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The importance of using physical and skill tests for football coaches  
in training.  
– A field study from the perspective of football coaches of teams  
belonging to Batna Regional League.

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**Abstract.**

This study aimed to determine the importance of using physical and skill tests among the coaches of the teams belonging to Batna Regional Football League in the training process by answering the questions: - Does the coach use physical and skill tests in the training process. -Does the use of physical and skill tests help the coach in achieving the goals of the training process. - Are

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there any obstacles during the use of physical and skill tests in the training process, the researchers used the analytical descriptive method for its suitability for the study, and the sample included (38) coaches and was selected by random method and a questionnaire was used to collect information and the study reached the following results: - There is a use of physical and skill tests by the trainer in the training process. - The use of physical and skill tests helps the trainer in achieving the objectives of the training process.

**Keywords:** Football, physical and skill tests, coach, sports training

### **1. Introduction and research problematic:**

Football is a sport that relies heavily on the physical and skill abilities of its players. Physical and skill training are considered one of the main factors in qualifying players and improving their performance in the field of football, as it contributes to building muscle strength, improving physical fitness, coordination, balance, speed, flexibility, technical and tactical skills needed to excel in matches.

Al-Waqad (2003) points out that “scientific research in the field of sports in general, and in football in particular, plays a major role in reaching the player the highest levels of numbers. Research and studies have covered many aspects of player preparation, game methods and development programs, as developed countries are interested in the player from the moment he joins the club or training center, where they conduct physical, physiological, skill and psychological tests, and through the results of the tests can identify the players, their levels and readiness, and the extent of what can be achieved in the future. Therefore, understanding and evaluating these abilities through physical and skill tests can contribute to improving the performance of players and achieving the desired results.

Nikituk (Nikituk, 1989) shows the importance of knowing the physical and anthropometric measurements and studying them in players, because each sports activity has its own physical requirements that distinguish it from other activities, and these requirements are reflected in the qualities that must be available in those who practice this activity.

The importance of these tests comes from their ability to evaluate players, identify their strengths and weaknesses, and build effective training programs aimed at developing the aspects that need improvement and development. Mohammed Sobhi Hassanin, 1991, p. 121, indicates “that standardized tests are one of the means of evaluation in the sports field, which is of a great benefit to trainers to enable them to raise the efficiency of the training process, and that tests are built and standardized on samples representing the community of beneficiaries, which are more valid than

others that are built and standardized on samples representing another community, whatever the degree of similarity between the two communities.”

The main goal of training is to raise the level of individual performance, and to reach this end, the plan developed by each coach varies according to the start of the competition, and it should be known that the sports season in general is divided into three periods in the light of training strategies. The preparatory period, the competition period, and the transition period, and each period differs from the other with its general goal and duration of time, depending on the training plan set by the coach. Tests are one of the evaluative means that are concerned with diagnosis and guidance, as well as scientific indicators of good training based on sound scientific foundations, as well as a means of evaluating training programs for all levels and age stages limited to sports activity, so the issue of this study was raised as follows:

**1.1. General question:**

- Does the use of physical and skill tests help the trainer in the training process?

**1.1.1 Partial questions:**

- Does the trainer use physical and skill tests in the training process?
- Does the use of physical and skill tests help the trainer to achieve the objectives of the training process?
- Are there any obstacles during the trainer's use of physical and skill tests in the training process?

**2.1. Research hypotheses:****1.2.1 General hypothesis:**

\* The use of physical and skill tests by the trainer contributes to the improvement of the training process.

**2.2.1. Partial hypotheses:**

- There is a use of physical and skill tests by the trainer in the training process.
- The use of physical and skill tests helps the trainer to achieve the goals of the training process.
- There are barriers to the trainer's use of physical and skill tests in the training process.

