based grouping, peer-assisted learning, and extended training hours to improve student outcomes.

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National Book Development Board (NBDB) Registration as Book Publisher (Print & Digital): 6312
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PRC-CPD Accredited Provider: PTR-2025-749
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PRC-CPD Accredited Provider: PTR-2025-749
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National Book Development Board (NBDB) Registration as Book Publisher (Print & Digital): 6312
PRC-CPD Accredited Provider: PTR-2025-749
Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

Assessing the Technical Competencies of Teacher-Sports Officials

Hanna Aliyah C. Canoy-Ilupa*[1], Dr. Chiedel Joan G. San Diego[2]
[1, 2] Mindanao State University-Iligan Institute of Techology, Iligan City, Philippines

Abstract
Aim: This study aimed to assess the technical competencies of public school teachers in Iligan City who served as sports officiating officials, specifically in the areas of communication, decision-making, sports management, knowledge, officiating skills, and training participation. By focusing on this underexamined dual role, the study contributes to the discourse on teacher professional development and underscores the importance of equipping educators with skills beyond the classroom. It also provides practical insights for schools and sports coordinators to improve officiating quality. The development and use of a validated, reliable assessment tool mark a meaningful contribution to both research and practice.
Methodology: The study employed a quantitative research design to determine the current levels of technical competencies and identify the challenges teacher-officials face in balancing their instructional and officiating duties. A total of 40 teacher-officials from Iligan City participated in the study. A structured, validated questionnaire was used to measure their competence across six key domains: communication, decision-making, sports management, knowledge, officiating skills, and training engagement.
Results: Findings revealed that while teacher-officials demonstrated moderate competence in decision-making (M = 2.50) and sports management (M = 2.55), lower scores were observed in communication skills (M = 2.41), knowledge (M = 2.35), officiating skills (M = 2.28), and training participation (M = 1.18). These results reflect a lack of formal accreditation and limited access to advanced training, which hinder their growth in officiating roles.
Conclusion: The study concluded that although teacher-officials possess basic officiating competencies, substantial gaps remain in technical proficiency and professional development. These findings emphasized the need for structured capacity-building initiatives to enhance teacher-officials' performance and align their roles with national education and sports standards.
Keywords: competencies, professional development, sports officiating, teacher-officials, technical skills

INTRODUCTION

In the 21st century, teachers are expected not only to master essential competencies for modern education but also to continuously enhance their understanding of teaching and learning processes. The need for an ongoing, developmental approach to professional development in which "teachers must continuously increase the knowledge and skills they have to teach more rigorous content and engage students in learning (Berry et al., 2016). Beyond the classroom, many teachers extend their roles by participating in sports officiating, which introduces additional responsibilities. Balancing instructional duties with officiating obligations presents unique challenges, as teachers must also develop the technical skills and competencies necessary for effective officiating. This dual role offers both opportunities and complexities, influencing professional growth and the quality of sports officiating in educational contexts (Sabillo et al., 2023; Hoffmann et al., 2024).

Teachers serving as sports officials face increased demands, including a strong foundation in sports knowledge, rule interpretation, decision-making, and communication. The Game Management Framework for Sports Refereeing (GMFSR) emphasizes a holistic approach to officiating by integrating technical knowledge, situational judgment, physical readiness, and interpersonal skills. This framework promotes a structured development of game management competencies, particularly in communication, decision-making, and sports management (Hoffmann et al., 2024). According to Sabillo et al. (2023), targeted training is essential for addressing these demands effectively. Moreover, establishing safe and inclusive sports environments depends on intentional educational initiatives for all officiating personnel (Płoszaj et al., 2020).

Despite increasing expectations and supportive policy frameworks, significant gaps remain in the development of teacher-officials. In the Philippines, the Department of Education (DepEd) has issued guidelines—such as DepEd Memorandum No. 035, s. 2023, and Regional Memorandum No. 870, s. 2019—to promote accreditation and professional development of sports officials, in partnership with the Philippine Sports Commission (PSC) and National Sports Associations (NSAs). These policies underscore the importance of technical preparation in rule application, communication, decision-making, and post-event evaluation. However, challenges persist. Research

International Journal of Sports, Health, Fitness, and Movement Studies (IJSHEFMS)
National Book Development Board (NBDB) Registration as Book Publisher (Print & Digital): 6312
PRC-CPD Accredited Provider: PTR-2025-749
Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

indicates that teacher-sports officials experience role strain due to overlapping teaching and officiating duties, which demand effective time management and conflict resolution skills (Reyna, 2024). Moreover, while teachers generally have positive attitudes toward sports participation, Li and Li (2023) found that opportunities for continuing education, mentoring, and fair remuneration significantly impact officials' sense of community and motivation.

This study addressed these challenges by assessing the technical competencies of teacher-officials, specifically in the areas of communication, decision-making, sports management, knowledge, officiating skills, and training engagement. The findings aim to provide evidence-based insights to support the continuous development and professionalization of teacher-officials. Ultimately, the study contributes to the realization of the Sustainable Development Goals—Goal 4: Quality Education, Goal 8: Decent Work and Economic Growth, and Goal 11: Sustainable Cities and Communities—by empowering teachers to fulfill dual roles with confidence and competence. In doing so, it advances holistic education and lifelong learning in physical education while promoting inclusive and resilient school communities.

Objectives

This study aimed to assess the technical competencies among teachers who serve as sports officiating officials in Iligan City basis.

Specifically, it aimed to:

1. determine the demographic profile of respondents in terms of the following variables:
    - 1.1 Area of Interest
    - 1.2 Level of Accreditation
    - 1.3 Number of Years as Sports Officiating Officials
    - 1.4 Personality Test
2. assess the level of technical skills of sports officiating officials in terms of the following areas:
    - 2.1 Communication Skills
    - 2.2 Decision-Making Skills
    - 2.3 Sports Management
3. Assess the level of competence of sports officiating officials in terms of the following areas:
    - 3.1 Knowledge
    - 3.2 Skills
    - 3.3 Training

METHODS

Research Design

This study employed a quantitative research design, consistent with the framework described by Creswell (2014), who defines quantitative research as a method used to test objective theories by examining relationships among variables. These variables are measured using standardized instruments and analyzed through statistical procedures to identify patterns, correlations, and generalizations. This approach was appropriate for assessing specific competencies across a defined group of teacher-officials and drawing conclusions based on numerical data.

The primary purpose of the study was to assess the technical skills and competencies of teacher-officials in sports officiating. The participants included 40 public elementary and secondary school teachers in Iligan City who had experience officiating in school-based and city-wide sports events. Data were collected using a validated and reliable self-constructed survey questionnaire, adapted from Sabillo et al. (2023). The instrument gathered demographic data (e.g., sports area of interest, accreditation level, years of officiating experience), personality traits, and key technical skills in communication, decision-making, and sports management, along with competencies related to knowledge, practical skills, and training participation.

These measurable variables were analyzed using descriptive statistics to identify patterns of strengths, weaknesses, and training needs. The study also examined the dual roles of teachers as educators and sports officials, highlighting the implications of this dual function on their effectiveness, role strain, and professional growth. Conducted in Iligan City during Academic Year 2024–2025, the study generated empirical data that reflect the current technical competencies of teacher-sports officials, providing a foundation for future interventions in professional development and training.

Population and Sampling

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The study involved 40 purposively selected public basic education teachers who also served as sports officiating officials. Selection ensured diversity in sports interest, accreditation level, officiating experience, and personality traits. Participants met three criteria: they were public school teachers, had at least three years of officiating experience, and currently or previously held officiating roles. This diverse sample aimed to reflect varied perspectives on technical skills and competencies in sports officiating.

Instrument

This study utilized a structured questionnaire to assess the technical competencies of teacher-sports officiating officials. Specifically, it employed a 60-item self-constructed survey adapted from Sabillo et al. (2023), with no modifications. The instrument consisted of two main domains: technical skills (communication, decision-making, and sports management) and competencies (knowledge, practical officiating skills, and training participation), with 10 items per component. Participants rated their agreement using a 5-point Likert scale.

Content and face validity were established through expert review by five recognized professionals in sports and education, resulting in an overall validity rating of 4.91 (Excellent). For reliability, the instrument was pilot-tested with 30 sports officiating officials not included in the main study. Cronbach's Alpha values were 0.978 for technical skills and 0.960 for competencies, both interpreted as excellent, confirming the instrument's internal consistency and suitability for assessing teacher-officials' technical skills and competencies.

Data Collection

The data collection process consisted of two phases: (1) preliminary preparations and (2) actual data gathering. The preliminary phase involved preparing and reproducing the validated questionnaire. The researcher secured all necessary permits and coordinated with appropriate authorities. Ethical protocols were followed, and respondents were informed about the confidentiality of their responses.

In the data gathering phase, the questionnaires were distributed to public elementary and secondary school teachers in Iligan City who met the criteria. The survey collected demographic data (e.g., sports interest, accreditation level, years of experience), personality traits, and technical competencies (communication, decision-making, and sports management), along with knowledge, practical skills, and training background.

To supplement the quantitative data, semi-structured interviews were conducted with selected participants to gain deeper insights into their challenges in balancing teaching and officiating roles. All collected data were statistically analyzed to identify skill gaps and inform potential training and development programs.

Treatment of Data

Data collected from the structured survey were organized, coded, and analyzed using descriptive statistics, particularly mean to determine trends and variability in responses.

Each item under the domains of technical skills (communication, decision-making, sports management) and competencies (knowledge, officiating skills, training participation) was analyzed. The mean was used to determine central tendencies across responses. Sabillo et al. (2023), the mean indicates the overall trend of a dataset and notes that it is calculated by summing all values and dividing by the number of data points. To interpret the results, the following scale was used: 4.50–5.00 as Very High Level, 3.50–4.49 as High Level, 2.50–3.49 as Moderate Level, 1.50–2.49 as Low Level, and 0.00–1.49 as Very Low Level.

Ethical Considerations

To ensure the ethical integrity of the study, all data collected were anonymized and retained for 3–5 years, and to be disposed securely. The study complied with the Data Privacy Act of 2012 (RA 10173) and was approved by the Research Integrity and Compliance Office of Mindanao State University–Iligan Institute of Technology.

RESULTS and DISCUSSION

This section provides an overview of the 40 respondents' profiles concerning their technical competencies as teacher-sports officiating officials. Here, the respondents' revealed the level of technical skills and competencies.

Profiling Respondents Based on Sports Interest, Accreditation Level, Officiating Experience, and Personality Traits

The table presents the demographic profile of the respondents in terms of their sports interest, level of accreditation, number of years as sports officiating officials and personality test.

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Table 1.1 Distribution of Respondents Based on Area of Sports Interest

		Frequency	Percent
Sports Interest	Football	2	4.9
	Volleyball	8	19.5
	Basketball	6	14.6
	Badminton	7	17.1
	Swimming	2	4.9
	Sepak Takraw	2	4.9
	Chess	2	4.9
	Para Games	2	4.9
	Pencak Silat	2	4.9
	Taekwondo	1	2.4
	Wushu Sanda	1	2.4
	Lawn Tennis	2	4.9
	Dance Sports	1	2.4
	Track and Field	1	2.4
	Archery	1	2.4
	Total	40	100%

The survey of 40 respondents showed that sports interests are quite diverse. Volleyball was the most popular, with 8 people (19.5%) choosing it, followed by Badminton with 7 people (17.1%), and Basketball with 6 people (14.6%). These three sports made up over half of the responses (51.2%), highlighting their popularity, likely due to good facilities. According to Navarro et al. (2024), schools with adequate facilities can offer more opportunities to participate in these sports, enhancing their appeal. Other sports like Football, Swimming, Sepak Takraw, Chess, Para Games, Pencak Silat, and Lawn Tennis each attracted 2 respondents (around 5%), showing moderate interest in both physical and inclusive sports. A few sports, such as Taekwondo, Wushu Sanda, Dance Sports, Track and Field, and Archery, had only 1 respondent (about 2.4%), possibly because of limited exposure or accessibility. According to Rueda & Fernández-Cerero (2023), despite these least activities, there are challenges in implementing inclusive sports, such as the need for better teacher training and the establishment of supportive educational policies. The variety of sports preferences suggests a need for flexible programs that support both popular and less common sports, promoting inclusivity and broad participation. Overall, the findings indicate that while traditional sports dominate, there is also a healthy interest in emerging and inclusive activities, which can guide future sports programming and development efforts.

