Determine the standard levels of a group of skill tests for the purpose of selecting footballer's u19.

تحديد المستويات القياسية لمجموعة من اختبارات المهارات لغرض اختيار لاعبي كرة القدم تحت 19 عاما

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Abstract

The study aims to determine the standard levels of a set of skill tests for football players, as well as to identify the level of skill performance of football players. In this study, the researcher used the descriptive approach to suit the nature of the study. A sample of 60 football players under the age of 19 was formed. For the purpose of collecting information, a set of skill tests was used. As a statistical method, the mean, standard deviation, quaternary, and primaries were used. Finally, the researcher identified four levels of skill tests that were subject to the study. The predominant level of players' performance is medium.

Keywords: Standard levels**;** skill tests**;** Skill performance**;** selection**;** football players**.**

الملخص

تهدف هذه الدراسة إلى تحديد المستويات المعيارية لمجموعة من الاختبارات المهارية للاعبي كرة القدم، بالإضافة إلى التعرف على مستوى الأداء المهاري لهؤلاء اللاعبين. استخدم الباحثان في هذه الدراسة المنهج الوصفي لملاءمته لطبيعة البحث. وقد تم اختيار عينة مكونة من 60 لاعب كرة قدم أقل من 19 سنة. ولغرض جمع البيانات، تم استخدام مجموعة من الاختبارات المهارية. أما الأساليب الإحصائية المستخدمة فشملت: المتوسط الحسابي، والانحراف المعياري، والربيعيات، في الأخير توصل الباحثان إلى النتائج التالية تمثلت في تحديد أربعة مستويات للاختبارات المهارية التي خضعت للدراسة، وكان المستوى السائد لأداء اللاعبين هو المستوى المتوسط.

الكلمات المفتاحية :المستويات المعيارية؛ الاختبارات المهارية؛ الأداء المهاري؛ الانتقاء؛ لاعبو كرة القدم.

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1-Introduction

The process of sports selection is considered one of the most fundamental pillars for the success of any athlete in their field, as it is necessary to select individuals who possess the required specifications for their sporting specialization. Inaccurate selection inevitably leads to failure. In our contemporary era, sports have become one of the most important fields concerned with the selection process, especially given the rapid developments witnessed by various sporting disciplines. Each sport has specific physical, technical, morphological, and anthropometric requirements. For example, specialists in the selection process for basketball focus primarily on morphological and body measurement aspects, as these are considered the most important requirements for this sport. (Andreas & Maximilian, 2021)

Football occupies a distinctive position as the most popular sport in the world, attracting large numbers of children and youth of various ages. To enable specialists to select the best players, they must harness their expertise in identifying promising young talents. Naturally, the selection process is subject to specific stages to ensure it is based on accurate scientific foundations. The importance of testing is paramount in this context as a means to assess player capabilities. Indeed, proper selection and sound guidance based on scientifically validated tests provide better opportunities for achieving optimal performance. Researchers emphasize that "tests and measurements are the objective means to achieve good selection, and they represent the scientific method guaranteed to identify human capabilities that possess the appropriate preparations to achieve excellence" (Hassanein, 1997, p. 199).

Numerous recent studies have confirmed the importance of tests in the sports selection stage. A study conducted by (Hamia, Taqiq, & Brahimi, 2020) highlighted the need to establish standardized scores for a set of skill tests, enabling football coaches to rely on them as a reliable tool for assessing a player's level from the technical aspect, which is considered one of the most important dimensions in preparing a successful football player.

2-Study questions:

- What are the standard levels that can be set for a set of skill tests for football players?
- What is the level of skill performance of football players in the skill tests of the study?
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3.Study Hypotheses:

- The standardized levels that can be set for a footballer's skill tests fall into four levels.

The level of skill performance of football players in the skill tests of study falls at a medium estimate.

4.Study objectives:

- Determine the standard levels of skill tests for football players.
- Identify the level of skill performance of football players.