### 3.1 Research objectives:

Every serious study has specific objectives set by the researchers to reach satisfactory and convincing results that satisfy their passion for scientific knowledge, as well as to give an explanation for some facts that were important and mysterious to some, and through this study we want to reach:

- Recognize what the training process is in football.
- Recognize the physical and skill tests used in football training process.
- Apply the use of physical and skill tests in the training process.
- The contribution of the application of the use of physical and skill tests in the training process.

### 4.1. Importance of research:

It is represented in benefiting the library in general and specialists in particular, especially those working in the field of football training with a scientific reference, as well as highlighting the importance of physical and skill tests in football training, and the scarcity of studies that deal with the aspect of using physical and skill tests in the training process. In addition, it gives a set of recommendations for students to benefit from them in the field of sports training.

#### 1.5.1. Define concepts and terms:

##### **Athletic training:**

**Terminological definition:** It is a planned educational process led by a specialized trainer and implemented in the short term and long term according to scientific principles and rules. It is thus implemented by (the player) effectively with the aim of developing his/her athletic level to the highest possible extent” (Mufti Ibrahim, 2009, p.10).

**Procedural definition:** It is a planned educational process according to scientific principles and foundations that aims to develop physical, skill, planning, psychological and cognitive abilities to reach a high level of athletic achievement.

#### 2.5.1. Tests:

**The concept of testing:** The word test in the language means (test) and the word tell him means (test him) or (try him).

**Terminological definition:** It is defined according to Cronbach as "an organized method of comparing the behavior of two or more people". (Ali Salloum Jawad Al-Hakim, 2004, p. 8.)

The test is also defined as "a set of questions, issues or exercises given to an individual with the aim of recognizing his knowledge, abilities, aptitudes or competence". (Mohammed Hassan Allawi, 2000, p. 20)

Barrow and Magee define a test as a set of questions, issues or exercises given to an individual with the aim of identifying his knowledge, abilities, aptitudes or competence (Lily Al-Sayed Farhat, 2005, p. 36) As for physical tests, they measure the level of physical qualities or motor abilities of the athlete.

**Procedural definition:** \* It is a tool that is used to collect information with the aim of evaluation.

### 3.5.1. Physical abilities:

**Terminological definition:** Qasim Hassan Hussein 1998, says that the Arabic language dictionary defines it as a state of preparation or readiness in addition to possessing necessary qualifications and means the efficiency and safety of the nervous and muscular systems, the respiratory circulatory system and the internal organs in facing the requirements of daily life.

**Procedural definition:** \* It is an individual's ability and physical competence to fulfill multiple roles in life without stress or fatigue.

**4.5.1. Skill abilities:** Abdelkhalek defines technique as the motor characteristic of the individual athlete that shows the possibilities of good coordination between the central nervous system and the body's motor systems. Matthaeus Polotowsky defines technique as the effective and automatic observance of the exercise that allows gaining good results in the sporting context and it is of two types: basic skills without a ball and basic skills with a ball (Bouhaj Meziane, 2014, p. 241).

**Procedural definition:** \* It is a performance specific to a particular sports activity, individually or collectively, which is the ability and capacity to reach a good skill level.

### The trainer:

**Language:** It is said to train a person with, on, and in something: It is said to train the distant one by teaching him and teaching him to walk in the paths.

**Terminological definition:** The coach is the one who systematically prepares horses or people for a competition, who provides athletes with advice, who has the ability to make decisions,

the coach refers to that strong personality leader who is competent in his work and capable of establishing balanced relationships between him and his team members. (Qasim Hassan Hussein, 1998, p. 79.)

**Procedural definition:** \* He is an educational figure who undertakes the process of educating and training players and affects their level of sports directly, and has an effective role in developing the player's personality in a comprehensive and balanced development, so the coach must be a role model in all his actions and information, and the sports coach represents the basic and important factor in the training process.

#### 6.5.1. Football:

**Terminological definition:** It is a game between two teams of eleven players each using an inflatable ball on a rectangular ground, at each end of which is a goal (goal), each team tries to get the ball into the goalkeeper's goal to obtain a point or goal and to outscore the opponent in scoring points, (Boubaker et al, 2024, p 3).