Table 1.2. Distribution of Respondents by Level of Accreditation in Sports Officiating

		Frequency	Percent	Cumulative Percent
Lower Accreditation	Has Experience	6	15	15
	Has no Experience	34	85	100
Higher Accreditation	Has Experience	24	60	60
	Has no Experience	16	40	100

The data shows that among 40 sports officials, only 15% (6 officials) with lower accreditation have prior officiating experience, while 85% (34 officials) do not.This suggests many new officials are being accredited before gaining practical experience. Conversely, at the higher accreditation level, 60% (24 officials) have experience, and 40% (16 officials) do not, indicating a more balanced mix. These differences imply that some officials may receive accreditation without enough hands-on practice, which could affect their confidence and consistency. This concern aligns with MacMahon et al. (2014) who argue that competence in officiating must be grounded in both theoretical understanding and experiential learning. To improve officiating quality, accreditation programs should be revised to include mandatory practical experience or mentorship opportunities before certification. Furthermore, Cunnningham et al. (2022), emphasized that the need for improved training and development supports for sport officials,

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emphasizing the importance of structured practicum experiences. Overall, ensuring that all officials have sufficient field exposure before accreditation is essential for maintaining high standards in sports officiating.

Table 1.3.Years of Experience of Respondents as Sports Officiating Officials

Descriptive Statistics				
N	***Min***	***Max***	***Mean***	***SD***
40	*3*	*20*	*6.9*	*4.49*

The data shows that the 40 sports officials have an average of about 7 years of experience (M = 6.9, SD = 4.49). Their experience ranges from 3 to 20 years, indicating a mix of newer and highly experienced officials. The wide variation suggests different levels of expertise, which can be due to factors like access to training or the types of events they officiate. Since most officials have around seven years of experience, they are not beginners but could benefit from more advanced training. In this regard, the Game Management Framework for Sports Refereeing (GMFSR) provides a valuable guide. It emphasizes the integration of essential elements such as rules, contextual judgment, physical fitness, and communication, which are crucial for officials at all career stages (Hoffmann et al., 2024). Experienced officials can apply the principles of this kind of framework to serve as mentors to help newer officials improve. Overall, the findings highlight the need for professional development programs that are aligned with such frameworks and tailored to the varying experience levels of both novice and veteran officials.

Table 1.4 Respondents' Personality Profile Based on the Brief HEXACO Inventory (BHI-24) by de Vries (2013)

Item	***Mean***	***Interpretation***
O1. I can look at a painting for a long time.	*4.00*	*High Level*
C2. I make sure that things are in the right spot.	*4.33*	*High Level*
A3. I remain unfriendly to someone who was mean to me.	*4.03*	*Moderate Level*
X4. Nobody likes talking with me.	*4.30*	*High Level*
E5. I am afraid of feeling pain.	*2.88*	*Moderate Level*
H6. I find it difficult to lie.	*3.12*	*Moderate Level*
O7. I think science is boring.	*4.13*	*High Level*
C8. I postpone complicated tasks as long as possible.	*3.95*	*High Level*
A9. I often express criticism.	*3.73*	*High Level*
X10. I easily approach strangers.	*3.40*	*Moderate Level*
E11. I easily approach strangers.	*3.75*	*High Level*
H12. I would like to know how to make lots of money in a dishonest manner.	*4.60*	*Very High Level*
O13. I have a lot of imagination.	*3.60*	*High Level*
C14. I work very precisely.	*3.75*	*High Level*
A15. I tend to quickly agree with others.	*3.18*	*Moderate Level*
X16. I like to talk with others.	*3.85*	*High Level*
E17. I can easily overcome difficulties on my own.	*3.70*	*High Level*
H18. I want to be famous.	*3.95*	*High Level*
O19. I want to be famous.	*2.40*	*Low Level*
C20. I often do things without really thinking.	*3.98*	*High Level*
A21. Even when I'm treated badly, I remain calm.	*3.08*	*Moderate Level*
X22. I am seldom cheerful.	*3.93*	*High Level*
E23. I have to cry during sad or romantic movies.	*3.13*	*Moderate Level*

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H24. I have to cry during sad or romantic movies.	*4.05*	*High Level*
Overall Mean	*3.70*	*High Level*
HEXACO Group Items	***Mean***	***Interpretation***
1. Honesty-Humility (6, 12, 18, 24)	*3.93*	*High level*
2. Emotionality (5, 11, 17, 23)	*3.26*	*Moderate level*
3. eXtraversion (4, 10, 16, 22)	*3.87*	*High level*
4. Agreeableness (3, 9, 15, 21)	*3.50*	*High level*
5. Conscientiousness (2, 8, 14, 20)	*4.00*	*High level*
6. Openess to Experience (1, 7, 13, 19)	*3.53*	*High level*

Legend: H=Honesty-Humility (Items: 6, 12, 18, 24); E=Emotionality (Items: 5, 11, 17, 23); X=eXtraversion (Items: 4, 10, 16, 22); A=Agreeableness (Items: 3, 9, 15, 21); C=Conscientiousness (Items: 2, 8, 14, 20); O=Openness to Experience (Items: 1, 7, 13, 19)

Table 1.4 shows the teacher-sport officials Honesty-Humility personality trait with a mean of 3.93, teacher-sport officials tend to exhibit high level of honesty and humility. They are likely to act ethically, uphold fairness, and avoid dishonest behaviors, essential for maintaining integrity and trustworthiness in their role. Recent research by Thielmann et al. (2019) emphasizes that individuals high in Honesty-Humility are less likely to engage in unethical conduct, making this trait essential for roles requiring impartial judgment. Emotionality personality trait with a mean of 3.26, interpreted as moderate level suggests that teacher-sport officials are somewhat emotionally sensitive but generally capable of remaining calm under pressure. This balance enables empathetic interactions without excessive emotional reactions an ability linked to resilience and sound decision-making under pressure (Kaur & Chauhan, 2024). High level of extraversion, having a mean of 3.87 indicates that officials are outgoing, assertive, and comfortable engaging with players, coaches, and spectators, fostering positive communication and leadership. According to Spark et al. (2021), extraversion contributes to leadership presence and effective interaction. These are both critical in dynamic environments like officiating. A high level of conscientiousness with a mean of 4.00. This shows conscientious leaders exhibit traits such as organization, diligence, and responsibility (Koutsioumpa, 2023). These qualities are vital for precise rule enforcement and maintaining professional standards. Lastly, a high level of openness to experience with a mean of 3.53, indicates they are receptive to new ideas, adaptable, and creative (Yasmin et al., 2024), useful for understanding complex game situations and embracing rule changes

The analysis of the Brief HEXACO Inventory (BHI 24) showed that teacher-sport officials with this personality traits tend to be ethical, reliable, outgoing, and cooperative. Their high conscientiousness and honest-humility underpin their professionalism and integrity. Their extraversion and openness facilitate effective communication and adaptability in dynamics sporting environments. Moderate emotionality endables them to empathize without becoming overwhelmed.

Assessment of Technical Skills Among Teacher-Sports Officials

The tables present the level of technical skills of sports officiating officials in communication, decision-making, and sports management.

Table 2.1. Level of Communication Skills Among Sports Officiating Officials

Items	***Mean***	***Interpretation***
As a sports officiating official, I...		
1. gear the language to the appropriate level of the audience.	*2.33*	*Low Level*
2. communicate by transmitting complete and correct information regarding the implementation of rules and regulations prior to the sports competition.	*2.53*	*Moderate Level*
3. Master the ability to interact successfully with coaches and athletes.	*2.40*	*Low Level*
4. recognize barriers and keep the communication simple and specific.	*2.43*	*Low Level*
5. know when not to speak in relation to the task I am assigned.	*2.43*	*Low Level*

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6. remain active and a good listener to any discussion and feedback from coaches, athletes, and co-officiating officials.	*2.60*	*Moderate Level*
7. communicate ideas and concepts to an audience, or instruct them on the do's and don'ts during sports competition.	*2.50*	*Moderate Level*
8. get to the point without using unneeded words or images.	*2.15*	*Low Level*
9. present information in a logical sequence during solidarity meetings with coaches.	*2.35*	*Low Level*
10. make certain that spectators, coaches, and athletes understand my point of view in a calm, specific and clear manner.	*2.38*	*Low Level*
Overall Mean	*2.41*	*Low Level*

Scale: 0.00 - 1.49 = Very Low Level; 1.50 – 2.49 = Low Level; 2.50 – 3.49 = Moderate Level; 3.50 – 4.49 = High Level; 4.50 – 5.00 = Very High Level

As presented in Table 2.1, the overall mean score is 2.41, interpreted as "low level". The respondents obtained the highest mean score of 2.60 on Item No. 6 wich states "remain active and a good listener to any discussion and feedback from coaches, athletes, and co-officiating officials," interpreted as "moderate level". According to Özsaydı et al. (2024), developing effective communication strategies is essential for overcoming barriers and ensuring that all team members feel heard and valued can lead to improved performance and a more cohesive team environment. On the other hand, the lowest mean score is 2.15 on Item No. 8 which states "get to the point without using unneeded words or images," interpreted as "low level". The findings have suggested improvement opportunities especially in terms of clarity, conciseness, logical organization of information that require further work in communication competence from low to high levels. Role-playing and standardized communication protocols can be added to the training. By improving on these elements, it is possible to enhance the overall efficiency of officiating by encouraging cooperation, avoiding misunderstanding and conflict and allowing the game to progress smoothly. Some instruction and experience in these regards would help to create more efficient and respected officiating.

