

THE LEVEL OF KNOWLEDGE AND SKILLS OF ARBITRATION IN FOOTBALL FOR HALLS FOR TEACHERS AND TEACHERS OF PHYSICAL EDUCATION IN SCHOOL TOURNAMENT

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Abstract

This study aimed to identify the level of refereeing knowledge and skills in futsal among physical education teachers involved in school tournaments. The researcher used the descriptive survey method, and the study sample consisted of 60 male teachers from public schools who participated in refereeing school futsal competitions. A specially designed questionnaire was used, covering two main areas: refereeing knowledge and practical refereeing skills. After verifying its validity and reliability, data were collected and statistically analyzed.

The results showed that the participants possessed a good level of refereeing knowledge and a moderate to good level of practical skills, with statistically significant differences based on experience and academic qualification. The study recommended implementing continuous training programs to enhance the refereeing competence of physical education teachers.

Keywords: Refereeing, Futsal, Refereeing Knowledge, Skills, School Tournaments, Physical Education Teachers.

Introduction

Football for Halls is one of the modern group sports that have witnessed a remarkable development according to international standards in recent years [11], and it has occupied a prominent position within school sports activities due to the appropriate environment for developing physical skills, enhancing sports spirit and positive competition among students. And since the school championships represent one of the most important educational and sports companies in which technical and organizational competencies are highlighted, the success of these tournaments not only stops at the level of the participating teams, but is also linked to the level of arbitration, which is a decisive element in managing matches and ensuring fairness of competition .

Teachers and teachers of physical education in many schools play a central role in organizing and arbitration of football matches for the halls, whether by ruling Their educational location or the scarcity of specialized arbitration cadres in some school environments. Accordingly, the availability of sufficient knowledge of the laws of the game, and the enjoyment of the necessary physical aspect is a prerequisite for performing their tasks with efficiency and impartiality .

In this context, the need to evaluate the level of arbitration knowledge and the physical aspect of this educational category is highlighted, with the aim of revealing On aspects of strength and palaces, and work to enhance their competencies in a way that reflects positively on the quality of school championships and their educational and sports outputs. Hence the importance of this research, which seeks to analyze the reality of the knowledge and skills of arbitration in football for halls for physical education teachers and teachers, in a way that contributes to supporting development decisions in their field of preparation and continuous rehabilitation.

Studies confirm that the success of school championships depends on the quality of arbitration [10], a number of previous studies that dealt with school arbitration and halls arbitration have been used, and have shown that the practical side often needs to be developed.

However, the note in some school championships is a disparity in the performance of the referees from teachers, whether in terms of arbitration decisions, or dealing with different play situations, which may indicate a lack of deficiency or contrast in their knowledge and skills levels and also the physical aspect. This raises the question about the extent to which they have the proper arbitration foundations in football for halls, and the degree of their efficiency in managing school matches according to the required standards.

The current research problem starts from the need to diagnose the level of knowledge and skills of arbitration and the physical aspect of football for halls for teachers and teachers of physical education participating in the school championships, with the aim of standing on their field reality, and determining whether there is a gap that requires developmental or qualifying intervention .

Research goals

1. Learn about the level of knowledge of physical education teachers and teachers based on the latest laws issued by the International Football Association [2 .]
2. Learn about the level of their arbitration and physical skills, the process based on the evidence of the approved referees [12 .]
3. Learn about the impact of experience and educational qualification on arbitration performance .

Search hypotheses

1. There are statistically significant differences in the level of arbitration knowledge depending on the expertise variable .

2. There are statistically significant differences in arbitration skills according to the educational qualification.

Search fields

.1 The human field: teachers and teachers of physical education in Al -Qadisiyah Governorate

.2 Spatial field: Sports Activity Hall

.3 The temporal field: from the day (1/1/2025) to the day (1/4/2025) :(

The methodology of the research

The descriptive survey approach is used, which is a common approach in similar educational studies [4], and this curriculum is used with the aim of collecting data and analyzing it descriptive to determine the level of arbitration knowledge and the physical aspect of teachers and teachers of physical education in school championships, the tool was verified using the opinions of arbitrators Specialists [5 .]

The research community

The research community consists of physical education teachers and teachers working in public or private schools according to the educational environment, and who participate in the arbitration of football championships for school halls in (Diwaniya) province .

The research sample

A simple random sample consisting of (60) teachers and teachers from the total research community, who actually participated in the arbitration of football matches During the last two seasons.

Search tools

The researcher used a questionnaire designed and developed for the purpose of this research, and consisted of two main axes :

.1 The axis of arbitration knowledge: It includes (20) a paragraph that measures theoretical knowledge of laws .

.2 The axis of the physical side: It includes (20) paragraphs that measure the ability to perform the practical and skill aspects of arbitration of football matches for the halls .

