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Assessing the Technical Competencies of Teacher-Sports Officials

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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



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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 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,

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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

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.



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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.

Table 1.1 Distribution of Respondents Based on Area of Sports Interest

Sports Interest		Frequency	Percent
	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
	<i>Has Experience</i>	6	15	15



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Lower Accreditation	<i>Has no Experience</i>	34	85	100
	<i>Has Experience</i>	24	60	60
Higher Accreditation	<i>Has no Experience</i>	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, Cunningham et al. (2022), emphasized that the need for improved training and development supports for sport officials, 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
<i>O1. I can look at a painting for a long time.</i>	4.00	High Level
<i>C2. I make sure that things are in the right spot.</i>	4.33	High Level
<i>A3. I remain unfriendly to someone who was mean to me.</i>	4.03	Moderate Level
<i>X4. Nobody likes talking with me.</i>	4.30	High Level
<i>E5. I am afraid of feeling pain.</i>	2.88	Moderate Level
<i>H6. I find it difficult to lie.</i>	3.12	Moderate Level
<i>O7. I think science is boring.</i>	4.13	High Level
<i>C8. I postpone complicated tasks as long as possible.</i>	3.95	High Level
<i>A9. I often express criticism.</i>	3.73	High Level
<i>X10. I easily approach strangers.</i>	3.40	Moderate Level
<i>E11. I easily approach strangers.</i>	3.75	High Level
<i>H12. I would like to know how to make lots of money in</i>	4.60	Very High Level



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<i>a dishonest manner.</i>		
O13. <i>I have a lot of imagination.</i>	3.60	High Level
C14. <i>I work very precisely.</i>	3.75	High Level
A15. <i>I tend to quickly agree with others.</i>	3.18	Moderate Level
X16. <i>I like to talk with others.</i>	3.85	High Level
E17. <i>I can easily overcome difficulties on my own.</i>	3.70	High Level
H18. <i>I want to be famous.</i>	3.95	High Level
O19. <i>I want to be famous.</i>	2.40	Low Level
C20. <i>I often do things without really thinking.</i>	3.98	High Level
A21. <i>Even when I'm treated badly, I remain calm.</i>	3.08	Moderate Level
X22. <i>I am seldom cheerful.</i>	3.93	High Level
E23. <i>I have to cry during sad or romantic movies.</i>	3.13	Moderate Level
H24. <i>I have to cry during sad or romantic movies.</i>	4.05	High Level
Overall Mean	3.70	High Level
HEXACO Group Items	Mean	Interpretation
1. <i>Honesty-Humility (6, 12, 18, 24)</i>	3.93	High level
2. <i>Emotionality (5, 11, 17, 23)</i>	3.26	Moderate level
3. <i>eXtraversion (4, 10, 16, 22)</i>	3.87	High level
4. <i>Agreeableness (3, 9, 15, 21)</i>	3.50	High level
5. <i>Conscientiousness (2, 8, 14, 20)</i>	4.00	High level
6. <i>Openness to Experience (1, 7, 13, 19)</i>	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 (Koutsoumpa, 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



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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
<i>As a sports officiating official, I...</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
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 which 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
<i>As a sports officiating official, I...</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



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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

Table 2.2 indicates a moderate level of decision-making competence. Having an overall mean of 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
<i>As a sports officiating official, I...</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	2.48	Low Level



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<i>required by the situation</i>		
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.

Assessment of Competencies of Teacher-Sports Officials

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

Table 3.1. Level of Knowledge Competence Among Sports Officiating Officials

Items	Mean	Interpretation
<i>As a sports officiating official, I...</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



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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
<i>As a sports officiating official, I...</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
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
<i>As a sports officiating official, I...</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



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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 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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