Or as Rumi Jameel pointed out, "Football is above all a team sport to which all types of society are adapted, (Rumi Jameel, 1986, p. 50).

Or it is the most popular and widespread sports game in the world, which is a team game that takes place only with the presence of two teams, each team consisting of 11 players, as it requires playing in a field with specific measurements with two goals, and the team that has the number of goals is considered a winner, (Shnouf Khalid, 2023, p. 4).

**Procedural definition** is the most popular team game in the world currently played with two teams, each team consists of 11 players with a leather ball in a field of specific measurements and has two goals, and the team that has more goals is considered the winner.

#### 6.1. Previous and similar studies:

**1.6.1.1 Ezzeddine Rami and Baouch Khalid's study:** The importance of using physical and skill tests in the selection process of football players - A field study conducted on the teams of the regional league of the state of Bouira U17 cubs, the study aimed to highlight the importance of using physical and skill tests in the selection of U17 football players, where the researcher conducted his study on a sample that included: (09) coaches of the teams of the state of Bouira participating in the regional league were selected in an intentional manner, and three team heads were selected in a simple random manner, and the descriptive method was used through the

distribution of questionnaire forms to coaches, and the interview with team heads, in order to enrich and support the topic more, and the descriptive method was used. In the end, the researcher found the validity of the proposed hypotheses, as it was confirmed that most coaches use abstract observation and competitive interviews during the selection process, neglecting the use of a test battery despite their knowledge of its importance, and revealed the fact that the use of physical and skill tests contributed to the success of the selection process of U17 football clubs, and therefore the researcher recommended the need to raise the knowledge capabilities of coaches in the field of sports training by the scientific method, through their participation in scientific forums, training courses, and study days under the supervision of specialized administrators, in addition to adapting a standardized physical and skill test battery.

**2.6.1 Sajjad Mohsen and Naji Kazem's study:** A comparative study of the effect of training using some physical and skill tests for junior football players aged 14-15 years, the importance of the research was crystallized in the fact that physical fitness is one of the most important elements of football, especially since modern football is a fast game and there is no room for stopping in it, which occurs as a result of the decline in the physical aspect, and the research issue was the difference in training approaches from one place to another and from one period to another and the lack of bringing the experiences of great countries through research studies in order to keep pace with the development of football in the world which occurs as a result of the modern curricula, methods, types and methods of training as well as the types of training. The aim of the research was to conduct a comparative study on the effect of a training curriculum used for a certain period and to know the results of the pre- and post-tests and the difference between them, and the research hypothesis was the existence of statistically significant differences between the results of the pre- and post-tests. The researchers used a comparative experimental method because it suited the research question. The temporal location of the research was 45 days and the spatial location was in the country of Russia, while the research sample was represented by the players of the Russian club Shinnik (14-15 years old), and the researchers concluded that there were statistically significant differences for the post-tests.

**3.6.1. Bouhaj Meziane's study:** "The use of physical and skill measurement for the selection of football players."

The study aimed to measure the level of some physical and skill qualities of football players in the middle class (17-19 years) regional department of Oran state, through the use of physical and skill tests. The descriptive method in its survey was used, by applying a scientifically standardized physical and skill test battery on the research sample, which included 35 players, and the results obtained. Physical and skill tests are able to select football players in the middle class (17-19 years).

Physical and skill tests can reduce the incidence of error in the sports selection process, and their lack can result in an error in this process, so care must be taken to apply them in accordance with the scientific conditions required.

## **2. Research Methodology and Field Procedures**

### **1.2. Exploratory studies**

Exploratory research is research that deals with new topics that have not been addressed by any researcher before and for which no data or information is available or even the researcher is ignorant of many of its dimensions and aspects. (Nasser Thabet, 1984, p. 47)

In this study, “The importance of using physical and skill tests for football coaches in the training process - A field study from the point of view of football coaches of teams belonging to Batna Regional Football Association, we went to the headquarters of the Regional Football Association to identify the number of coaches registered in the Association and their teams in order to diagnose and collect information and ideas that are related to the subject of our research and our concern, then we visited some teams to interview some coaches and learn more about the study population and sample and the working conditions surrounding them.