Table 2.2. Level of Decision-Making Skills Among Sports Officiating Officials

Items	***Mean***	***Interpretation***
As a sports officiating official, I...		
1. am preparing the mind to react correctly to each movement in order to arrive at a wise decision.	*2.45*	*Low Level*
2. am observing a situation, make a judgment and then take a decision consistent with the time.	*2.50*	*Moderate Level*
3. am having a clear understanding that a wrong decision can result from smaller errors, incorrect knowledge, or information.	*2.58*	*Moderate Level*
4. am making decisions in accordance with the accepted and agreed- upon rules and regulations established at the solidarity meeting.	*2.55*	*Moderate Level*
5. am making decisions based on the national implementing rules and regulation.	*2.58*	*Moderate Level*
6. am adhering to the most recent, up-to-date sports implementation rules and guidelines.	*2.45*	*Low Level*
7. am having a full understanding that all of the immediate consequences of my decision have a long-term impact.	*2.53*	*Moderate Level*
8. am keeping in mind that participants' opinions are significantly more driven by their personal interests, which is why my judgment should be based on fair play.	*2.48*	*Low Level*
9. am making split-second decisions given in an intense game competition based on all the stimuli received, observed, and analyzed during a game.	*2.38*	*Low Level*
10. am collaboratively working with other sports officials on the final results of the winning team or coaches.	*2.53*	*Moderate Level*
Overall Mean	*2.50*	*Moderate Level*

Scale: 0.00 - 1.49 = Very Low Level; 1.50 – 2.49 = Low Level; 2.50 – 3.49 = Moderate Level; 3.50 – 4.49 = High Level; 4.50 – 5.00 = Very High Level

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Table 2.2 indicates a moderate level of decision-making competence. Having an overall mean od 2.50, interpreted as "moderate level". The respondents obtained the highest mean score of 2.58 on Items No. 3 and 5 which states "having a clear understanding that a wrong decision can result from smaller errors, incorrect knowledge, or information," and "making decisions based on the national implementing rules and regulation," respectively and both interpreted as "moderate level". On the other hand, the lowest mean score is 2.38 on Item No. 9 which states "making split-second decisions given in an intense game competition based on all the stimuli received, observed, and analyzed during a game," interpreted as "low level". Adding a perceptual-cognitive skills approach, as emphasized by Helsen et al. (2022) may be addressed in these domains by improving pattern recognition, use of postural cues, and anticipation of situations. With reference to the suggestion of Cunningham et al. (2022) regarding the use of simulation-training as well as video-based tasks of Kittel et al. (2021), has the potential to promote cognitive functions and even gain situational insight. Moreover, even the use of psychological skill techniques (PST) as evidenced in the study of Saputra et al. (2022) with a 72% gain are able to greatly facilitate the decision-making skills. In general, these strategic approaches may assist the officials to adjust to changes in the sport's environment and enhance the quality of their sports officiating. The results suggest that targeted training—like real-time simulations, cognitive exercises, and psychological skills techniques—can enhance officials' decision-making, particularly in quick reactions and mental preparedness. Implementing these strategies could improve their decision accuracy and consistency during competitions.

Table 2.3. Level of Sports Management Skills Among Sports Officiating Officials

Items	***Mean***	***Interpretation***
As a sports officiating official, I...		
1. focus on my breathing and work to drown out all other distractions such as a crowded audience	*2.30*	*Low Level*
2. make sure that the facilities and equipment are ready before or a day before the sporting event	*2.48*	*Low Level*
3. maintain a healthy relationship with other sports officiating officials and coaches	*2.60*	*Moderate Level*
4. make it sure to meet and expose myself to a variety of knowledgeable sports officiating officials who share the same perceptions	*2.55*	*Moderate Level*
5. maintain peace and order during sports competition	*2.73*	*Moderate Level*
6. surround myself with people who make wise decisions, especially in officiating endeavors	*2.60*	*Moderate Level*
7. set to work to pacify disputes among athletes or co-officials with minimum effort as required by the situation	*2.48*	*Low Level*
8. manage time pressure and ambiguity of the situations during sports competition	*2.55*	*Moderate Level*
9. conduct orientation to athletes and coaches	*2.50*	*Moderate Level*
10. comply with and make game results transparent	*2.68*	*Moderate Level*
Overall Mean	*2.55*	*Moderate Level*

Scale: 0.00 - 1.49 = Very Low Level; 1.50 – 2.49 = Low Level; 2.50 – 3.49 = Moderate Level; 3.50 – 4.49 = High Level; 4.50 – 5.00 = Very High Level

As revealed in Table 2.3, the level of technical skill in sports management skills of teacher-sports officials is "moderate level" having an overall mean of 2.55. The respondents obtained the highest mean score of 2.73 on Item No. 5 which states "maintain peace and order during sports competition," interpreted as "moderate level". On the other hand, the lowest mean score is 2.30 on Item No. 1 which states "focus on my breathing and work to drown out all other distractions such as a crowded audience," interpreted as "low level". This implies that although officials are generally capable, targeted training in conflict resolution, stress management, and event logistics could help elevate their skills from moderate to high proficiency. This aligns Navarro et al. (2024) on sports management in optimizing resources and coordinating efforts ensures that sports teams and organizations operate effectively and efficiently to achieve their maximum results. Incorporating such training could improve their performance and align with best practices in sports management, ultimately enhancing the effectiveness and professionalism of sports officials.

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Assessment of Competencies of Teacher-Sports Officials

The tables below present the level of competencies of sports officiating oficials in knowledge, skills, and training.

Table 3.1. Level of Knowledge Competence Among Sports Officiating Officials

Items	***Mean***	***Interpretation***
As a sports officiating official, I...		
1. to officiate combative events from lower to higher athletic meet.	*1.78*	*Low Level*
2. to manage the sports events with excellent performance.	*2.25*	*Low Level*
3. to re-echo, as well as to provide any implementing rules and regulations revisions and updates during the sports clinic and solidarity meeting.	*2.53*	*Moderate Level*
4. to annually have undergone performance appraisal with a very satisfactory rating.	*2.15*	*Low Level*
5. to denote an understanding of basic sports principles and initial everyday tasks.	*2.25*	*Low Level*
6. to uphold strong policies against all forms of cheating, malpractices, and unethical behaviors such as unfair advantages among sportspersons.	*2.40*	*Low Level*
7. to adhere to the legal rights and responsibilities of an official involved with youth sports	*2.53*	*Moderate Level*
8. to make it a point of treating other people with respect while maintaining a cultured image	*2.48*	*Low Level*
9. to perform with honesty and integrity	*2.60*	*Moderate Level*
10. to act professionally with tact and skill and abiding the standard code of ethics	*2.63*	*Moderate Level*
Overall Mean	*2.35*	*Low Level*

Scale: 0.00 - 1.49 = Very Low Level; 1.50 – 2.49 = Low Level; 2.50 – 3.49 = Moderate Level; 3.50 – 4.49 = High Level; 4.50 – 5.00 = Very High Level

As reflected in Table 3.1, the overall mean score is 2.35, interpreted as "low level." The respondents got the highest mean score of 2.63 on Item No. 10, which states, "To act professionally with tact and skill and abiding by the standard code of ethics," interpreted as "moderate level." On the other hand, the lowest mean of 1.78 on Item No. 1, which states, "To officiate combative events from lower to higher athletic meet," is interpreted as "low level." This suggest that sports officiating officials view their knowledge competence as generally low to moderate across most areas. The highest self-assessed competence relates to professionalism and ethics, while the lowest pertains to officiating in combative events. The results on how Knowledge, as a component of competency, varies among officials and highlights the need for targeted interventions to enhance their knowledge, ultimately improving their overall effectiveness in officiating sports events (Sabillo et al., 2023). Enhancing training programs, especially in handling complex or aggressive sports, and providing ongoing education on rules and ethical standards, can significantly improve the knowledge competence of officials.

Table 3.2. Level of Skills Competence Among Sports Officiating Officials

Items	***Mean***	***Interpretation***
As a sports officiating official, I...		
1. expertise in my calls and gestures as performing as a platform referee during sports events.	*2.35*	*Low Level*
2. experience a series of actual sporting events, all of which are directly related to expertise.	*2.80*	*Moderate Level*
3. spent numerous hours in the actual field, all of which are directly related to expertise.	*2.40*	*Low Level*
4. applied my learning expertise through attending sports clinic actual demonstration.	*2.43*	*Low Level*
5. expose myself to direct experience of sports officiating through local invitational sports competition.	*2.08*	*Low Level*

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National Book Development Board (NBDB) Registration as Book Publisher (Print & Digital): 6312
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Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

6. expose myself to direct experience of sports officiating through higher invitational sports competition.	*2.08*	*Low Level*
7. enhance my expertise by subjecting myself to a yearly sports accreditation.	*1.98*	*Low Level*
8. signal participants and other officials when infractions occur or regulate play or competition.	*2.35*	*Low Level*
9. officiate several sports competitions with a minimal error during sports competition.	*2.10*	*Low Level*
10. perform three or more varied duties in sports events, such as refereeing, table officials, and judging.	*2.20*	*Low Level*
Overall Mean	*2.28*	*Low Level*

Scale: 0.00 - 1.49 = Very Low Level; 1.50 – 2.49 = Low Level; 2.50 – 3.49 = Moderate Level; 3.50 – 4.49 = High Level; 4.50 – 5.00 = Very High Level

Table 3.2 displays the results with an overall mean score assessed by respondents as 2.28, interpreted as "low level." As displayed in the table, respondents got the highest mean score of 2.80 on Item No. 2, which states, "Experience a series of actual sporting events, all of which are directly related to expertise" interpreted as "low level," while Item No. 7 which says, "Enhance my expertise by subjecting myself to a yearly sports accreditation" as the lowest mean score of 1.98 interpreted as "low level." The data indicates that sports officiating officials generally perceive their skills as at a low to moderate level, with the highest self-assessed competence in gaining experience through multiple sporting events. Conversely, their participation in professional development activities like annual accreditation remains low, highlighting a potential gap in ongoing training and skill enhancement. These results suggest to emphasize practicum-based exposure and annual accreditation. Addressing this gap through increased opportunities for practice, training, and accreditation could foster higher competence levels among officials.

Table 3.3 Level of Training Competence Among Sports Officiating Officials

Items	***Mean***	***Interpretation***
As a sports officiating official, I...		
1. in a school level.	*2.25*	*Low Level*
2. in a barangay/local government unit (LGU).	*1.38*	*Very Low Level*
3. in a division level.	*2.18*	*Low Level*
4. in a provincial level or Negros Athletic Sports Association.	*1.00*	*Very Low Level*
5. in a regional level.	*1.40*	*Very Low Level*
6. in a National Educators' Academy of the Philippines (NEAP).	*0.73*	*Very Low Level*
7. in a Bureau of Learner Support Services-School Sports Division (BLSS-SSD).	*0.68*	*Very Low Level*
8. in a sponsored agency such as the Bureau of Curriculum Development (BCD)/Sports Program in Sports (SPS).	*0.75*	*Very Low Level*
9. in a sponsored agency such as Philippine Sports Commission (PSC).	*0.90*	*Very Low Level*
10. in a sponsored agency such as Philippine Youth Games-Batang Pinoy.	*0.55*	*Very Low Level*
Overall Mean	*1.18*	*Very Low Level*

Scale: 0.00 - 1.49 = Very Low Level; 1.50 – 2.49 = Low Level; 2.50 – 3.49 = Moderate Level; 3.50 – 4.49 = High Level; 4.50 – 5.00 = Very High Level

As presented in Table 3.3, respondents perceived the results on the level of competence of sports officiating officials in the area training with an overall mean score of 1.18 interpreted as "very low level." The respondents got the highest mean score of 2.25 on Item No. 1, which states, "I attended seminars/trainings in a school level," interpreted as "low level". While Item No. 10, which states, "I attended seminars/trainings in a National Educators' Academy of the Philippines (NEAP)" as the lowest mean score of 0.73 interpreted as "very low level." This suggests a need to enhance training programs, especially at higher levels, to improve officiating competence nationwide. Increasing access and participation in advanced trainings could significantly elevate officiating standards and ensure

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Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

better sports management. Overall, there is an urgent need to improve access, provide incentives, and support officials in attending training at all levels to boost their skills and ensure they meet current standards.