5. Terminology of study:

5.1.Standard Levels:

They are the standard criteria that are used to determine the relative status of raw scores for the purpose of interpreting them and evaluating their results. (Abu Seif & Othmani , 2021)

5.2.Sports Selection:

It is a process through which the best players with physical, skilful, planning, psychological and morphological characteristics in a discipline are selected.

5.3.Skilled Performance:

The skill performance of athletes is aimed at teaching, developing, refining and mastering sports motor skills that can be used in sports competitions to achieve the highest sports achievements. Whatever the level of physical fitness of the athlete and whatever his moral and voluntary features, he will not achieve the desired results unless all of this is linked to the full mastery of sports motor skills in the type of specialized activity he practices. (Ali, 1992, p. 211)

5.4.Skill Performance Level:

It is the degree or rank that the athlete reaches from the motor behavior of the results of the learning process to acquire and master the movements of the practiced activity, provided that they perform in a streamlined and accurate manner and with a high degree of motivation for the individual to achieve the highest results with the economy of effort. (Al -Dulaimi, 2008, p. 54)

6.Methodology:

In this study, the researcher used the descriptive approach to suit the nature of the study.

7.The research sample

The study sample consisted of 60 football players under the age of 19.

Table (01) shows the distribution of the sample elements according to the team.

Team	Number of Players
ASO CHLEF	20
ES SETIF	20
MC El Eulma	20

Source: Researcher

8.Study Tools:

The study tools were the following skill tests: Ball Scoring Test, 25m Zigzag Running Test, Ball Control Test, Maximum Heading Distance Test, 30m Ball Running Test, Maximum Ball Throw Distance Test, Ball Dribbling Test, Akramov Test.

8.1.Ball Shooting Test:

Test Objective: To measure shooting accuracy.

Equipment Used: Seven soccer balls, marker cone, rope, goal divided into designated zones.

Performance Method: Seven balls are distributed in the penalty area. The player begins by running from behind the marker cone positioned on the penalty arc toward the first ball, shoots at goal, and returns to run around the cone. The player then moves toward the second ball, and continues this pattern with all balls. The shot must be taken above ground level, and the player is free to choose either foot, with the performance executed while running.

Scoring Method: The score is calculated as the total points the player obtains from shooting all seven balls as follows:

- The player receives (3) points if the ball enters the designated zones (1, 2).
- The player receives (1) point if the ball enters the designated zone (3).
- The player receives (0) points if the ball goes outside the goal.

In the event that the ball hits the crossbar or goalpost and does not enter the goal, the player receives the points corresponding to the designated zone where the ball made contact. (Mahmoud, 2009, p. 46)

8.2. 25m Zigzag Running Test:

Test Objective: Fast running with the ball (measuring agility with the ball).

Required Equipment: Regulation soccer ball, stopwatch, 5 marker cones.

Procedures:

- Mark out the test area with cones.
- The player stands behind the starting line with the ball. When the start signal is given, the player runs with the ball at his feet between the cones.
- Each player is given two consecutive attempts.
- Time is recorded to the nearest 1/10 of a second.

Scoring: The player's score is the total time taken to complete both attempts. (Mahmoud, 2009, p. 49)

8.3. Ball Control Test:

Test Objective: To measure the accuracy of stopping the ball and regaining control of it using the foot, knee, chest, or head.

Required Equipment: Five (5) regulation soccer balls, measuring tape.

Test Procedures:

- Layout of the test area
- The player stands behind the designated test area line.
- The coach stands on line (A) with the ball. After giving the start signal, the coach throws the ball high to the player who advances from the starting line into the test area, attempting to stop the ball using any body part except the arms. The

player then returns to the starting line and begins again. The player repeats these five consecutive attempts in this manner. (Mahmoud, 2009, p. 56)

8.4. Maximum Heading Distance Test:

Test Objective:

To measure the maximum distance the player can achieve when heading the ball.

Performance Description:

The player stands behind the starting line holding the ball. Upon the signal, the player throws the ball up into the air and then heads it with the forehead as far forward as possible. The player is given three attempts.