### **2.2 The scientific method used in the research:**

The methodology means the set of principles and rules that the researcher follows in his study of the issue to discover the truth. (Bakhosh, 2001, p. 137), and the methods differ from one research to another due to the difference in the goal that the researcher wishes to reach, and in order to study, discuss and analyze the issue at hand and in response to the nature of the proposed research topic, the researcher used the descriptive method for its suitability for the study, and the descriptive method is “a method of description, analysis and interpretation in scientific form of a social situation or social or demographic issue” (Rashid Zarawati, 2007, p. 334).

### **3.2. Study population and sample**

**1.3.2. Research population:** The number of teams belonging to Batna Regional League for the 2023/2024 season is 48 teams. The population consists of 48 coaches of senior teams.

**2.4.2. Study sample:** The sample is: “a group of individuals taken from the original population so that they are truly representative”. (Boudaoud, 2009, p. 68), and in order to reach more accurate, objective and congruent results, we selected the sample of our research in a purposive manner and the sample consists of (38) football coaches of Batna regional league teams.

### **4.2. Research areas:**

**1.4.2. Human domain:** The research sample in the study included (38) soccer coaches of the Batna Regional League teams.

**2.4.2 Temporal domain:** The field study was conducted from 15/01/2024 to 08/04/2024

**3.4.2. Spatial domain:** The questionnaire was distributed to the coaches of the teams of the Batna Regional Football Association.

## **5.2. Setting the study variables:**

The control of variables is a necessary element in any field study, in order to control them as much as possible, so that this control helps to interpret and analyze the results of the field study without falling into obstacles, and the control of the research variables came as follows:

**1.5.2. Independent variables:** It was represented by the use of physical and skill tests.

**2.5.2 Dependent variables:** It was represented by the training process in soccer.

## **6.2.2. Tools of the study:**

Mohammed Shafiq points out that “a descriptive study can use a set of tools, because it aims to determine the characteristics of the issue, study the differences surrounding it, and reveal its correlations with other variables in order to accurately describe the studied phenomenon.” (Mohammed Shafiq, 1998, p. 111). (Mohammed Shafiq, 1998, p. 111).

The stages that we followed in our study are the development of means that help us distribute the aspects of the research to collect information and data from various sources and references to familiarize with the theoretical and applied aspect of the research. Therefore, we designed a preliminary questionnaire form that was presented to a group of arbitrators from professors and specialists in the field of education and sports training who provided help and advice, where the questionnaire phrases were modified as much as possible.

**1.6.2. Questionnaire:** It is one of the tools of scientific research that aims to investigate facts, reach facts, reveal conditions and research attitudes and trends (Doudri, 2000, p. 329).

The questionnaire, which we relied on to collect information, contains 22 questions divided into three main axes, so that each axis has a set of questions:

- Questions 01 to 07 examine the initial hypothesis.
- Questions 08 to 15 examine the second hypothesis.
- Questions 16 to 22 examine the third hypothesis.

**1.1.6.2. Scientific conditions of the instrument:**

**1.1.1.6.2. Reliability:** The degree of reliability is the most important factor for scales and tests and is mainly related to the results of the test (Mohammed Nasruddin Ghazbin, 1996, p. 321)

Honesty is one of the most important characteristics of educational and psychological tests and scales, the honesty of the scale is related to the goal that the scale was built to measure, and the decision that is made based on its scores (Allam, 2000, 186).

**1.1.1.1.6.2. Validity of the raters:** This questionnaire was proposed to several professors and researchers recognized for their scientific level and scientific experience in the field of study and scientific research methods, some of them were modified during the discussion and the approved phrases were adopted.

**2.1.1.1.6.2. Internal consistency reliability according to Pearson's coefficient:** The use of the internal consistency reliability method according to the Pearson correlation coefficient aims to know the extent to which each set of axis statements can clearly measure what it is designed to measure in its entire axis. After ascertaining the apparent validity of the study tool, the researcher applied it to a survey sample of (06) coaches of Batna Regional League teams, who were randomly selected, in order to determine the extent of the internal consistency of the scale.

**A- Internal consistency results for the first axis statements:**

**Table (1): shows the results of the internal consistency of the statements of the first axis**

Phrase number	Correlation coefficient	Significance level
Phrase No. 01	0.594	0.020
Phrase No. 02	0.672	0.006
Phrase No. 03	0.617	0.015
Phrase #04	0.584	0.020
Phrase #05	0.662	0.007

Phrase #06	0.550	0.024
Phrase #07	0.617	0.015
Phrase #08	0.581	0.020

Source: Prepared by the researchers based on the output of the 22SPSS.V program

**Comment:** From the results of the bivariate correlations shown above, we note that: Most of the statements of the first axis are characterized by internal consistency with its axis, as the correlation relationship between the total score of the axis and its statements is statistically significant, as the SIG value for the statistical values of the Pearson correlation coefficient calculated in each of the axis statements is less than the level of significance (0.05), and therefore the statements of the first axis are consistent and truthful.

**B- Internal consistency results for the statements of the second axis:**

**Table (2): The internal consistency results of the second axis statements**

Phrase Number	Correlation Coefficient	Significance Level
Phrase No. 08	0.585	0.020
Phrase No. 09	0.670	0.006
Phrase No. 10	0.653	0.010
Phrase No. 11	0.666	0.007
Phrase No. 12	0.662	0.007
Phrase No. 13	0.774	0.001
Phrase No. 14	0.584	0.020
Phrase No. 15	0.632	0.010

Source: Prepared by the researchers based on the output of the 22SPSS.V program

**Comment:** From the results of the bivariate correlations shown above, we note that: Most of the statements of the second axis are characterized by internal consistency with its axis, as the correlation between the total score of the axis and its statements is statistically significant, as the SIG value of the statistical values of the Pearson correlation coefficient calculated in each of the axis statements is less than the level of significance (0.05), and therefore the statements of the second axis are consistent and truthful.

**C- Internal consistency results for the statements of the third axis:**

**Table (3): The internal consistency results of the third axis statements**

Phrase Number	Correlation Coefficient	Significance Level
Phrase No. 16	0.615	0.015
Phrase No. 17	0.580	0.020
Phrase No. 18	0.650	0.010
Phrase No. 19	0.660	0.007
Phrase No. 20	0.662	0.007
Phrase No. 21	0.740	0.001
Phrase No. 22	0.670	0.006

Source: Prepared by the researchers based on the output of the 22SPSS.V program

**Comment:** From the results of the bivariate correlations shown above, we note that: Most of the statements of the third axis are characterized by internal consistency with its axis, as the correlation between the total score of the axis and its statements is statistically significant, as the SIG value of the statistical values of the Pearson correlation coefficient calculated in each of the axis statements is less than the level of significance (0.05), and therefore the statements of the third axis are consistent and truthful.

**2.1.6.2. Stability:** It is one of the necessary indicators as it means “the extent to which the test measures the true amount of the trait it aims to measure” (Allam, 2000, p. 131).

**A. Calculating the stability of the study tool according to Alpha Cronbach:**

**Table (04) represents the degree of stability of the study tool according to Alpha Cronbach**

Alpha Cronbach's Coefficient			Final result	
Axes of the questionnaire	Before deletion	After deletion	Number of phrases	Result
First axis	0.763	No deletion of any phrase	07	Constant
Second	0.744	No	08	Constant

axis		deletion of any phrase		
Third axis	0.712	No deletion of any phrase	07	Constant
All paragraphs of the scale	0.722	No deletion of any phrase	22	Constant

**Source:** Source: Prepared by the researchers based on the output of the 22SPSS.V program

We find that the value of Alpha Crombach’s coefficient has acceptable values and that the total value of all statements of the first axis is 0.763 and contains 07 statements, and the total value of all statements of the second axis is 0.744 and contains 08 statements, and the total value of all statements of the third axis is 0.712 and includes 07 statements, and the total value of all statements of the questionnaire is 0.722 and includes 22 statements, which is greater than the minimum limit of 0.6, which indicates the stability of the study tool and it should be noted that Alpha Crombach's coefficient whenever its value approaches 01 indicates a high value of stability. After applying it to the exploratory study, the questionnaire showed a high degree of reliability and stability.

**2. Statistical tool:** The main objective of the statistical study is to try to find quantitative indicators, and the statistical processing program known as the Statistical Package for the Social Sciences (SPAS) was used. In light of the research hypotheses, the scores are processed by relying on the following statistical method:

- **KO2 test:** for the statistical significance of the existence of differences in the sample's answers to the questions of the study tool.

- **Pearson's correlation test:** To find out the extent of the reliability of the questionnaire statements.

- **Alpha Cronbach's test:** To find out the extent of the stability of the questionnaire statements.

**7.2. Field application procedures:** We distributed the questionnaire to the coaches of Batna Regional League teams, which was estimated at (41) forms, and when we collected the forms that were distributed and after sorting and inspecting the forms, we obtained (38) valid forms, which represent the study sample.

**3. Presenting, analyzing and discussing the results:**

**1.3. Presenting and analyzing the results of the first hypothesis:**

- The trainer uses physical and skill tests in the training process.

**A. Present the results of the first question:** Does the trainer use physical and skill tests in the training process?

**Table (05):** Representing the results of the statements of the first axis of the questionnaire.

Statements	Ka	De	g	Signi
	2	gree	of	ficant result
		freedom	ig	
1 Are physical and skill tests used during training	23 .579 <sup>a</sup>	2	000	D
2 Does the training program contain physical and skill tests	12 .053 <sup>a</sup>	2	002	D
3 Does the club have equipment and measurement tools to help you conduct physical and skill tests	7. 000 <sup>a</sup>	2	030	D
4 Does the club have advanced equipment and tools to use for testing and analyzing test results	1. 632 <sup>a</sup>	2	442	D
5 Do you rely on assistants while conducting physical and skill tests	4. 000 <sup>a</sup>	2	135	D
6 Do you rely on your expertise in using physical and skill tests during training	3. 368 <sup>a</sup>	2	186	D
7 Do you resort to the laboratory and its tools in using some physical and skill tests during training	1. 474 <sup>a</sup>	2	479	D

Source: Prepared by the researchers based on the output of the SPSS V22 program (Tabular k2 = 52.19).

**B. Analyzing the results:** From the previous table, we find that the questions of the first axis are statistically significant in favor of more frequent answers always at the significance level (0.05), where the calculated k2 is greater than the tabulated in most of them and also the value of the error probability level SIG is less than the significance level 0.05, which proves that there are

statistically significant differences in the answers. That is to say, there is a use of physical and skill tests by most trainers but with varying degrees in the training process. According to statement 2. We find that most coaches include physical and skill tests in their programs, whether for evaluation or measurement and at all stages of the training process, and according to statement 3, the sample sees the availability of tools and devices. Thus, we find that there are simple tools within the reach of coaches to help conduct physical and skill tests, but they are not advanced and modern due to their high cost and the budgets of some teams are not enough to purchase them. As for the respondents regarding the assistants during the tests, it depends on the number of assistants available to each coach. Some teams have only one assistant and others have a goalkeeper coach who is assisted by the few who have assistants or have to use players during physical and skill tests, and some of the coaches have a lack of experience in the field of measurement and evaluation during the training process. In the last statement, the respondents also believe that they rarely resort to laboratories to apply some tests due to training conditions.

**2.3. Presenting and analyzing the results of the second hypothesis:**

- The use of physical and skill tests helps the trainer in achieving the objectives of the training process.

**A. Present the results of the second question:**

- Does the use of physical and skill tests help the trainer in achieving the goals of the training process?

**Table (06):** Representative results for the statements of the second axis of the questionnaire

Statements	Ka 2	De gree of freedom	S ig	Signi ficant result
8 Does the organization and planning of training sessions take into account the use of physical and skill tests?	27 .526 <sup>a</sup>	2	.000	D
9 Is the use of tests related to the objective of the training sessions?	21 .211 <sup>a</sup>	2	.002	D
10 Are test results used in training planning?	12 .053 <sup>a</sup>	2	.030	D

11 Do test results help you in building and correcting training situations?	16 .000 <sup>a</sup>	2	.	442	D
12 Do you use physical and skill tests on a regular basis?	6. 526 <sup>a</sup>	2	.	135	D
13 Does your use of skill and physical tests take into account the moral and health conditions of the players?	21 .684 <sup>a</sup>	2	.	186	D
14 Is there any responsiveness on the part of the players when conducting tests?	1. 474 <sup>a</sup>	2	.	479	D
15 Does your use of physical and skill tests take into account the playing positions of each player?	4. 000 <sup>a</sup>	2	.	135	D

**Source:** Prepared by the researchers based on the output of the SPSS V22 program (Tabular k2 = 52.19).

**B. Analyzing the results:** Through the previous table, we find that most of the questions of the third axis are statistically significant in favor of more frequent answers at the level of significance (0.05), where the calculated K2 is greater than the tabulated in most of them. Also, the value of the error probability level SIG is less than the significance level 0.05, which proves that there are statistically significant differences in answers in favor of always and less rarely. Therefore, we conclude that the study sample members believe that there are obstacles facing the trainer during the use of physical and skill tests in the training process: There are obstacles facing the coach during the use of physical and skill tests in the training process, and these difficulties lie in the lack of advanced tools and devices to conduct physical tests, and the sample members believe that there are other difficulties represented in the lack of time allocated for training sessions and others related to the player himself was not interacting or understanding the content of the test, which costs additional time and effort to conduct tests, and sometimes encountered organizational issues for training sessions, which leads to postponing these tests until later or canceling them.

#### 4.3. Discussion of the results in light of the hypotheses:

After analyzing and discussing the questions of the questionnaire in order to obtain the necessary information and data about the trainers, we wanted to reach some of the facts that we wanted, which were previously outlined in the hypotheses of our study, which revolved around

the following question: - **Does the use of physical and skill tests help the trainer in the training process?**

- Does the trainer use physical and skill tests in the training process?
- Does the use of physical and skill tests help the trainer in achieving the objectives of the training process?
- Are there any obstacles during the trainer's use of physical and skill tests in the training process?

With regard to the first hypothesis, we found that most of the sample members believe that there is the use of physical and skill tests in the training process for the trainer through the inclusion of his program on models of physical and skill tests and that the use of tests varies from one trainer to another and the researcher attributes this to the importance of physical and skill tests in the training process for trainers. We can add to that, the importance of training periods for trainers (Kamaluddin Abdul Rahman and Darwish, 2002). “Measurement and evaluation have an important and effective role in the program design process and identify the current level of players and the team as a whole”

Bouhaj Meziane, 2014, mentioned: “The selection process through a test battery is a valid method with an unquestionable scientific character and has positive results on the future of the team if followed by scientifically and methodologically studied training. “The researcher attributes the lack of means and devices to measure and evaluate physical abilities and skills, the cost of some devices and other tools, especially modern ones, and the lack of experience of coaches in using them. We also find that there is a lack of assistants during the conduct of tests and we attribute this to the fact that most teams do not rely on assistants for the coach or we find a single assistant or goalkeeper coach in many times the coach resorts to asking for help from the players.

With regard to the second hypothesis, we found that most of the sample members believe that the use of physical and skill tests helps the coach to achieve the goals of the training process, through that each program contains standardized physical and skill tests aimed at the success of the training process. The researcher attributes this to the fact that the planning of training programs contains measurement and evaluation process with the aim of knowing the physical and skill levels of players at all stages of the training period and tests and measures contribute to setting some future expectations for the potential and performance of the players. Therefore, tests help in determining the current level of players to provide them with the necessary training correctly, which leads to achieving the desired accomplishments and goals in the future, as

well as evaluating the training programs by the coach and achieving the objectives of the training process for each stage individually. This is what (Mohamed Sobhi Hassanain, 2001) pointed out. Therefore, tests are considered an essential and integral part of the training process, which aims to improve the individual's physical and skill levels. They also assist in the evaluation process and are considered its main tool. Bouhaj Meziane 2014, believes "Physical and skill tests enable us to select football players at the regional level by revealing the physical and skill capabilities of each player."

In addition to the coach's need to know the levels of injured players during and after the treatment period to physical and skill tests, Al-Waqad (2003), where the developed countries are interested in the player from the moment he joins the club or training center, where physical, physiological, skill and psychological tests are conducted for him, and through the results of the tests can identify the players, their levels and readiness, and the extent of what can be achieved in the future. This is what Ezzedine (2017), argued that the process of selecting football cubs necessarily requires the use of a battery of physical and skill tests to maintain practical objectivity and avoid the specter of randomness. Because it is a scientific method and reliable in its results and its effectiveness, it is evident in the results that the team will achieve from a planned and directed training program through the abilities and qualifications of promising elements and thus the success of the training process and achieving the results that the coach aspires to.

As for the third hypothesis, and through the above, there are difficulties that the coach finds during the training sessions to apply and conduct physical tests. We find them once technical related to the means and devices, and the researcher attributes this to the difficulty of obtaining these tools and devices or the high cost of acquiring some of them and other difficulties related to the conditions of training sessions, whether climatic or organizational at the club level, as stated (Bouhaj Meziane, 2014), "Most coaches rely on observation during the selection process, while they argue that the testing method is the best, they argue about the lack of financial and material resources is what stands in the way of achieving positive results in our local teams and negatively affects their future".

However, the real reason behind not doing the tests is the lack of practical and applied knowledge of the latter and their reliance on the principle of personal experience, so they base their results on chance, which is contrary to the correct approach to this important process, in addition to difficulties related to the player himself, and the researcher attributes this to the lack of response of players to the tests applied by the coach, injuries to players, absences during training sessions, or the nutrition and sleep system of most players at this level. In addition to other difficulties, class time may be insufficient to practice and conduct tests in the right conditions. Most teams at this level rely on a head coach and a goalkeeper coach, which raises the issue of the lack of technical

assistants, especially in cooperating in conducting physical and skill tests for players during training sessions in good conditions that help develop the coach's training programs.

#### **4.2. Conclusions and Recommendations:**

**1.4.2 Conclusions:** Based on the results of this study, the researchers reached the following conclusions:

- \* The use of physical and skill tests contributes to the improvement of the training process.
- There is the use of physical and skill tests by the coach in the training process.
- The use of physical and skill tests helps the coach achieve the goals of the training process.
- There are obstacles when the coach uses physical and skill tests in the training process.

#### **2.4.2. Recommendations:**

- Coaches rely on physical and skill tests in training sessions to assess the level.
- Incorporating physical and skill tests into sports selection process.
- Conducting studies and research on the importance of physical and skill tests in the training process.
- Providing the equipment and means for conducting tests and measurements at the level of sports clubs.
- Conducting training courses for trainers on tools and devices in the field of sports measurement and evaluation.

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**Research Article**

**“The importance of using physical and skill ... - N.Boubakre, B.Nadir, M.Mendjhi,A.Benredjem”  
(Algeria)**



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