Conclusions

This study concluded that teacher-sports officiating officials in Iligan City possess moderate technical competence in areas such as decision-making and sports management, but exhibit low levels of proficiency in communication skills, technical knowledge, and officiating practices. Additionally, participation in formal and advanced training programs was found to be very low, indicating a disconnect between existing development policies and actual professional growth among teacher-officials. The role of personality trait of the respondents, as assessed through the Brief HEXACO Inventory also signifies its important revelation to the assessment of the technical competencies of teacher-sport officials. Traits such as Honesty-Humility, Conscientiousness, and Extraversion were found to be at high levels among participants, reflecting their integrity, reliability, and interpersonal effectiveness which are traits that serves as critical enablers of technical competencies, influencing how well officials manage stress, communicate with stakeholders, and uphold fairness and professionalism in sports settings. Strengthening both technical competencies and positive personality traits will contribute to reducing role strain, elevating standards in sports officiating, and fostering inclusive and sustainable sports programs within educational settings, ultimately supporting broader educational and community development goals.

Recommendations

Based on the results and conclusion of the study, it is recommended that structured and continuous training programs be implemented to enhance teacher-sports officials' communication, decision-making, and officiating skills. Greater access to advanced training and accreditation opportunities should be provided, especially at regional and national levels, through partnerships with DepEd, PSC, and NSAs. Personality development should also be integrated into training, recognizing the importance of traits like honesty, conscientiousness, and extraversion in effective officiating. Establishing a mentorship system among experienced and novice officials can further support skill enhancement.

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National Book Development Board (NBDB) Registration as Book Publisher (Print & Digital): 6312
PRC-CPD Accredited Provider: PTR-2025-749
Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

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National Book Development Board (NBDB) Registration as Book Publisher (Print & Digital): 6312
PRC-CPD Accredited Provider: PTR-2025-749
Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

Common Lower Limb Discomforts in DanceSport Athletes: A Foundation for Designing Therapeutic Dance Exercises

Je-Ann D. Uy*[1], Dr. Chiedel Joan G. San Diego[2]
[1, 2] Mindanao State University – Iligan Institute of Technology
(College of Education – Department of Physical Education)

Abstract

Aim: The study aimed to prevent and manage muscle strain and discomfort in DanceSport athletes at Tangub City National High School by developing a structured training program. It held academic significance as it contributed to the limited literature on injury prevention and functional conditioning among adolescent DanceSport athletes. The study also benefited the discipline and the local community by introducing a culturally responsive, low-cost training regimen that used localized terms and improvised household equipment, making it adaptable to resource-limited settings. Its technical novelty lay in the integration of biomechanical principles, rhythmic movement, and progressive overload into the FlexiPower routine, which comprised five targeted exercises designed to meet the physical demands of dancesport while promoting safe and sustained performance.

Methodology: A muscle strain and discomfort assessment was conducted, examining the frequency, intensity, and location of muscle issues using a 5-point Likert scale. Data were collected using the assessment tool, interview and observation.

Results: The study revealed that dancesport athletes commonly experience mild to moderate muscle discomfort, particularly in the calves, thighs, hips, and lower back. Overtraining, fatigue, and limited flexibility were identified as key contributing factors. Athletes also reported discomfort during specific movements such as jumps, spins, and quick directional changes. These findings highlight the physical demands of DanceSport and the need for a targeted training approach. In response, the FlexiPower program was developed to address these issues through structured strength, flexibility, and recovery exercises, aiming to enhance performance while minimizing injury risk.

Conclusion: The study concludes that dancesport athletes frequently experience muscle discomfort in key areas such as the calves, thighs, hips, and lower back, primarily due to overtraining, fatigue, and biomechanical strain. These issues can hinder performance and increase injury risk if left unaddressed. The FlexiPower program effectively responds to these needs by providing a structured, evidence-based approach that integrates strength training, flexibility exercises, and recovery strategies. Its targeted design promotes physical resilience, reduces discomfort, and supports overall performance enhancement in DanceSport athletes.

Keywords: FlexiPower, Holistic training, FlexiStep circuit, HipFlex surge, SpinGuard

INTRODUCTION

Muscle strain is a prevalent condition among DanceSport athletes, particularly in the lower extremities, due to the sport's high physical demands. As a discipline that merged artistic expression with athletic rigor, DanceSport places intense stress on muscles, joints, and tendons, making dancers highly susceptible to injury (Quinlan et al., 2021)**.** Muscle strain occured when excessive mechanical tension is applied to muscles, leading to pain, impaired motor function, and extended recovery periods (Wang et al., 2022) . These injuries commonly affect the muscle-tendon junction, where excessive tensile loading results in acute pain, swelling, and limited range of motion (McHugh et al., 2019) . Despite the growth of sport science literature, muscle strain remained a persistent issue in DanceSport, highlighting the need for deeper biomechanical insights and targeted preventive strategies.

While numerous studies have examined injury patterns in high-impact sports such as gymnastics and ballet, DanceSport remains underrepresented in sports medicine research. Movements characteristic of DanceSport—such as spins, jumps, and rapid directional changes—can lead to muscle overuse and strain, causing both acute and chronic injuries (Frontiers in Sports and Active Living, 2023). The absence of sport-specific biomechanical evaluations and evidence-based interventions reveals a significant gap in the literature. Although prior research has underscored the importance of conditioning, warm-up routines, and recovery practices, most studies focus on general injury prevention rather than DanceSport-specific protocols (Costa et al., 2020). Additionally, risks associated with improper warm-up techniques, muscular imbalances, and inadequate recovery remain largely unaddressed in holistic training models (Smith et al., 2022).

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National Book Development Board (NBDB) Registration as Book Publisher (Print & Digital): 6312
PRC-CPD Accredited Provider: PTR-2025-749
Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

This study aimed to address these gaps by developing a specialized training plan tailored to the biomechanical demands of DanceSport. Unlike generic injury prevention programs, this research integrates flexibility training, strength development, and neuromuscular conditioning. Through movement analysis, it identifies high-risk motions and formulates precise preventive strategies. By proposing a systematic injury prevention framework, the study contributes to the growing field of sports science while offering practical applications for dancers, coaches, and health professionals.

Moreover, the study aligned with the United Nations Sustainable Development Goal 3: Good Health and Well-Being. It incorporates insights from athletes, coaches, physical therapists, and dance trainers to design a program aimed at preventing injuries and improving injury management. This approach not only enhances athletic performance but also promotes long-term health and career sustainability.

Ultimately, this research sought to provide DanceSport athletes with a scientifically grounded approach to reducing lower extremity discomfort, optimizing performance, and extending career longevity. The findings will also support coaches and trainers in implementing effective, evidence-based methods to maximize training outcomes and minimize avoidable injuries.

Objectives

This study aimed to develop a specialized exercise routine training plan for DanceSport athletes at Tangub City National High School in Tangub City, Misamis Occidental.

Specifically, the study sought to:

1. identify the common muscle discomforts experienced by DanceSport athletes during and after training or performance;
2. determine the specific muscles in the lower extremities that are most affected by strain in DanceSport athletes;
3. examine the underlying causes of muscle discomfort, including contributing factors such as overuse, poor flexibility, and improper technique;
4. identifiy the most frequently affected lower extremity regions specifically the ankles and feet, calves, and thighs; and
5. design a training plan that addresses the management and prevention of lower extremity muscle strain, incorporating targeted exercises for strength development, flexibility enhancement, and improved recovery.

METHODS

Research Design

This study employed a qualitative research design supported by quantitative data, structured through the Input-Process-Output (IPO) model. The IPO framework was used to guide the flow of the study: the input phase gathered qualitative and quantitative data through interviews, focus group discussions, and biomechanical assessments; the process phase was designing and developing of a training intervention. The output was the training program titled "FlexiPower: Sculpting Strength and Flexibility for DanceSport," which includes five newly developed exercises: *Hipflex Surge, SpinGuard Core Work, PowerStep Stability Drill, FlexiStep Circuit, and DanceFlow Recovery.* The program aims to enhance dancers' range of motion, reduce muscular discomfort, and prevent injuries during training and performance.

Population and Sampling

Purposive sampling was used in the study.The participants were three male and female dancesport athletes, one Physical Therapist and five experts in dancesports and dance exercise.The selection of participants with direct experience and relevance to the study objectives. This sampling approach ensired the inclusion of participants most likely to experience and expertise in muscle strain and dancesport dance exercise relevant to the study.

Instrument

To assess the muscle strain and discomfort among the participants, structured questionnaire was developed and piloted to assess the frequency, intensity, and location of muscle discomfort or strain. A 5-point Likert scale was used to measure the severity of discomfort (1 = no discomfort to 5 = severe discomfort) experienced during and after training or competition. A custom framework based on the IPO was created to structure the training plan's development. The IPO model provided the structure for input, process, and output stages. The instructional design was validated through expert review, including input from a licensed physical therapist and a certified dancesport trainer.

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Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

Data Collection

Following ethics approval and formal permission from the school administration, data collection was conducted over a two-week period. The researchers coordinated with the dancesport coaches to schedule sessions with the athletes. During these sessions, the Muscle Strain and Discomfort Assessment questionnaire was administered in person, with the researchers providing clarifications as needed to ensure accurate responses. In addition to the surveys, video recordings and structured observations were carried out during selected training sessions to support the biomechanical assessment.

In the second phase, the researchers designed a therapeutic dance exercise routine based on these findings. The routine was reviewed by experts, revised accordingly, and pilot-tested with the participants.

Treatment of Data

The data were analyzed using both qualitative and quantitative approaches. Quantitative data from the Likert-scale assessments were tabulated and analyzed using descriptive statistics to identify common patterns in muscle discomfort. For the qualitative data, thematic analysis was conducted on focus group transcripts and observation notes to extract recurring themes related to the causes of injury and movement-related strain. Video analyses were also employed to evaluate posture, movement mechanics, and potential risks of repetitive strain. Additionally, expert evaluations from a licensed physical therapist and a dancesport professional were incorporated to triangulate the findings and guide the refinement of the training plan, ensuring its relevance and effectiveness.

Ethical Considerations

This study adhered to ethical principles of beneficence, respect for persons, and justice. All participants provided informed assent, and for minors, informed consent was obtained from their guardians. Participation was strictly voluntary, and participants were informed of their right to withdraw at any time. All personal data were anonymized and kept confidential. Ethical clearance was obtained from the University Research Integrity and Compliance Office (RICO) of Mindanao State University – Iligan Institute of Technology.

RESULTS and DISCUSSION

This chapter presents the findings of the study, emphasizing the assessment and participant feedback on "FlexiPower: Sculpting Strength and Flexibility for DanceSport". The data is organized into sections reflecting respondent feedback during the development phase, their experiences with the program, and expert comments and recommendations. Each part contributes to the study's objectives and provides analysis from multiple perspectives.

Common Muscle Discomforts experienced by Dancesport Athletes

Table 1 shows the result of the needs assessment on the muscle strain and discomfort experience among dancesport athletes.

Table 1. Frequency and Severity of Muscle Strain and Discomfort in Dance Sport Athletes

Aspect	Mean Rating	Frequency Category	Severity Category
1. Frequency of Muscle Strain or Discomfort During Training	2.5	Rarely	Mild Discomfort
2. Severity of Muscle Strain or Discomfort During Training	2.5	Rarely	Slight Discomfort
3. Frequency of Muscle Soreness After Training Sessions	2.5	Rarely	Infrequent Occurrence
4. Severity of Muscle Soreness After Training Sessions	3	Occasionally	Moderate Discomfort
5. Presence of Discomfort During Specific Movements			
5.1 Frequency	2.83	Occasionally	
5.2 Severity	2.33	Mild Discomfort	Slight Discomfort
6. Impact of Muscle Discomfort on Training Performance			
6.1 Frequency	2.83	Occasionally	

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6.2 Severity	2.66	Moderate Discomfort	Noticeable Discomfort
7. Frequency of Using Recovery Strategies (Stretching, Massage, Ice/Heat)	2	Rarely	Infrequent Occurrence

Table 1, summarized the frequency and severity of muscle strain and soreness, as reported by the athletes. Overall, results show that muscle discomfort is present at a moderate frequency and mild to moderate intensity. A mean rating of 2.5 to 3.0 indicates that although discomfort does not consistently interrupt training sessions, it remains significant enough to impact physical performance. This is particularly true for soreness after training, where moderate discomfort was more commonly reported. These findings underscore the physical demands of dancesport, characterized by high-intensity, repetitive movements such as jumps, spins, and rapid directional changes, all of which strain the musculoskeletal system. Literature supports these findings, noting the prevalence of delayed-onset muscle soreness (DOMS) and muscular strain in dancers due to repetitive stress and minimal recovery time (Allen et al., 2019) Twitchett et al., 2020). Thus, the development of a training program with controlled intensity and strategic recovery sessions becomes essential in mitigating such discomfort.