Scoring Method:

The best attempt recorded by the player is used as the final score. (Amr Abu Al-Magd & Ismail , 1998, p. 147)

8.5. 30m Ball Running Test:

At the start signal, the player runs with the ball, touching it once every 2 meters. Two consecutive attempts are given, with a two-minute rest interval between them, and the best result is recorded. (Aroussi, 2021, p. 163)

8.6. Maximum Ball Throw Distance Test:

This test aims to measure the distance that a player can achieve by kicking the ball from the ground to the farthest possible distance. The latter is recorded from the starting point to the level of the ball's landing point. Each player is given three attempts, and the best one is recorded. (Aroussi, 2021, p. 169)

8.7. Ball Dribbling Test:

This test aims to determine the level of ball control proficiency demonstrated by the tested player during dribbling. Upon the examiner's signal, the tested player throws the ball with his hand and then begins to control it with his foot, attempting to prevent it from falling to the ground. The ball may be touched using the foot, thigh, and head through walking or running movements. The player is given three trials, and the best attempt is recorded. (Aroussi, 2021, p. 168)

8.8. Akramov Test:

Test Equipment:

Five flags with a height of 1 meter distributed as shown in the diagram, each 10 meters apart; a stopwatch; and a measuring tape.

Test Procedure:

At the given signal, the player runs with the ball as fast as possible, starting from the first flag toward the second flag and running around it from behind, then toward the third flag and running around it from behind, then the fourth flag. The player then returns again toward the second flag to run around it from behind, then toward the fifth flag to run around it from behind, and finally back toward the first flag from where he started for the first time, finishing the test as quickly as possible. (Aroussi, 2021, p. 167)

Table No. (02) shows the validity and reliability of the tests under study for the exploratory study sample.

Statistical Methods / Tests	Sample Size	Degrees of Freedom	Significance Level	Test Reliability Coefficient	Test Validity
Ball Shooting Test	10	09	0.05	**0.79**	**0.88**
25m Zigzag Running Test				**0.85**	**0.92**
Ball Control Test				**0.89**	**0.94**
Maximum Heading Distance Test				**0.83**	**0.91**
30m Ball Running Test				**0.87**	**0.93**
Maximum Ball Throw Distance Test				**0.82**	**0.90**
Ball Dribbling Test				**0.83**	**0.91**
Akramov Test				**0.76**	**0.87**

Source: Researcher

Table No. (02) clearly shows that the reliability coefficients for the tests (Ball Scoring Test, 25m Zigzag Running Test, Ball Control Test, Maximum Heading Distance Test, 30m Ball Running Test, Maximum Ball Throw Distance Test, Ball Dribbling Test, Akramov Test) range between (0.76 and 0.89). This indicates that the tests possess high levels of reliability and validity.

9.Statistical methods:

The data was processed statistically by spss version 23.
They were: the arithmetic mean, the standard deviation, and the quartiles.

10.View and discuss the results.

10.1.Presentation and discussion of the results of the first hypothesis:

- ✓ **The standard levels of the skill tests of the study.**

Table No. (03) shows the standard levels for the ball scoring test .

Exam Name	UOM	standard levels	Level	Frequency	Percentage
Ball Scoring Test	Degree	Less than 12	Weak	20	33.33%
		Between 12 and 17	Medium	24	40%
		Between17.01and 18	Good	4	6.7%
		More than 18	Excellent	12	20%

Source: Researcher

It is clear to us through Table No. (03), which shows the standard levels of the ball scoring test, and using the quaternary, a level was classified into four levels. The first level is "weak", which is estimated to be less than 12 degrees. This level included 20 players with a percentage of 33.33%. The second level is "medium", which ranges between 12 and 17 degrees. This level included 24 players with a percentage of 40%. The third level is "good", which ranges between 17.01 and 18 degrees. This level included 4 players with a percentage of 6.7%. The fourth level is "excellent", which has a score of more than 18 degrees. This level included 12 players with a percentage of 20%.

Table No. (04) shows the standard levels for the 25-meter zigzag test.

Exam Name	UOM	standard levels	Level	Frequency	Percentage
25m Zigzag Running Test	SECONDS	Less than 10.54	Excellent	12	20%
		Between 10.54 and 11.02	Good	20	33.33%
		Between 11.03 and 12.21	Medium	20	33.33%
		More than 12.21	Weak	8	13.33%

Source: Researcher

It is clear to us through Table No. (04), which shows the standard levels of the 25-meter zigzag test, and using the quaternary as a statistical method, a level was classified into four levels. The first level is "excellent", whose score is estimated at less than 10.54 seconds, and this level included 12 players by a percentage of 20%. The second level is "good", whose score ranges between 10.54 and 11.02 seconds. This level included 20

players by a percentage of 33.33%. The third level is "medium", whose score ranges between 11.03 and12.21 seconds. This level included 20 players by a percentage of 33.33%. The fourth level is "weak", whose score exceeds 12.22 seconds , and this level included 8 players by a percentage of 13.33%.

Table No. (05) shows the standard levels for the ball control test.

Exam Name	UOM	standard levels	Level	Frequency	Percentage
Ball Control Test	Meter	Less than 07.50	Weak	12	20%
		Between 07.50 and 07.87	Medium	20	33.33%
		Between 07.88 and 08.02	Good	16	26.66%
		More than 08.02	Excellent	12	20%

Source: Researcher

It is clear to us through Table No. (05), which shows the standard levels for the ball control test. Using the quatrain, a level was classified into four levels. The first level is "weak", which is estimated to be less than 07.50 meters. This level included 12 players by a percentage of 20%. The second level is "medium", which ranges between 07.50 and 07.87 meters. This level included 20 players by a percentage of 33.33%. The third level is "good", which ranges between 07.88 and08.02 meters. This level included 16 players by a percentage of 26.66%. The fourth level is "excellent", whose score exceeds more than 08.02 meters. This level included 12 players by a percentage of 20%.

Table No. (06) shows the standard levels for the Maximum Heading Distance Test.

Exam Name	UOM	standard levels	Level	Frequency	Percentage
Maximum Heading Distance Test	Metre	Less than 09	Weak	08	13.33%
		Between 09 and 11	Medium	28	46.66%
		Between 11.01 and 13.30	Good	12	20 %
		More than 13.30	Excellent	12	20%

Source: Researcher

It is clear to us through Table No. (06), which shows the standard levels of the test of hitting the ball with the head as far as possible, and using the quaternary, a level was classified into four levels. The first level is "weak", which is estimated to be less than 09 meters. This level included 08 players by a percentage of 13.33%. The second level is "medium", which ranges between 09 and 11 meters. This level included 28 players by a percentage of 46.66%. The third level is "good", which ranges between 11.01 and13.30 meters. This level included 12 players by a percentage of 20%. The fourth level is "excellent", whose score exceeds more than 13.30 meters. This level included 12 players by a percentage of 20%.

Table No. (07) shows the standard levels of the 30-metre ball running test.

Exam Name	UOM	standard levels	Level	Frequency	Percentage
30m Ball Run Test	SECONDS	Less than 04.84	Excellent	14	23.33%
		Between 04.84 and 05.01	Good	16	26.66%
		Between 05.02 and 05.19	Medium	15	25%
		More than 05.19	Weak	15	25%

Source: Researcher

It is clear to us through Table No. (07), which shows the standard levels of the 30-metre ball running test, and using the quaternary as a statistical method, a level was classified into four levels. The first level is "excellent", whose score is estimated at less than 04.84 seconds, and this level included 14 players by a percentage of 23.33%. The second level is "good", whose score ranges between 04.84 and 05.01 seconds. This level included 16 players by a percentage of 26.66%. The third level is "medium", whose score ranges between 05.02 and05.19 seconds. This level included 15 players by a percentage of 25%. The fourth level is "weak", whose score exceeds more than 05.19 seconds , and this level included 15 players by a percentage of 25%.

Table No. (08) shows the standard levels for the Maximum Ball Throw Distance Test.