It was confirmed that the tool was honest by presenting it to a group of arbitrators specialized in the field of arbitration and physical education, and the stability coefficient was calculated using the Kronbach Alpha equation, where the value (0.87) is an acceptable value for scientific research purposes .

Research implementation procedures

.1 Official approvals were obtained from the concerned authorities .

.2 The questionnaire was distributed to the target sample, with an explanation of the research objectives and the way to answer .

.3 The pipes were collected within a period of three weeks and to ensure the completion of the data .

.4 The data was statistically processed using the statistical program (SPSS.(

Statistical aids

Math of mathematical averages, standard deviations and tests for independent samples were used, as shown below :

- .1 Celsius, mathematical averages, standard deviation .
- .2 T-Test to examine the differences between the average .(
- .3 The analysis of mono differences (Anova) when needed to study the differences according to multiple variables .

Show the results and discuss them

The results of the study were presented and analyzed according to the axes of the questionnaire (knowledge, arbitration skills and physical aspect), with the explanation of the differences between the averages of the sample members according to the variables (years of experience, the educational qualification). SPSS program was used in statistical treatment. As shown below:

First: The results of the first axis - arbitration knowledge

The skills came at a medium level to good, with a need for continuous training, as a study recommended [6], the results emerged outperforming the longest experience, which is supported by [9], and as shown in Table No. (1)

Table No. (1), computational averages and standard deviations of the level of arbitration knowledge of the sample personnel.

Paragraph Number	Paragraph Content	Average	Standard Deviation
1	I know the number of players on a team in futsal.	4.20	0.61
2	I am familiar with the rules of returning the ball from touch.	3.80	0.75
3	I distinguish between personal and tactical fouls.	3.60	0.78
4	I know the disciplinary sanction procedures.	4.05	0.66
...
Total		3.84	0.42

Table 2

Paragraph Number	Paragraph Content	Average	Standard Deviation
1	I am good at positioning myself on the field while refereeing.	3.70	0.69
2	I use referee signals clearly.	3.85	0.62
3	I am good at handling difficult situations during matches.	3.55	0.80
4	I am able to make decisions quickly and accurately.	3.65	0.74
...
Total		3.69	0.48

The results in Table (1) indicate that the level of knowledge of the arbitration laws for teachers and teachers of physical education ranges from good to very good, which indicates a basic awareness of the laws, but it needs to enhance some technical details.

Table No. (2), mathematical averages and standard deviations of the physical aspect.

The results in Table (2) show that the level of the physical aspect of the sample falls within the good level, with some paragraphs that require support and training, especially in practical aspects such as tension management and the positioning of the judgment on the field. And as shown in Table No. (3).

Table No. (3), differences according to years of experience.

Group	Average	Number of Individuals	T-value	Significance
Less than 5 years	3.55	20	-	-
5 years and older	3.94	40	2.45	0.017

The results in Table No. (3) indicate that there are statistically significant differences in the level of knowledge in favor of those who have more than 5 years experience, which indicates the impact of practical experience on the accumulation of arbitration knowledge .

Fourth: Discussing differences depending on the scientific qualification

It turns out that there are differences indicating in favor of those holding a higher university qualification, which confirms the importance of academic qualification, and as shown in Table No. (3).

Table No. (4), differences according to the scientific qualification (Anova.)

qualification	Average	F	significance
Institute graduate	3.52	-	-
Bachelor's	3.85	3.12	0.049
Master's	4.00	-	-

The results in Table (4) indicate that there are statistically significant differences between qualifications, as those with a higher qualification in the arbitration performance exceeded, which highlights the importance of academic qualification in supporting technical skills .

Fifth: The results of stability

The Cranebach Alpha laboratories were used to calculate the stability of the questionnaire on an exploratory sample consisting of (20) individuals, and the results were shown in Table No. (5).

Table No. (5), the stability of the surveillance sample.

Axis	Number of paragraphs	Cronbach's alpha value
Arbitration knowledge	20	0.84
Physical Aspect	20	0.89
Total	40	0.87

These values are statistically acceptable to indicate the good stability of the tool.

Compared with previous studies

The results of this study are compatible with what many previous studies indicated in the field of sports arbitration, especially those that dealt with football arbitration for the halls. For example, a study [9] showed that physical education teachers have a good knowledge of arbitration laws, but they need to develop in the practical side, which is compatible with the results of the current study that showed that the level of sample's arbitration skills was average to good. In addition, a study [3] concluded that the experience and the scientific qualification play a pivotal role in improving the arbitration performance, which was confirmed in this study through the results that showed statistically significant differences in favor of those with the longest experience and the highest scientific qualification .