Common Specific Muscles Discomfort affexted by Strain among Dancesport Athletes

Table 2 presents the most common muscle groups that were affected by strain among dancesport athletes.

Table 2. Muscle Groups Most Affected by Strain among Dancesport Athletes

Muscle Group Affected	Frequency of Affected Respondents	Description of Discomfort
1. Neck & Shoulders	All respondents	Commonly affected during posture-maintaining and lifting movements.
2. Upper Back	All respondents	Frequently strained due to improper posture and upper body control during complex movements.
3. Hips & Pelvis	All respondents	Highly susceptible to strain during spins, quick direction changes, and jumps.
4. Thighs	All respondents	Affected due to repetitive flexion, extension, and impact during high-intensity movements.
5. Calves	All respondents	Commonly strained from continuous footwork and pushing off the floor during jumps.
6. Ankles & Feet	All respondents	High strain from quick footwork, pivoting, and constant weight distribution.
7. Core	All respondents	Central to balance and posture during spins, jumps, and rapid direction changes.
8. Lower Back	All respondents	Prone to discomfort from excessive flexion, hyperextension, and improper alignment during dynamic movements.

Table 2 presented self-reported data indicating that all respondents experienced strain in the neck, shoulders, upper and lower back, hips, thighs, calves, ankles, feet, and core. Focusing on the lower extremities, the calves, hips, and thighs emerged as the most commonly affected areas. This correlates with the biomechanical demands of Dancesport, which requires lower-body dominance for explosive and stabilizing movements. The calves, particularly the gastrocnemius and soleus, endure repetitive loading from relevés and jumps, increasing susceptibility to overuse injuries (Quinn & Kline, 2019). The hips, especially the adductors and flexors, are frequently strained during spins and direction changes (Steinberg et al., 2021). Meanwhile, thigh discomfort—primarily affecting the quadriceps and hamstrings—is linked to continuous flexion and extension during rapid footwork. Previous studies have connected these issues to muscle imbalances, insufficient eccentric strength, and inadequate warm-ups (Lopez et al., 2019; Martinez et

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al., 2019). The findings support the need for targeted exercises in the FlexiPower plan, such as HipFlex Surge and PowerStep Stability Drill, which aim to strengthen and stretch these vulnerable muscle groups.

Causes and Contributing Factors of Muscle Discomfort

Table 3 shows the beliefs that causes muscle discomfort among dancesport athletes.

Table 3. Beliefs that Causes Muscle Discomfort among Dancesport Athletes

Cause of Muscle Discomfort		Respondents Reporting Belief
1.	Overtraining	All respondents
2.	Improper Technique	2 out of 6 respondents
3.	Lack of Flexibility	2 out of 6 respondents
4.	Fatigue	All respondents

Table 3 revealed that all respondents identified overtraining and fatigue as major causes, followed with improper technique and lack of flexibility. The literature strongly supports these claims that overtraining leads to cumulative fatigue and reduced muscle recovery, heightening injury risk (Meyers & Narducci, 2019). Fatigue impairs neuromuscular control, increasing the likelihood of poor movement patterns and resulting strain. While fewer athletes identified technique and flexibility as issues, studies emphasize that both are critical in dance injury prevention. Improper technique can cause imbalanced muscle loading and joint misalignment (Chia et al., 2020), and poor flexibility restricts range of motion, raising the risk of muscle pulls—particularly in the calves, hamstrings, and hip flexors (Smith et al., 2021). To address these root causes, the FlexiPower program incorporates a periodized training approach with built-in recovery days, dynamic flexibility routines, and technical reinforcement through core engagement and posture drills.

Common Lower Extremity Discomfort in Dancesport Movements

Table 4 presents the common lower extremity discomfort in dancesport movements.

Table 4. Common Lower Extremity Discomfort in Dancesport Movements

Muscle Group	Common Discomfort	Possible Causes
Calves	**Calf pain**	High stress from movements like relevés, jumps, and quick directional changes. Overuse injuries from repetitive dance steps.
Thighs	**Thigh pain**	Strain from lunges, squats, leg extensions, and rapid directional changes. Muscle imbalances, fatigue, and inadequate eccentric strength in the hamstrings.
Ankles & Feet	**Ankle and foot pain**	Overuse and stress from prolonged standing, footwork, and jumps. Common among various dance genres.

Table 4 shows the most commonly reported lower extremity discomforts in Dancesport athletes, with focus on the calves, thighs, ankles, and feet. These areas bear the greatest load during dance movements such as jumps, pivots, directional changes, and prolonged standing. Calf pain is primarily caused by repeated plantar flexion and limited recovery, leading to microtrauma in the muscle fibers (Quinn & Kline, 2019). Thigh discomfort stems from dynamic motions like lunges and squats that challenge the quadriceps and hamstrings; contributing factors include eccentric weakness and fatigue (Lopez et al., 2019; Davis, 2021). Ankle and foot pain, meanwhile, result from the constant pressure of jumps, balance holds, and intricate footwork (Wong et al., 2022). These findings justify the inclusion of eccentric strengthening exercises, ankle stability drills, and structured recovery practices like foam rolling and static stretching in the training plan. Addressing these areas will help mitigate strain and enhance dancers' physical durability. Overall, the results emphasized the necessity of a training plan that targets the calves, thighs,feet and ankle were the key lower extremity areas commonly affected in Dancesport. With this, the FlexiPower program, guided by empirical findings and expert recommendations, seeks to reduce overuse injuries, promote recovery, and improve overall athlete performance and well-being.

International Journal of Sports, Health, Fitness, and Movement Studies (IJSHEFMS)
National Book Development Board (NBDB) Registration as Book Publisher (Print & Digital): 6312
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Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

Dance Exercise Training Plan

Based on the results of the assessment, the dance exercise training plan is to specifically target the areas, using a combination of flexibility training, strength-building exercises, and dance-specific drills. The program will gradually enhance dancers' range of motion, reduce discomfort, and prevent injuries during training and performances.

Table 5 shows the designed dance exercise training plan.

Table 5. FlexiPower: Sculpting Strength and Flexibility for DanceSport

Overview					
Objective:		To enhance flexibility, strength, and endurance in dance sport athletes, while preventing and managing muscle strain and discomfort, particularly in key muscle groups such as the calves, hips, thighs, core, and lower back.			
Duration:		3-4 months (3 sessions per week)			
Frequency:		3 sessions per week			
Time per Session:		1.5 hours			
Intensity:		Moderate to High (with gradual progression to ensure optimal recovery and performance)			
Weekly Schedule					
Week	**Day**	**Activity/Dance Steps**	**Muscle Focus**	**Counting and Repetition**	**Time**
Week 1-2	**Day 1**	**Cardio: DanceFlow** (Zumba-inspired Rumba)	Hips, Core, Calves	5-minute warm-up, 4 sets of 3-minute routines	30 minutes
		Hyflex Surge (Dynamic Stretch for Hips & Quads)	Hips, Thighs, Calves	3 sets of 12 reps each side	15 minutes
	Day 2	**PowerStep Stability Drill** (Lower Body Stability)	Calves, Ankles, Thighs	3 sets of 10 reps per leg	20 minutes
		SpinGuard Core Work (Core Strengthening)	Core, Lower Back	3 sets of 30-second holds	20 minutes
	Day 3	**FlexiStep Circuit** (Strength and Flexibility)	Full Body (Focus on Flexibility)	4 sets of 12 reps for each exercise	30 minutes
		DanceFlow Recovery (Static Stretch and Foam Rolling)	Full Body Recovery	10-minute full body cool-down	15 minutes
Week 3-4	**Day 1**	**Cardio: DanceFlow** (Cha-cha and Samba steps)	Hips, Core, Legs	4 sets of 4-minute routines	30 minutes
		HipFlex Surge (Dynamic Stretch for Flexibility)	Hips, Quads, Hamstrings	3 sets of 12 reps each side	20 minutes
	Day 2	**PowerStep Stability Drill** (Leg and Ankle Strength)	Thighs, Calves, Ankles	3 sets of 15 reps per leg	20 minutes
		SpinGuard Core Work (Spin Stability)	Core, Lower Back	3 sets of 45-second holds	20 minutes

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	Day 3	**FlexiStep Circuit** (Full Body Strength & Flexibility)	Hips, Calves, Thighs	4 sets of 15 reps per exercise	30 minutes
		DanceFlow Recovery (Foam Rolling and Stretching)	Full Body Flexibility	10 minutes of foam rolling	15 minutes
Week 5-6	**Day 1**	**Cardio: DanceFlow** (Cha-cha and Samba with intensity)	Hips, Core, Calves	4 sets of 5-minute routines	30 minutes
		HipFlex Surge (Stretch & Strengthen for Flexibility)	Hips, Quads, Calves	4 sets of 15 reps each side	20 minutes
	Day 2	**PowerStep Stability Drill** (Focused Stability)	Thighs, Glutes, Ankles	4 sets of 15 reps per leg	20 minutes
		SpinGuard Core Work (Advanced Core Stability)	Core, Lower Back	4 sets of 45-second holds	20 minutes
	Day 3	**FlexiStep Circuit** (Strength + Flexibility with Technique)	Full Body (Flexibility & Strength)	4 sets of 15 reps per exercise	30 minutes
		DanceFlow Recovery (Dynamic Cool-down and Stretch)	Full Body Flexibility	10-minute full-body cool-down	15 minutes
Week 7-8	**Day 1**	**Cardio: DanceFlow** (Rumba & Samba with choreography)	Hips, Core, Calves	5 sets of 4-minute routines	30 minutes
		HipFlex Surge (Dynamic Stretch & Strengthening)	Hips, Thighs, Calves	4 sets of 15 reps each side	20 minutes
	Day 2	**PowerStep Stability Drill** (Ankle and Knee Strength)	Calves, Thighs, Glutes	4 sets of 20 reps per leg	20 minutes
		SpinGuard Core Work (Spin and Balance Control)	Core, Lower Back	4 sets of 1-minute holds	20 minutes
	Day 3	**FlexiStep Circuit** (Full Body Training with Dance Focus)	Hips, Thighs, Calves	5 sets of 15 reps per exercise	30 minutes
		DanceFlow Recovery (Recovery with Flexibility and Foam Rolling)	Full Body Flexibility	15-minute full-body cool-down	15 minutes

Table 5 outlines the FlexiPower program, a structured training plan designed to reduce muscle discomfort and enhance strength, flexibility, and endurance among DanceSport athletes. The inclusion of targeted drills like PowerStep Stability and HipFlex Surge supports the lower extremities, addressing areas most prone to strain. This aligns with Koutedakis and Sharp (1999), who emphasized the need for dancer-specific strength and flexibility training to prevent injury. The cardio-based DanceFlow sessions replicate performance intensity, while balance and core exercises enhance control and reduce injury risk, consistent with findings by Emery et al. (2005). Recovery strategies such as foam rolling and stretching are integrated to improve muscle elasticity and reduce soreness, making FlexiPower a practical, evidence-based approach to DanceSport conditioning.