Exam Name	UOM	standard levels	Level	Frequency	Percentage
Maximum Ball Throw Distance Test	Metre	Less than 33.02	Weak	11	18.33 %
		Between 33.02 and 39.50	Medium	19	31.66%
		Between 39.51 and 42.92	Good	15	25%
		More than 42.92	Excellent	15	25%

Source: Researcher

It is clear to us through Table No. (08), which shows the standard levels for the Maximum Ball Throw Distance Test. Using the quaternary, a level was classified into

four levels. The first level is "weak", which is estimated to be less than 33.02 meters. This level included 11 players by a percentage of 18.33%. The second level is "medium", which ranges between 33.02 and 39.50 meters. This level included 19 players by a percentage of 31.66%. The third level is "good", which ranges between 39.51 and42.92 meters. This level included 15 players by a percentage of 25%. The fourth level is "excellent", which has a score of more than 42.92 meters. This level included 15 players by a percentage of 25%.

Table No. (09) shows the standard levels for the ball dribbling test.

Exam Name	UOM	standard levels	Level	Frequency	Percentage
Ball Dribbling Test	SECONDS	Less than 32	Weak	14	23.33%
		Between 32 and 50.50	Medium	16	26.66%
		Between 50.51 and 115	Good	16	26.66%
		More than 115	Excellent	14	23.33%

Source: Researcher

It is clear to us through Table No. (09), which shows the standard levels of the ball dribbling test. Using the quatrains, a level was classified into four levels. The first level is "weak", which is estimated to be less than 32 seconds. This level included 14 players with a percentage of 23.33%. The second level is "medium", which ranges between 32 and 50.50 seconds. This level included 16 players with a percentage of 26.66%. The third level is "good", which ranges between 50.51 and 115seconds. This level included 16 players with a percentage of 26.66%. The fourth level is "excellent", whose score exceeds 115seconds. This level included 14 players with a percentage of 23.33%.

Table No. (10) shows the standard levels of the Akramov test.

Exam Name	UOM	standard levels	Level	Frequency	Percentage
Akermov test	SECONDS	Less than 15.19	Excellent	14	23.33%
		Between 15.19 and 15.82	Good	16	26.66%
		Between 15.83 and 16.49	Medium	15	25%
		More than 16.49	Weak	15	25%

Source: Researcher

It is clear to us through Table No. (10), which shows the standard levels of the Akramov test, and using the quaternary as a statistical method, a level was classified into four levels. The first level is "excellent", whose score is estimated at less than 15.19 seconds, and this level included 14 players by a percentage of 23.33%. The second level is "good", whose score ranges between 15.19 and 15.82 seconds. This level included 16 players by a percentage of 26.66%. The third level is "medium", whose score ranges between 15.83 and16.49 seconds. This level included 15 players by a percentage of 25%. The fourth level is "weak", whose score exceeds more than 16.49 seconds , and this level included 15 players by a percentage of 25%.

Based on the results of Tables No. (03, 04, 05, 06, 07,08,09,10), which establish standardized score benchmarks for the skill tests under investigation among football players, four distinct performance levels were identified for each test that will serve as reference standards for football coaches during their player selection process. The researcher observed that most coaches across different age groups and competitive levels do not rely on conducting systematic physical or technical testing during their selection process. Instead, the majority resort to conducting practical interviews with players—an approach that has proven insufficient for accurately identifying player talent and potential. This finding is consistent with prior research by (James , Dajo , Tony , A Mark , & Angus , 2020), who discovered that coaches' subjective evaluations only corresponded with high and low performance levels on objective physical assessments, suggesting that subjective evaluations may not be sensitive enough to discriminate between players whose performance level is similar.

To address this critical deficiency, coaches must adopt validated testing protocols as an effective mechanism for comprehensively assessing player capabilities and identifying all relevant competencies that determine whether a player is suitable for club recruitment and capable of enhancing his physical, technical, and tactical abilities. This scientific approach is substantiated by the research conducted by (Bashir Hussam & Hamlawi , 2014), who emphasize the critical importance of utilizing standardized tests as objective tools for identifying and guiding young athletes with sporting potential.

10.2.Presentation and discussion of the results of the second hypothesis:

- ✓ **The level of skill performance of football players**

Table No. (11) represents the level of physical performance of football players under the age of 19.

