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Proposing a training program using mini-games to improve some basic skills in young football players

اقتراح برنامج تدريبي بالألعاب المصغرة في تحسين بعض المهارات الأساسية لدى ناشئي كرة القدم

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Abstract This study aimed to identify the effectiveness of a small-game training program in improving some basic skills among junior football players. To achieve this, the researcher used an experimental design. The study sample consisted of 11 players aged 10-11, selected purposively, and the program was implemented for 8 weeks.

The researcher administered pre-tests to the sample, and after the program's implementation, post-tests were conducted, focusing on passing, dribbling, and shooting skills.

After conducting statistical analyses of the results, they were analyzed and discussed. The study concluded that the proposed training program with small games improves the performance of some basic football skills, with a statistical difference between the pre- and post-tests in favor of the post-test for the experimental sample.

Keywords: Small-sided games, fundamental skills in football, youth category (10–11 years).

الملخص : هدفت الدراسة للتعرف على فعالية برنامج تدريبي بالألعاب الصغيرة على تحسين بعض المهارات الأساسية لدى لاعبي كرة القدم صنف أصاغر، ولتحقيق ذلك استعمل الباحث المنهج التجريبي، حيث اشتملت عينة الدراسة لفئة 10-11 سنة على 11 لاعب ، حيث تم اختيارهم بطريقة قصدية، وقد تم تطبيق البرنامج عليها لمدة 8 أسابيع.

قام الباحث باختبارات قبلية للعينة وبعد تطبيق البرنامج تم إجراء اختبارات بعدية بواسطة اختبارات مهارات التمرير المراوغة و التسديد . وبعد إجراء المعالجات الإحصائية للنتائج تم وتحليلها و مناقشتها ، حيث توصلت الدراسة إلى أن البرنامج التدريبي المقترح بالألعاب الصغيرة يحسن في أداء بعض المهارات الأساسية في كرة القدم بوجود إحصائية بين القياس القبلي والبعدي لصالح القياس البعدي للعينة التجريبية.

- **الكلمات المفتاحية :** الألعاب المصغرة ،المهارات الأساسية في كرة القدم، فئة الناشئين 10-11 سنة.

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1. Introduction and problematic of the study

Football has witnessed significant development in recent years, accompanied by substantial changes in the nature of play due to the diversity of modern playing styles. The game has become faster, and both technical and tactical performance levels have improved considerably. Skill preparation in football is fundamentally based on teaching and developing the essential skills that players utilize during matches and competitions, with the aim of mastering and stabilizing these skills to achieve the highest levels of performance. In recent years, increasing attention has been given to the form and quality of players' motor activity during matches. This highlights the growing need for specific types of training that align with the dynamic nature of technical and motor performance, as well as with the rapidly changing and complex situations encountered during gameplay. Basic skills are considered one of the fundamental pillars of daily training sessions, as they constitute the foundation of the game. Without mastering these skills, players are unable to effectively execute tactical plans and fulfill the positional responsibilities assigned to them across different lines of play during matches (Hassan El-Sayed Abu Abduh, 2002, p. 127). Training methods have evolved according to the objectives set by coaches. Modern training has increasingly relied on the use of small-sided games, which are considered among the most effective contemporary training approaches. Many coaches prepare their players in small grids and confined spaces, thereby enhancing performance under realistic playing conditions (Eric Batty, 1981, p. 28). Mohamed Abduh Saleh and Mufti Ibrahim (1994, p. 85), in agreement with Ibrahim Shaalan and Amr Abu El-Magd (1996, p. 214), emphasize that the performance of basic skills can be reinforced under conditions similar to real match situations through exercises that simulate competitive scenarios, such as 2 vs. 2, 3 vs. 3, 2 vs. 3, or even 4 vs. 4.

Similarly, Mohamed Keshk and Amr Allah El-Bassaty (2000, p. 185) argue that small-sided games or competitive training formats represent one of the most effective methods for stimulating player engagement and increasing motivation toward performance. This is because such methods rely on the dynamic nature of collective play, closely resembling actual match performance, which contributes to enhancing skill efficiency and ensuring consistency and stability in technical execution under varying match conditions.

Therefore, small-sided games constitute an effective means for consolidating and developing basic skills. These training formats provide numerous game-like situations, including the presence of teammates, opponents, variable scenarios, and real competition. Moreover, the repeated execution of skills within short time intervals in small-sided environments positively influences both the efficiency and diversity of motor skills.

Based on field observations in football training contexts, there appears to be a limited application of scientific principles in youth training, particularly with regard to the use of small-sided games, in addition to deficiencies in the teaching of basic skills. This raises questions about the extent to which skill performance is influenced by different types of training methods, including both traditional approaches and small-sided game-based training, in achieving optimal performance development.

Accordingly, the main research question of this study is formulated as follows:

To what extent does the proposed training program based on small-sided games contribute to improving basic skills in under-11 football players?

From this main question, the following sub-questions are derived:

1-Are there statistically significant differences between pre-test and post-test measurements for both the control and experimental groups in passing skill?

2-Are there statistically significant differences between pre-test and post-test measurements for both groups in dribbling skill?

3-Are there statistically significant differences between pre-test and post-test measurements for both groups in shooting skill?

Based on these questions, the study proposes the following hypotheses:

General Hypothesis: The proposed training program based on small-sided games contributes to improving the basic skills of football players under the age of 11.

Sub-Hypotheses:

1-There are statistically significant differences between pre-test and post-test measurements in passing skill for both the experimental and control groups, in favor of the experimental group.

2-There are statistically significant differences between pre-test and post-test measurements in dribbling skill for both groups, in favor of the experimental group.

3-There are statistically significant differences between pre-test and post-test measurements in shooting skill for both groups, in favor of the experimental group.

2. Study Objectives:

-To design a proposed training program based on small-sided games aimed at developing the fundamental skills of football players aged 10–11 years.

-To examine how a training program incorporating small-sided games contributes to the development of fundamental skills among football players in the 10–11 age category.

3. Significance of the Study:

-To enrich the scientific field and highlight the importance of training programs in predicting the future performance and development of football players.

-To conduct tests that serve as valuable indicators for assessing the contribution of small-sided games to improving the fundamental skills of young football players aged 10–11 years.

-To reinforce the status of this type of training within the domain of football, while emphasizing modern training approaches and methodologies.

4. Definition of Concepts and Terminology Used in the Study

4.1. