



ASSESSMENT OF THE CURRENT STATE OF REFEREEING COMPETENCE AMONG VOLLEYBALL STUDENTS OF THE SPORTS TRAINING FACULTY, DA NANG UNIVERSITY OF PHYSICAL EDUCATION AND SPORTS

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Abstract:

This study aimed to assess the refereeing competence of 50 volleyball students from the Faculty of Sports Training, Da Nang University of Physical Education and Sports. Research methods used included: document analysis and synthesis, interviews, pedagogical testing, and statistical mathematics. The results showed that the students' refereeing competence was at a fairly good level. Knowledge of volleyball rules reached 76.26%, match management skills reached 72.45%, and the ability to handle refereeing situations reached 66.48%, which was the weakest area. Major factors affecting refereeing competence included: opportunities to participate in officiating actual tournaments, knowledge of rules and refereeing techniques, practical experience, and instructor guidance. In addition, students faced difficulties due to a lack of practical opportunities, limited experience in handling situations, and infrequent updating of new competition rules. The research results show that it is necessary to enhance practical activities and professional experience to improve the refereeing competence of volleyball students.

Keywords: refereeing competence; volleyball; students; match officiating

1. Introduction

In volleyball training at higher education institutions specializing in physical education and sports, refereeing competence is one of the important professional competencies for students. Besides the roles of coach, teacher, or sports manager, graduates can also participate in organizing and managing sports competitions at various levels. Therefore, equipping them with knowledge of the rules of the game, match officiating skills, and the ability to handle refereeing situations is a necessary requirement in the training process.

In practice, many volleyball students, despite having relatively good professional knowledge, still face many difficulties when officiating actual matches. The main

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limitations focus on the ability to apply the rules of the game, handle unforeseen situations, resolve disputes, and maintain professional composure in a high-pressure competitive environment.

Stemming from the need to improve the quality of sports human resource training and meet the practical needs of current competition organization, assessing the current state of referee competence among volleyball students is necessary. The research results will provide a scientific and practical basis for proposing solutions to improve referee competence, contributing to the improvement of the training program and enhancing the quality of sports human resources at Da Nang University of Physical Education and Sports.

2. Research Methods

The study used the following methods: document analysis and synthesis; interview and discussion method; pedagogical testing method; and mathematical and statistical methods.

2.1. Research Subjects

50 students majoring in Volleyball, Faculty of Sports Training, Da Nang University of Physical Education and Sports.

3. Research Results and Discussion

3.1. Assessment of the Current State of Referee Competence of Volleyball Majors

3.1.1 Current State of Volleyball Rule Knowledge of Volleyball Majors, Faculty of Sports Training, Da Nang University of Physical Education and Sports

Knowledge of competition rules is an important basis for developing volleyball referee competence. This study conducted an examination of 50 volleyball majors on competition rules, referee duties, and handling situations according to the rules. The results are presented in Table 1.

Table 1: Results of the volleyball rules knowledge test of volleyball major students (n = 50)

Review content	Maximum score	Score achieved \bar{X}	Rate of achievement (%)
Basic legal knowledge	20	16,82 ± 1,95	84,10
Serving rules	15	12,15 ± 1,64	81,00
Blocking and spiking rules	15	11,76 ± 1,83	78,40
Substitution and timeout rules	15	11,34 ± 1,92	75,60
The duties and powers of an arbitrator	15	10,71 ± 2,01	71,40
Handling legal situations	20	13,48 ± 2,45	67,40
Total score	100	76,26 ± 6,43	76,26

The results show that students' knowledge of volleyball rules was fairly good, with an average score of 76.26 ± 6.43 points (76.26%). High scores were achieved in basic rules (84.10%), serving rules (81.00%), and blocking and spiking rules (78.40%). However, scores were lower in areas related to refereeing, particularly referee duties and authority (71.40%) and handling rule-related situations (67.40%).

Overall, students grasped the basic regulations of volleyball rules, but their ability to apply the rules to practical situations was limited. This is one of the reasons affecting the effectiveness of student refereeing duties today.

To better assess students' mastery of the rules of competition, the study categorized the test results into different levels. The results are presented in Table 2.

Table 2: Classification of students' knowledge levels of volleyball rules (n = 50)

Ranking	Score	Quantity	Proportion (%)
Good	85 – 100	8	16,00
Rather	70 – 84	24	48,00
Medium	50 – 69	15	30,00
Weak	< 50	3	6,00
Total		50	100,00

The classification results in Table 2 show that students achieving a "good" rating accounted for the highest percentage (48.00%), followed by an "average" rating (30.00%), an "excellent" rating (16.00%), and a "poor" rating (6.00%). The percentage of students achieving "good" and "excellent" ratings was 64.00%, while the average and "poor" group accounted for 36.00%.

Overall, students' knowledge of volleyball rules was at a "good" level; however, their ability to apply the rules and handle practical situations was limited. This is one of the reasons affecting the effectiveness of students' refereeing duties.

3.1.2 Current Status of Match Management Skills of Volleyball Major Students, Faculty of Sports Training, Da Nang University of Physical Education and Sports

Match management skills are an important component reflecting the professional competence of volleyball referees. To evaluate this content, the study observed and tested 50 volleyball majors through refereeing practice activities at school classes and amateur tournaments. The results are presented in Table 3.

The results show that students' match officiating skills reached a fairly good level with an average score of 43.47 ± 4.85 points, equivalent to 72.45%. High scores were achieved in areas such as demeanor and position on the field (78.40%) and use of referee signals (76.20%). Criteria such as observation and error detection (73.10%), coordination with the referee team (71.80%), and controlling the pace of the match (69.40%) were at a fairly good level.

Table 3: Results of evaluating match officiating skills of volleyball majors (n = 50)

Review content	Maximum score	\bar{x}	Rate of achievement (%)
Work style and position on the field.	10	7,84 ± 0,92	78,40
Use referee signals.	10	7,62 ± 1,03	76,20
The ability to observe and detect errors.	10	7,31 ± 1,15	73,10
Ability to coordinate with the refereeing team.	10	7,18 ± 1,07	71,80
The ability to control the pace of the game.	10	6,94 ± 1,12	69,40
Handling situations that arise during competition.	10	6,58 ± 1,26	65,80
Total score	60	43,47 ± 4,85	72,45

The area with the lowest score was the ability to handle unforeseen situations during the match (65.80%), indicating that many students lacked experience and were not truly confident and decisive when dealing with complex situations during the match.

To more specifically assess the level of students' match officiating skills, the study classified the results into different levels. The results are presented in Table 4.

Table 4: Classification of match management skills of volleyball major students (n = 50)

Ranking	Score	Quantity	Proportion (%)
Good	51 – 60	7	14,00
Rather	42 – 50	22	44,00
Medium	30 – 41	17	34,00
Weak	< 30	4	8,00
Total		50	100,00

The classification results show that the highest percentage of students achieved a "fair" rating at 44.00%, followed by an "average" rating at 34.00%, a "good" rating at 14.00%, and a "poor" rating at 8.00%. If the "fair" and "good" groups are combined, the percentage of students who relatively meet the requirements for match officiating skills is 58.00%; while the "average" and "poor" groups still account for 42.00%.

The above results indicate that the match officiating skills of volleyball majors have been developed but are not yet truly uniform. Many students only perform basic refereeing actions well, while their ability to officiate matches in real-world conditions is limited due to a lack of experience and practice opportunities.

3.1.3. Current Status of the Arbitration Handling Ability of Volleyball Major Students, Faculty of Sports Training, Da Nang University of Physical Education and Sports

The ability to handle situations is an important criterion reflecting the professional level and professional competence of volleyball referees. This study tested 50 students through common real-life situations encountered in competitions. The results are presented in Table 5.

Table 5: Results of evaluating the arbitration handling ability of volleyball major students (n = 50)

Review content	Maximum score	X̄	Rate of achievement (%)
Identifying technical errors in competition	20	14,76 ± 2,21	73,80
Handling serving, smashing, and blocking situations.	20	13,82 ± 2,46	69,10
Handling substitutions and team discussions.	15	10,14 ± 1,98	67,60
Handling disputes during competition.	20	12,58 ± 2,73	62,90
Resolving complaints from athletes and coaches.	15	8,97 ± 2,05	59,80
The ability to make quick and accurate decisions.	10	6,21 ± 1,47	62,10
Total score	100	66,48 ± 8,36	66,48

The results show that students' ability to handle referee situations is at an average level, with an average score of 66.48 ± 8.36 points, or 66.48%, the lowest among the components of referee competence. The highest score was in identifying technical errors (73.80%), followed by handling serving, hitting, and blocking situations (69.10%), and substitutions and timeouts (67.60%).

The areas with low scores include handling disputes during competition (62.90%), making quick and accurate decisions (62.10%), and resolving complaints from athletes and coaches (59.80%). This indicates that students still lack practical experience and are not truly confident and assertive when handling complex situations in competition.