Conclusion

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The findings of this study revealed that dancesport athletes commonly experience mild to moderate muscle discomfort, particularly in the calves, thighs, hips, and lower back due to the biomechanical demands of training and performance. Factors such as overtraining, fatigue, limited flexibility, and improper technique contribute to these discomforts, potentially impairing performance. The FlexiPower training program, developed in response to these needs, effectively integrates targeted strength, flexibility, and recovery strategies. It addresses high-risk muscle groups and movement patterns, offering a holistic approach that improves physical capacity while supporting injury prevention. Overall, FlexiPower proves to be a practical, culturally grounded, and evidence-informed training model for enhancing athlete well-being and DanceSport performance.

Recommendations

Based on the findings, it is recommended that DanceSport coaches and trainers integrate the FlexiPower program into regular conditioning to address muscle strain and enhance strength, flexibility, and endurance. Emphasis should be placed on incorporating structured recovery techniques such as foam rolling and stretching into each session to reduce fatigue and prevent overuse injuries. Additionally, technical reinforcement should be included to correct improper movement patterns that contribute to discomfort. The program should be continually adapted based on athlete feedback and performance response. Finally, FlexiPower can be scaled and customized for use in other dance disciplines, promoting broader application in dance conditioning and injury prevention programs.

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National Book Development Board (NBDB) Registration as Book Publisher (Print & Digital): 6312
PRC-CPD Accredited Provider: PTR-2025-749
Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

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National Book Development Board (NBDB) Registration as Book Publisher (Print & Digital): 6312
PRC-CPD Accredited Provider: PTR-2025-749
Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

Ethnic Dances of the Dumagat in Mauban, Quezon: A Field Dance Research

Daniel P. Gequinto Jr.*[1], Edilberto Z. Andal[2]
[1] Dr. Maria D. Pastrana National High School, Division of Quezon, Philippines
[2] Laguna State Polytechnique University, Faculty of College of Graduate Studies and Applied Research

Abstract

Aim: The present study investigated the Dumagat ethnic dances in Mauban, Quezon, with an emphasis on four documented dances. The purpose of this study is to present an in- depth understanding of these dances, their historical and cultural value, and their place in the Dumagat society.
Methodology: This research falls under qualitative research since it was not numeric, and the researcher undergoes the process of documenting the gathered information and compiled dance research of the ethnic dances of Dumagat The ethnographic research design is the most appropriate method to be used to gather datasince it is a research method that examines individuals in their cultural context with the purpose of generating a narrative description of that culture against a theoretical backdrop. The researcher prepared the interview questionnaire, which was then given to the adviser for essential comments and ideas on the format and statement structures. Purposive sampling is the main data gathering approach used, in which Dumagat interviewees with considerable knowledge and expertise in these dances are chosen as key informants.
Results: The outcomes of this study shed insight on each dance's cultural value and socio-cultural background. Pamumuhag, a traditional Dumagat dance, represents the Dumagat's honey-harvesting techniques. It demonstrates their close relationship with nature, ingenuity in obtaining food, and the repetitive movements connected with honey harvest. The importance of romantic gestures and rituals in Dumagat courting traditions is highlighted in Awitan, a courtship dance in which offerings are made to a female Dumagat. Another courting dance, Risting, depicts a battle between two young male Dumagat for the attention and love of a female Dumagat. Sayaw Kalikasan, a mimic dance, celebrates the various creatures present in the Dumagat's natural surroundings, emphasizing their profound connection and peaceful living with nature.
Conclusion: This study's implications go beyond academic areas, acting as a significant resource for cultural preservation promotions and educational activities. Efforts may be utilized to preserve the ongoing existence and preservation of the Dumagat Ethnic Dances in Mauban, Quezon, by raising awareness and respect for them.

Keywords: Ethnic Dances, Dumagat, Mauban, Quezon, Pamumuhag, Awitan, Risting, Sayaw Kalikasan.

INTRODUCTION

Indigenous people are typically characterized as the descendants of a country's or region's residents who are present when people of other ethnic or cultural roots arrive and eventually become dominant through migration or occupation of some sort. Up to the advent of the industrial revolution, indigenous people controlled most of their own areas across the world. However, this exaggerates a highly complicated and contentious issue of Indigenous peoples' relocation unconnected to European colonialism. When defined by the original occupants, indigenous identity may be disputed using a variety of approaches, and many waves of migration and occupancy can be discerned, even in places with complicated migratory histories, such as south and eastern Asia (Braun et al., 2013).

Dumagat — derived from the terms "gubat" (forest) and "hubad" (bare) — are nomads who do not have a regular residence. They are simply one of the many indigenous communities residing in Southern Tagalog. They now number over 30,000 and may be found in the rich Sierra Madre Ranges of Quezon province. Some residents of this ethnic tribe may be in the town of Mauban Quezon, while others can be in three municipalities on Polillo Island and in a considerable throng in Gen. Nakar. The Dumagats mostly rely on farming, kaingin, hired labor, and the sale of lumber and other forest goods for a living. Second, people survive through fishing, hunting animals, harvesting crops, and other natural resources (Escamillas, 2012). Acquioben (2018) stated in his research that the physical characteristics of most Dumagats are noticeably like those of the brown-skinned and straight-haired Malay Filipinos such as the Ilocanos, Tagalogs, Cebuanos, Bicolanos, Ilonggos, Karay-a Waray, and so on, except that many of them

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National Book Development Board (NBDB) Registration as Book Publisher (Print & Digital): 6312
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Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

resemble the physical characteristics of the people of South Asia. They are not as little and short as the Negritos; in fact, some of them are larger and taller than ordinary Malay Filipinos.

Mauban is a first-class municipality in the Philippine Province of Quezon and has a population of 71,081 people according to PhilAtlas, 2020 census. It is located 157 kilometers southeast of Manila and 52 kilometers north of the province seat, Lucena City. The Cagsiay III is a mountainous part of the municipality where the Dumagat lives since they came here. The story of the migration of the Dumagat people to the province of Quezon recorded in the Plan of Natural Development and Protection of the Ancestral Land of the Dumagat Natives (PLPPLNKD 2016-2020) on the Real and Mauban, Quezon 2016-2020 said that from in the story of Dumagat in Gen. Nakar that their tribe was found by the Spanish in the town of Infanta which was then called Binangonan.

As stated in the Pakaedupen e Dumaget (2022), the Dumagat of Cagsiay III lives mostly in the three sitio namely: Sitio Dakil, Sitio Boton, and Sitio Centro. In Sitio Dakil, number of Dumagat that lives there are thirty-seven (37) male, forty-five (45) female, and fifty-five (55) children. In Sitio Boton, there are twenty-eight (28) male, thirty-two (32) female, and thirty-nine (39) children. In Sitio Centro, there are thirty (30) males, thirty-seven (37) females, and forty-five (45) Dumagat children.

The ethnic dances of the Dumagat in Mauban, Quezon have great cultural and historical significance among the Philippines' indigenous populations. Mauban, Quezon, is home to a prosperous Dumagat community that has kept traditional dances as a symbol of its cultural history. The Dumagat have resilient ancestral origins in the locality, and their dances were an effective means for them to express their rituals, beliefs, and way of life. These dances make a recognition of their long history and close relationship with their land and natural environments. Their dances have a profound connection to their everyday lives and social traditions. These are performed during weddings, harvest festivals, and cultural festivities, among other important times and events. These dances are used not just for visually pleasing expressions, but also for narratives, passing down ancestral knowledge, and strengthening communal relationships.

Their cultural heritage, on the contrary, has been facing an array of issues in the present period. Globalization, development, and evolving lifestyles have all contributed to the progressive demise of old behaviors. The more extensive exposure of the younger generation to mainstream culture, as well as the migration of Dumagat youth to cities, add to the risk of losing these valued dances. Therefore, this research paper aims to document, study, and conserve the ethnic dances of Dumagat in Mauban, Quezon. The researcher seeks to put light on the historical, cultural, and aesthetic relevance of these dances by accomplishing an in-depth study of them. Documentation of dance actions, music, costumes, and the narratives behind each dance were part of the study.

It is intended that this research promotes awareness and appreciation for the ethnic dances of the Dumagat in Mauban, Quezon. Understanding the cultural significance and beauty of these dances will help to protect and renew this essential aspect of the Dumagat people's history. Preserving these dances would not only honor the Dumagat community but will also add to the diversity and richness of Mauban, Quezon, and the entire Philippines' cultural environment. The research strives to safeguard the continuity of these dances, promote cultural pride, and enable the passing down of this precious cultural inheritance over the next generations through studying and preserving these.

Objectives

This research aimed to determine the ethnic dances of Dumagat in Cagsiay III Mauban, Quezon. Specifically, the study sought to achieve the following objectives:

1. Define ethnic dances in terms of:
    1.1 Nature and background of the dances;
    1.2 Dance movements;
    1.3 Costumes and accessories; and
    1.4 Dance accompaniment and musical equipment.
2. Describe the following with accompanying representations:
    2.1 Clothing and accessories both men and women;
    2.2 Dance equipment; and
    2.3 Musical instrument?

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Print ISSN: 3116-3882
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3. Identify the cultural activities in their daily lives that are reflected in the dances.

METHODS

Research Design

The study focuses on the field study research analysis of the Ethnic Dances of Dumagat in Cagsiay III Mauban, Quezon. This was conducted in the mountainous part of Cagsiay III Mauban, Quezon.

This research falls under qualitative research since it was not numeric, and the researcher undergoes the process of documenting the gathered information and compiled dance research of the ethnic dances of Dumagat to produce an audio-visual presentation as the output. The ethnographic research design is the most appropriate method to be used to gather data. Ethnography is a research method that examines individuals in their cultural context with the purpose of generating a narrative description of that culture against a theoretical backdrop.

Population and Sampling

The respondents of this study were the selected residents of Brgy. Cagsiay III specifically from the sitios of Centro, Dakil, and Boton in Mauban, Quezon. The performers were the chosen Dumagat coming from the said sitios who performed the dances present in their community. The key contacts and informants were the IPED Coordinators, the Barangay Captain, the chieftain of the Dumagat, the residents of the Dumagat community, and the five (5) male and five (5) female dancers who are selected to perform the dances. The researcher conducts a purposive sampling technique. Purposive sampling is a sampling technique used by qualitative researchers to find individuals who can offer in-depth and extensive information on the topic under study. The Dumagat people were the main respondents, and they are the main source to provide the appropriate information that the researcher needs to finish the study.

Instrument

The researcher prepared the interview questionnaire, which was then given to the adviser for essential comments and ideas on the format and statement structures. This collaborative approach not only assured the clarity and relevance of the questionnaire, but it also contributed to the overall validity of the data gathering instrument. The researcher utilized a more flexible and responsive strategy in gathering data using an unstructured interview questionnaire. With this less formal set of questions, the interviewer was able to modify and vary the sequence and phrasing of questions during interviews, resulting in an open and engaging conversation with the participants. The unstructured form of the questionnaire enabled a more in-depth examination of the Dumagat community's traditions.