Statistical Methods	mean	Std	standard levels				The level of the sample members
			Weak	Medium	Good	Excellent	
Ball Scoring Test	15.80	02.80	Less than 12	Between 12 and 17	Between 17.01 and 18	18 More than	Medium
25m Zigzag Running Test	11.17	01.23	12.21 More than	Between 11.03and 12.21	Between 10.54and 11.02	Less than 10.54	Medium
Ball Control Test	07.78	0.34	Less than 07.50	Between 07.50 and 07.87	Between 07.88 and 08.02	More than 08.02	Medium
Maximum Heading Distance Test	10.78	02.35	Less than 09	Between 09 and 11	Between 11.01and 13.30	More than 13.30	Medium
30m Ball Run Test	05.07	0.45	More than 05.19	Between 05.02 and 05.19	Between 04.84 and 05.01	Less than 04.84	Medium
Maximum Ball Throw Distance Test	37.73	06.12	Less than 33.02	Between 33.02and 39.50	Between 39.51 and 42.92	More than 42.92	Medium
Ball Dribbling Test	76.63	56.49	Less than 32	Between 32 and 50.50	Between 50.51 and 115	More than 115	Good
Akermov test	15.84	0.99	More than 16.49	Between 15.83 and 16.49	Between 15.19and 15.82	Less 15.19	Medium

Source: Researcher

It is evident from Table No. (11), which represents the skill performance levels of football players in the age group under 19 years that the skill performance of the studied sample was generally average. When comparing the arithmetic means of the following test (the Shooting Test, the 25-meter Zigzag Running Test, the Ball Control Test, the

Maximum Heading Distance Test, the Ball Stopping Test, the 30-meter Ball Running Test, the Maximum Ball Throwing Distance Test, and the Akramov Test) against the established standards, it became apparent that the performance levels of players in most of these tests fall within the average rating category. However, comparing the arithmetic mean of the Ball Dribbling Test against the established standards revealed that players' performance levels in this particular test fall within the good rating category.

The variance in skill performance levels among players may be attributed to the fact that each player possesses distinct and unique skill characteristics, which may stem from differences in playing positions, training age (years of formal training), or various other contributing factors that account for the relative variability in performance levels. For instance, wingers and wide players are distinctly characterized by superior speed and dribbling abilities compared to central defenders or players in other positions. This positional differentiation is corroborated by the comprehensive research conducted by (Mitchell , Christopher, & Mikayla , 2025) on tactical performance in youth football (U13-U19), which revealed that forwards achieved significantly higher offensive tactical performance index scores compared to midfielders ($p=.016$), while defenders demonstrated the highest defensive tactical performance index scores, thereby highlighting position-specific performance characteristics. Furthermore, (ÂNGELO & LUÍS , 2024) found that age group significantly influenced the variability of technical actions among young players, with success rates in forward passes, lateral passes, backward passes, and short passes all demonstrating statistically significant differences across different age groups ($p<.001$), underscoring that technical skill development is not uniform across all skill categories.

Consequently, those responsible for the training process must, when selecting players, give special consideration to the unique characteristics of each player and match them appropriately with his designated playing position in order to develop the player who is well-rounded and balanced across all performance dimensions. These findings underscore the critical importance of implementing specific position assessment protocols during the player selection process, rather than relying on generic, uniformly-applied criteria that fail to account for positional differentiation and specific position performance requirements. Therefore, the results obtained from this study accurately reflect the current reality of player selection practices, which in most cases lack rigorous and reliable scientific foundations, and consequently fail to subject players to the comprehensive and integrated stages of internationally recognized selection protocols.

Conclusion:

The selection process is the most important point in the path of any athlete. If the right athlete is chosen in the right sport, there will inevitably be in the future the best athletes in their specialties. Through our research, we have given a set of criteria for a set of skill tests that may contribute positively to the selection process among football players, especially in the youth groups' stage, which is the most important stage of training a player who enjoys various aspects of the training process. Therefore, those in charge of the selection process among football players must rely on studied scientific

methods as well as various experiences to succeed in this aspect in order to highlight the talents that may have a bearing in the future.

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