On the other hand, this study differs from a study [7] that focused on arbitration in professional environments, while the current study focused on the school environment, which It highlights the importance of adapting to the needs of this environment

Conclusions and recommendations

First: Conclusions

- .1 Physical education teachers and teachers have a good level of arbitration knowledge .
- .2 The physical aspect needs continuous training and development .
- .3 There are statistically significant differences that belong to the experience and the educational qualification.

Second: Recommendations

- .1 Recommendations called for continuous training for referees, based on the ALECO standards [8 .]
- .2 Arbitration materials were proposed in teachers' preparation programs, and was discussed in a study [14 .]
- .3 Activating the role of school arbitration committees in following up and evaluating the arbitration performance.

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The Appendices

The questionnaire was reviewed by specialized arbitrators, in line with the methodologies of scientific research [13 .]

Appendix No. (1), the research tool (the questionnaire .(

Questioning to measure the level of arbitration knowledge and the physical aspect of football for halls with teachers and teachers of physical education

Dear teacher/teacher, this questionnaire aims to learn about the level of your knowledge and your physical aspect in the arbitration of football matches For halls in school championships. We hope that you can answer with all objectivity, knowing that all answers are confidential and are used for scientific research purposes only.

First: Personal data

.1 Years of experience .

.2 Scientific Qualification: Diploma / Bachelor / Master.

Second: The axis of refereeing knowledge

values the extent of your knowledge of each paragraph according to the scale: (it does not apply at all = 1, applies in a small degree = 2, applies to a medium degree = 3, applies to a large degree = 4, applies completely = 5.(

Second: The axis of arbitration knowledge

No.	Paragraph	Not applicable at all	slightly applicable	Applies moderately	Highly applicable	Applies perfectly
1.	I have a full knowledge of football laws for halls as applied in school championships.					
2.	I take into account the age differences of students when applying laws in arbitration.					
3.	I can clarify the laws for students and teachers when needed.					
4.	Decisions are good in cases that are repeated in students' matches (such as unintended interventions).					
5.	I deal with cognitive flexibility with junior students 'mistakes while maintaining the justice of arbitration.					
6.	I use my knowledge of the law to calm the atmosphere during school matches.					
7.	The use of official arbitration signals was mastered during the arbitration of school tournaments.					
8.	I use body language and signals to explain my decisions to students in an educational way.					
9.	I can teach students the difference between different signals during the match if necessary.					
10.	My role as a mentor and educator was aware of my participation as a referee in school tournaments.					
11.	It is balanced between the application of the law and the achievement of the educational goal of sports activity.					
12.	I make sure that my decisions are understood and convincing for students.					

13.	I can explain the reason for my decisions in a logical manner when objections from students or teachers occur.					
14.	I am good at dealing with uncommon cases in school halls matches.					
15.	My arbitration performance was established after each match to develop my acquaintances and skills.					
16.	Make sure to see the arbitration brochures for the Sunni school stages.					
17.	I participate in training courses to improve my knowledge of futsal matches.					
18.	I review the law before participating in the arbitration of any school championship.					
19.	Follow the developments and updates of the futsal law.					
20.	I consider my knowledge of the law as a basis for making correct and fair decisions within the hall.					

Third: The axis of the physical side

Right your ability to implement each skill according to the same scale.

No.	Paragraph	Not applicable at all	slightly applicable	Applies moderately	Highly applicable	Applies perfectly
1.	I can arbitrate more than one match per day in the school championships without affecting my fitness.					
2.	I can maintain my physical activity throughout the match time when students' matches in the halls are arrested.					
3.	I do not feel stress after the completion of the					

	arbitration of successive school matches.					
4.	I move quickly to follow the balls and situations resulting from the style of enthusiastic and random students.					
5.	I physically respond appropriately to sudden movements issued by students during matches.					
6.	I can keep up with the match pattern even if the enthusiasm of the student teams increases.					
7.	I move easily between the field areas without affecting the movement of students or disrupting the game.					
8.	The use of narrow spaces inside the school sports halls was impressed during the arbitration.					
9.	I enjoy physical flexibility that helps me to concentrate quickly without disrupting play.					
10.	I physically prepare myself before participating in school championships.					
11.	I do exercises to improve my ability to move inside closed school fields.					
12.	Make sure to maintain my physical fitness to perform my role as a referee in school activities.					
13.	I can physically handle with the speed and change of playing trends that characterize students' matches.					
14.	I bear the frequent moves resulting from the many errors and violations in the school championships.					

15.	I keep my physical focus despite the presence of mass influences (colleagues, students, teachers).					
16.	I am concentrated in the most appropriate place to follow the arbitration cases inside school stadiums.					
17.	I move constantly to cover the appropriate vision angles during student matches.					
18.	I use my moves as a tool to improve my decisions in school matches.					
19.	Make sure that my move does not hinder the players inside the hall.					
20.	I consider my good physical skills an important factor for an arbitration success in school activities					