Data Collection

Phase I – Pre-survey. The researcher upon the approval of the title, goes to Cagsiay III and writes a formal letter to the following: National Commission on Indigenous People (NCIP) – CALABARZON Regional Office and Provincial Office, Office of the Municipal Mayor (LGU Mauban, Quezon), Brgy. Captain of Cagsiay III, Indigenous Person Mandatory Representative (IMPR) of Mauban, Quezon, Chieftain of Sitio Centro, Sitio Boton, and Sitio Dakil. The researcher stays there for a few weeks to observe the day-to-day routines of the natives.

Phase II - Data Gathering. Documentation of the data was done with the use of a video camera, digital camera, and still camera to clearly capture the dance performance. Interviews were conducted through personal and verbal questions directed to the dancers themselves and some local folks. The dances that were recorded will consists of; the name of the dance, dance movements, costume and accessories, musical accompaniment, and dance equipment. Video cameras, still pictures, written recorded information, cameraman. and interpreters were utilized for the documentation of the dances.

Phase III — Analysis and Documentation. Dance analysis, interpretation, and documentation were based on the data/information gathered. They were focused on the dance name, movements, dance pattern, costume and accessories, musical instruments, and dance equipment.

Treatment of Data

The data in this study is treated as qualitative research due to its focus on understanding the cultural significance and heritage of Dumagat ethnic dances. There is no statistical treatment of the data, and the output of the research is an audio-visual presentation, which aligns with qualitative research's emphasis on interpretation and context-driven analysis. The study involves observing and documenting the ethnic dances in their original cultural context, using rich descriptions and visuals to convey the essence of the phenomenon being studied. The primary

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Print ISSN: 3116-3882
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goal is to provide a deeper understanding of the subjective and experiential aspects of the Dumagat ethnic dances' cultural significance.

Ethical Considerations

this research, ethical considerations were diligently adhered to, ensuring the safety and well-being of all individuals and entities involved in the study. The researcher collaborated with respected authorities such as the National Commission on Indigenous People (NCIP) – CALABARZON Regional Office and Provincial Office, Office of the Municipal Mayor (LGU Mauban, Quezon), Brgy. Captain of Cagsiay III, Indigenous Person Mandatory Representative (IMPR) of Mauban, Quezon, and Chieftains of Sitio Centro, Sitio Boton, and Sitio Dakil. These collaborations not only provided access to the community, but also guaranteed that the study was conducted out with the utmost respect for the Dumagat people's traditional customs and beliefs. The researcher's adherence to ethical research guidelines included informed permission, confidentiality, and the preservation of cultural heritage. The study was done with integrity by focusing on ethical issues, creating mutual trust and respect between the researcher and the participants.

RESULTS and DISCUSSION

UNPUBLISHED ETHNIC DANCES OF DUMAGAT IN MAUBAN, QUEZON

Pamumuhag

Nature and Background of the Dance

Pamumuhag is a captivating occupational dance that showcases the native method of how the Dumagat people gather honey from beehives in their natural environment. As the Dumagat community relies on nature, they forage for anything edible in their surroundings. Sweeteners add flavor to their food, which is why they are fond of hunting for beehives. Getting honey from a beehive is not an easy task, as the hive is protected by a large number of bees. Once a Dumagat finds a beehive, they start to burn the *kayakas*, a hard leaf from the coconut tree. The *kayakas* produce lots of smoke when burned, which helps to drive away the bees. After the bees have fled, the Dumagat climb the tree and carefully retrieve the whole beehive, placing it in their *sabak*. The *sabak* is a receptacle made from *anahaw* leaves. Once the honey-gathering process is complete, they return to their community, carrying the honey that they will later share with others. The Dumagat people have inherited the tradition of sharing their harvests from their ancestors, which emphasizes the importance of communal living in their culture. Beehive hunting is not always possible during the rainy season, so the Dumagat must wait until the dry season to engage in this activity. As a result, they must preserve and ration their collected honey until the next beehive hunting season.

Dance Movements

The Pamumuhag dance is an exclusively male dance among the Dumagat people. At the start of the dance, the male dancers venture into the forest in search of a beehive. One hand is placed on their forehead as they scan the surroundings for the beehive, which they *call pasulo-sulo*. Their body is slightly bent forward, and their legs are positioned as if they are walking through the grassy forest. When they finally find a beehive, they mimic the process of burning *kayakas* to drive away the bees. As the beehive falls, the dancers perform a small run as if they have been stung by the bees. The next movement in the dance depicts the act of collecting honey and passing it to another dancer, which symbolizes the sharing aspect of their communal culture. This exchange of honey is a reflection of the importance of sharing resources in their community, a practice that has been passed down through generations.

Dance Accompaniment and Musical Equipment

Small vines are used in the dance to represent the beehive. They are interwoven to resemble a beehive, which falls during the part of the dance where the honey is collected.

One male dancer holds a *kayakas* while dancing, which will later be used to start a fire to produce lots of smoke. The other male dancer holds a *sabak*, a receptacle made from *anahaw* leaves, to carry the beehive. In cases where *sabak* is not available, a banana leaf can be used as a substitute since it can be easily found in the surrounding area.

In all their ethnic dances, *getara* is the only musical equipment being used while performing those dances. *Getara* is a 6-stringed musical instrument where the vibration of the strings resonates the sound inside the wooden body of the guitar. The speed of the movements in dance varies depending on how fast and slow the musician plays the guitar.

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Cultural Activity in their Daily Lives that is Reflected in the Dance

Even in current times, hunting is a significant aspect of the Dumagat people's everyday lives. Although the tactics they utilize have evolved through time, hunting remains an important part of their subsistence activities and cultural customs. The Dumagat still hunt for sustenance in their original land's forests and waterways. They catch animals such as wild pigs, deer, and birds using various methods such as traps, spears, and blowguns. For daily nourishment, they also fish in rivers and streams.

Hunting is more than merely a way for the Dumagat to get food; it is also an essential cultural practice that helps them maintain their identity as an indigenous people. It displays their strong connection to nature and traditional knowledge of the land and its resources. Hunting also serves as a means of passing down their cultural tradition to future generations, guaranteeing the preservation of their way of life and values.

Awitan

Nature and Background of the Dance

The traditional courtship style of Dumagat signifies the aspect of their culture. Courtship of their ethnicity involves traditional rituals and ceremonies that aim to showcase a man's dedication and sincerity to a woman he is interested in. The courtship practices of Dumagat ethnic people are often deeply rooted in their cultural traditions and beliefs, reflecting their values, beliefs, and way of life.

In Dumagat courtship, singing and offering are important ways of conveying one's romantic affection for another person. During the courtship phase, the suitor would frequently serenade the woman with love songs. The lyrics generally describe the suitor's admiration and affection for the woman, while the melody is intended to captivate her heart. Aside from singing, offering is an important aspect of Dumagat courtship. As a proof of his sincerity and respect, the suitor would bring food or handicrafts to the woman and her family. The presents are also meant to show the suitor's capacity to provide for his future family and to express gratitude to the woman's parents.

The woman's family plays a part in the courting process, and the suitor must get their consent before pursuing a romantic commitment with her. If the offer is accepted, the pair will continue to get to know each other through supervised visits and social occasions. The man's dedication to doing things for the woman he adores displays his truthfulness and commitment.

Dance Movements

As the dance begins, the male dancer makes strong steps forward, gently approaching the female dancer. His gestures convey respect and admiration. The male dancer approaches the female dancer and extends his hand, presenting a handkerchief as a symbol of his passion and intentions. He offers the handkerchief with elegant and flowing actions, his gaze locked on the female dancer, waiting for her reaction. In return, the female dancer reaches out and tenderly receives the handkerchief. Her motions express a mix of interest and thoughtfulness. She indicates her acceptance of the male dancer's courtship with a quiet nod or smile. As the dance progresses, the two dancers move in unison, their steps synced and their gestures indicating a deepening bond. Their gestures become increasingly intimate, revealing the developing relationship. The movements represent the unwritten language of affection throughout the dance, expressing the intricacies of desire, communication, and consent. The motion of the dance represents the complex structure of Dumagat culture's courting traditions. The handkerchief handover is rich in symbolism, signifying the male and female dancers' mutual understanding and agreement. It represents the female dancer's readiness to enter a relationship with the male dancer, accepting his devotion while also expressing her own.

Costume and Accessories

Both male and female *katutubo* wear *kudlasan* in this dance, but there is a difference in how they wear it. The male *katutubo* wear it as a necklace, while the female *katutubo* put it on their head, resembling a crown.

In their ethnic dances, both male and female Dumagat dancers wear a traditional costume made of a soft red cloth. The male attire, known as *bahag*, covers just their private areas of the body and is prominent among the Philippines' indigenous populations. The female costume, known as *tapis*, is a wrap-around skirt worn over a top and is used by many different ethnic groups in the entire country. The red color is important in Dumagat tradition because it represents power, bravery, and the land. The Dumagat not only display their cultural identity by means of their traditional clothing, but they additionally recognize their ancestors and heritage.

Dance Accompaniment and Musical Equipment

A handkerchief is used in this dance to symbolize an offering of male dumagat to female dumagat. The act of presenting the handkerchief represents the man's genuine intentions for the woman. Accepting the

International Journal of Sports, Health, Fitness, and Movement Studies (IJSHEFMS)
National Book Development Board (NBDB) Registration as Book Publisher (Print & Digital): 6312
PRC-CPD Accredited Provider: PTR-2025-749
Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

handkerchief indicates that the lady is open to the man's approaches and is prepared to contemplate a romantic relationship.

Cultural Activity in their Daily Lives that is Reflected in the Dance

The Dumagat ethnic group has a rich cultural history, which includes traditional courting practices. However, with the result of industrialization and globalization in recent years, this practice has begun to fade. Younger generations are increasingly embracing western style dating and relationships, which they perceive to be more practical and modern. Some Dumagat teenagers nowadays utilize social networking sites and dating apps to find love partners, disregarding the traditional courting methods done by their ancestors for decades. Furthermore, many Dumagat teenagers have gone to cities in pursuit of greater opportunities, further separating themselves from their cultural heritage and traditional ways of life.

Despite these changes, there are still dedicated individuals of the Dumagat community trying to preserve their traditional history. They acknowledge the value of preserving their customs and passing them down to future generations. These devoted individuals continually perform traditional courting rituals, viewing them not only as an intrinsic component of their cultural identity but also as a necessary link to their ancestral past. By preserving these traditions, they seek to promote a feeling of pride and belonging among Dumagat young people, encouraging them to treasure and accept their distinct cultural heritage in the face of modern influences.

Risting

Nature and Background of the Dance

The Dumagat ethnic dance, which depicts courting through physical conflict between two male Dumagat dancers, portrays a historical story based in their cultural customs. This dance depicts the two suitors' strong competition as they compete for the love of a female Dumagat. With a beat of traditional music reverberating in the air, the dance begins with the two male dancers away from each other, their bodies positioned with strength and resolve. Their moves are powerful and agile while dressed in traditional clothes. They showcase their physical prowess with martial arts-inspired maneuvers demonstrating their mastery of knives, which are indicative of their power and fearlessness.

As the dance goes on, the suitors' moves increase more sophisticated and competitive, with one attempting to outdo the other. Their coordinated motions create a thrilling environment that captures the audience's attention. Throughout the performance, the female Dumagat, dressed in traditional attire, stands in the center, watching the suitors combat. She is the most prestigious prize sought after by the contending men because she embodies elegance and beauty.

The dance represents Dumagat's old marriage rituals, in which toughness and ability were crucial in capturing a desired partner's heart. It reflects customary beliefs that a man must show his ability to provide and protect, demonstrating his readiness to take on the obligations of a future family. As the dance ends, the female Dumagat makes her decision, favoring the victor. This dramatic depiction of courting through physical rivalry serves as a reminder of the cultural beliefs and customs that have created the Dumagat community, while also appreciating their past and the complexity of human connection.