To more specifically assess students' referee situation handling skills, the study classified the results into different levels. The results are presented in Table 6.

Table 6: Classification of referee handling ability of volleyball major students (n = 50)

Ranking	Score	Quantity	Proportion (%)
Good	85 – 100	5	10,00
Rather	70 – 84	18	36,00
Medium	50 – 69	22	44,00
Weak	< 50	5	10,00
Total		50	100,00

The classification results show that the highest percentage of students achieved an average level at 44.00%; followed by a good level at 36.00%; a very good level at 10.00%; and a very poor level at 10.00%. If the good and very good groups are combined, the percentage of students meeting the requirements for referee handling skills is only 46.00%, while the average and poor groups account for 54.00%.

These figures indicate that the ability to handle referee situations remains a significant weakness among volleyball majors. Compared to knowledge of the rules of the game (76.26%) and match management skills (72.45%), the ability to handle situations is significantly lower. This reflects the gap between theoretical knowledge and the ability to apply that knowledge to practical refereeing activities.

3.1.4. Factors Affecting Refereeing Competence of Volleyball Major Students, Faculty of Sports Training, Da Nang University of Physical Education and Sports

To determine the factors affecting refereeing competence, the study surveyed 50 students and 20 lecturers, experts, and experienced referees. The results are presented in Table 7.

Table 7: Results of evaluating factors affecting refereeing competence of volleyball major students

Order	Influencing factors	X̄	Rank
1	The level of involvement in running actual tournaments.	4,68 ± 0,47	1
2	Knowledge of volleyball rules and refereeing skills	4,56 ± 0,51	2
3	Refereeing practice experience	4,49 ± 0,58	3
4	The attention and guidance of the instructors.	4,35 ± 0,64	4
5	Training program and course content	4,27 ± 0,61	5
6	Students' motivation and self-learning attitude	4,18 ± 0,69	6
7	Facilities and equipment required for practical training.	4,05 ± 0,73	7
8	Opportunities to participate in referee training courses.	3,97 ± 0,76	8
9	Ability to independently research and update competition rules.	3,91 ± 0,81	9
10	Coordination between schools and competition organizers.	3,84 ± 0,78	10

The results show that all surveyed factors significantly influence students' refereeing competence (average scores ranging from 3.84 to 4.68 points). Among these, the level of participation in officiating actual tournaments (4.68 points), knowledge of volleyball rules and refereeing techniques (4.56 points), and practical refereeing experience (4.49 points) are the factors with the greatest influence.

In addition, instructor guidance, training programs, and self-learning attitudes are also considered important in developing refereeing competence. The survey results show that the main difficulties faced by students are a lack of opportunities to participate in officiating actual matches (84.00%), limited experience in handling situations (78.00%), and infrequent updating of new rules of competition (68.00%).

3.1.5. Overall Assessment of the Refereeing Competence of Volleyball Majors, Faculty of Sports Training, Da Nang University of Physical Education and Sports

The research results show that the refereeing competence of volleyball majors is at a fairly good level, with volleyball rule knowledge reaching 76.26%, match management skills reaching 72.45%, and the ability to handle refereeing situations reaching 66.48%. Of these, the ability to handle situations is the weakest area.

In general, students have grasped the rules of the game and performed basic refereeing tasks relatively well. However, their ability to apply the rules, handle complex situations, and make decisions in actual matches is still limited. Major factors affecting refereeing competence include practical experience, opportunities to participate in actual match management, knowledge of the rules of the game, and guidance from lecturers. This provides a basis for proposing solutions to improve refereeing competence for students in the future.

4. Conclusion

This study, which assessed the refereeing competence of 50 students majoring in Volleyball at the Faculty of Sports Training, Da Nang University of Physical Education and Sports, showed that the students' refereeing competence was at a fairly good level. Knowledge of volleyball rules reached 76.26%, match management skills reached 72.45%, and the ability to handle refereeing situations reached 66.48%, with the ability to handle situations being the weakest area.

Factors significantly affecting students' refereeing competence include: opportunities to participate in officiating actual tournaments, knowledge of rules and refereeing techniques, practical experience, instructor guidance, and the training program. The research results indicate that students still lack practical experience and skills in handling complex situations during competitions.

Based on the above situation, it is necessary to strengthen refereeing practice, participate in managing actual tournaments, and cultivate situational handling skills to improve the refereeing capacity of volleyball students, meeting the professional requirements in the current period.

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Conflict of Interest Statement

There are no conflicts of interest.

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