Dance Movements

This ethnic dance represents a metaphorical conflict between two male dancers fighting for the attention and affection of the female katutubo. The dance unfolds with dramatic and dynamic choreography, highlighting the contending suitors' dedication and drive. The female katutubo gracefully takes her spot in the middle at the start of the dance, indicating her status as the reward. Her moves exude grace and charm, capturing the attention of the male dancers who are positioned in opposing directions in preparation for the following battle.

The two male dancers engage in a highly intended conflict as the dance develops, using their knives with precision and agility. Their motions convey power, demonstrating their skills and determination to obtain the female dancer's heart. The men dancers circle around the female katutubo with each planned steps, symbolizing their unwavering determination. Their movements grow more forceful and dynamic, indicating their bitter animosity. The dance progresses to a climactic encounter.

In an intense end, one male dancer triumphs by delivering a decisive strike to his opponent with his knife. This symbolic act represents his accomplishment in capturing the female katutubo's affections. The other man dancer accepts defeat politely, respecting the conclusion of the courting rite. The dance steps in this Dumagat courting ethnic dance represent a classic story of competition and success. While the moves highlight the male dancers' power and skills, they also highlight the female katutubo's important role as the object of desire and admiration. The dancers depict the intricacies of romance through their dynamic movements, addressing themes

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Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

of desire, competitiveness, and the search for love. The dance provides a glimpse into Dumagat's cultural history and customs, exhibiting their distinct manifestations of courting rituals and community dynamics.

Dance Accompaniment and Musical Equipment

The male dancer carries a traditional knife with him, which he wields in combat against his rival. However, in situations where a traditional knife is unavailable, an improvised wooden knife can be used as a substitute in this dance.

Cultural Activity in their Daily Lives that is Reflected in the Dance

The traditional courting practices of the Dumagat, in which two male Dumagats compete physically using their physiques and knives to win the heart of a female Dumagat, is a tradition that is progressively diminishing in modern times. Modernization and changing economic status dynamics have had an impact on tradition, with many young Dumagat people no longer engaging in this kind of courting. This ancient courting dance, which was once an engaging display of manhood and courtship skill, is now in danger of becoming obsolete as younger generations adopt modern dating techniques and lifestyles. The transition toward more Westernized courting concepts, as well as the effects of industrialization and globalization, have all led to a decline in adherence to this Dumagat courtship practice.

As the Dumagat community develops and adjusts to changes in the environment, it is important to recognize and preserve the cultural importance of their traditional courting customs. Efforts should be done to document and restore these customs, thus ensuring that the Dumagat ethnic group's rich past and distinct identity is remembered and passed down to future generations. The Dumagat can retain a feeling of cultural pride and ensure that their unique customs are not lost to time by promoting an awareness for their cultural background and supporting the research on traditional courting practices.

Sayaw Kalikasan

Nature and Background of the Dance

The Dumagat ethnic dance has an extensive past that is profoundly rooted in its deep connection with nature. By replicating the motions of many different creatures present in their surroundings, this dynamic dance style celebrates the beauty and vitality of the environment. The Dumagat people recognized the sophisticated fluttering of butterflies, the soaring flight of birds, the sideways scuttling of crabs, and the nimble movements of monkeys while living in peace with the natural world. To respect and replicate the animal world, they incorporated their gestures into their traditional dance.

Dancers perform sequences that mimic the tender fluttering of a butterfly, with light and airy steps complemented by soft arm gestures that resemble the butterfly's wings. They effortlessly switch to simulate bird flight, extending their arms and swinging elegantly to replicate the birds' soaring actions. The dance then changes pace and enthusiasm as the dancers imitate the sideways scurry of crabs. They mimic the delicate motions of these creatures with low, fast movements and a playful personality, giving a dynamic aspect to the show. Lastly, the performers imitate monkey agility by leaping swinging, and bouncing with outstanding skill. Their motions capture the spirit of these agile creatures, demonstrating their strength and agility through fascinating choreography.

The Dumagat ethnic dance is an affecting witness to the Dumagat people's close relationship with nature and gratitude for animal life. It is a form of art that not only honors their cultural history but also serves as a reminder of the delicate balance that exists between humans and the natural environment. As the Dumagat continue to honor their traditions, this fascinating dance bears witness to their inherited wisdom and their everlasting respect for the wildlife that surround them.

Dance Movements

The Dumagat people's performing moves smoothly replicate the delicate gestures of many animals present in their habitat. These motions, which have been carefully developed and passed down through generations, honor the butterfly, bird, crab, and monkey.

The Dumagat dancers imitate the delicate flapping of the butterfly's wings when demonstrating it. Their feet become lighter and airier, accompanied by graceful arm motions that simulate the flight of a butterfly. The flowing motions and delicate poses of the dancers depict the shimmering elegance of this fascinating creature. The Dumagat dancers portray the soaring flight and freedom of these winged creatures in their depiction of birds. They portray the bird's ability to freely navigate the skies with spread arms and flowing motions. Their choreography depicts the grace and agility of numerous bird species in their natural habitat. The dancers use a unique pace and energy to imitate the crab. They mimic the crab's sideways scuttle, featuring quick and precise motions that recreate the crab's distinctive sideways walk. The dancers slump low and move with agile feet,

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Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

perfectly imitating the crab's characteristic mobility. Lastly, the Dumagat dancers show the monkey's mischievous antics and agility. They express the monkey's active personality with bounding leaps, swinging arm gestures, and fast footwork. The dancers infuse joy and energy into the performance, portraying the passion and excitement of these clever creatures.

Costume and Accessories

In all of their ethnic dances, both male and female Dumagat dancers wear a traditional costume made of a soft red cloth. The male attire, known as *bahag*, covers just their private areas of the body and is prominent among the Philippines' indigenous populations. The female costume, known as *tapis*, is a wrap-around skirt worn over a top and is used by many different ethnic groups in the entire country. The red color is important in Dumagat tradition because it represents power, bravery, and the land. The Dumagat not only display their cultural identity by means of their traditional clothing, but they additionally recognize their ancestors and heritage.

Also, the male dancers wear a necklace in this dance called *kudlasan*. It is an interwoven bead; these are made from seeds of corn that can be found near the river. Additionally, the male katutubo who holds a high position in their tribe wear *biskal* on his arm, which signifies his superiority among the male *katutubo*. The *biskal* is made from the body of the *nito* tree and *sanggumay* plant. The base of the biskal is made from *uway* tree. Also, the male uses a small piece of red cloth fabric which they put in their arm.

Cultural activity in their daily lives that is reflected in the dance.

The Dumagat people still have a profound connection to nature in their daily life, which can be observed in their practice of Sayaw Kalikasan. Despite modern difficulties and changes brought about by technology and urbanization, The Dumagat strive hard to preserve their cultural traditions and to find meaning in their interaction with the natural environment. While the Dumagat have adopted a more modern way of life, many still live near forests, rivers, and mountains, allowing them to preserve a strong connection to their ancestral homeland. They participate in activities like farming, fishing, and harvesting forest materials to remind themselves of their reliance on the natural world for survival and livelihood.

Furthermore, the Dumagat value protecting the environment and preservation. They are intensely aware of the delicate balance that exists between humans and the natural environment, as well as the need of maintaining their ancestral lands for future generations. Sayaw Kalikasan serves as a kind of advocacy, reminding both the Dumagat community and others of the need of environmental protection and preservation.

Summary and Conclusion

The study arrived at four ethnic dances of the Dumagat in Mauban, Quezon that were onserved, analyzed, recorded, and documented. The four dances are as follows: *Pamumuhag, Awitan, Risting,* and *Sayaw Kalikasan*. In these ethnic dances, one of the dance falls under the occupational dance, which is the *Pamumuhag*. There are two courtship dances such as *Awitan* and *Risting*. A mimic dance is called *Sayaw Kalikasan*. This findings is consonance with the research conducted by Alave (2010) that different ethnic tribes from Davao also has occupational dance and courtship dance like *Panong-ow, Kuglong woy Saluroy,* and *Uubhal.*

There is only one set of traditional costume for men and women. The male katutubo wear *bahag*, which only covered their private part. The female katutubo wear *tapis*, it covers the upper and lower part of their body. These traditional costumes are the common attire for the ethnic people. The outcomes of this investigation are congruent with Sumayang's (2004) research that the Yakan's traditional costume holds cultural significance and a visual representation of their identity and customs.

The use of colorful beads allows them to create accessories that are a product of their own creativity. The interwoven bead is called kudlasan, these are made from seeds that can be found near the river. Both male and female katutubo wear kudlasan in all their ethnic dances, but there is a difference in how they wear it. The male katutubo wear it as a necklace, while the female katutubo put it on their head, resembling a crown. Additionally, the male katutubo who holds a high position in their tribe wear biskal on his arm, which signifies his superiority among the male katutubo. The biskal is made from the body of the nito tree and sanggumay plant. The base of the biskal is made from uway tree. Also, the male uses a small piece of red cloth fabric which they put in their arm. Also, the male uses a small piece of red cloth fabric which they put in their arm.

The only musical equipment they use in their dance is a guitar. The music from the guitar was their basis on how the rhythm each dance will be pattern. There are some instances that they use any wooden stick to produce a base sound while they are dancing. Their movements reflect the cultural practices of the Dumagat in Mauban, Quezon, which can be interpreted based on their actions like hunting, courting, and mimicking the movement of the

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Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

animals. This evidence corresponds to the research conducted by Marquez (2000) that the ethnic tribes of Aetas in Botolan, Zambales play guitar *(gitaha)* in their ethnic dances.

The ethnic dances Dumagat in Mauban, Quezon are an essential part of the Dumagat people's cultural legacy as an indigenous group in the Philippines. These Dumagat dances have been passed down through centuries and are firmly ingrained in the culture. They represent the way of life, customs, and beliefs of the community. Furthermore, Dumagat ethnic dances exhibit not only the community's cultural identity but also its creative abilities and ingenuity. These dances feature sophisticated footwork, hand motions, and body synchronization, demonstrating the dancers' knowledge of their trade as well as their ability to express themselves through dance.

Recommendations

Based on the findings and conclusions presented, the following recommendations are hereby offered: it is important to provide support for the Dumagat people to continue to practice and perform their ethnic dances which can be done by providing funding for cultural events, workshops, and training programs; it is important to integrate the teaching of Dumagat ethnic dances in schools to promote cultural awareness and appreciation among the younger generation; efforts should be made to document and record the different Dumagat ethnic dances, including their history, movements, and music to ensure that these dances are preserved for future generations; and the promotion and preservation of Dumagat ethnic dances can be accomplished through social media and other digital platforms, helping to reach a wider audience, promote cultural exchange, and collaborate with professional dance companies to preserve and showcase their cultural heritage.

The findings of the study on the ethnic dances of the Dumagat in Mauban, Quezon, have significant implications for education, community, and culture. Integrating these dances into educational programs allows students to develop cross-cultural understanding. Celebrating these traditional practices can promote and preserve the Dumagat community's identity and unity. Traditional arts and crafts, such as interlaced beads and costumes, help to preserve thier valued history. Cultural exchange programs may also emerge, further enhancing both local and global viewpoints. Lastly, valuing and sharing these dances empowers the Dumagat people by fostering connections between generations and improving their well-being and sense of pride.

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PRC-CPD Accredited Provider: PTR-2025-749
Print ISSN: 3116-3882
Electronic ISSN: 3116-3890

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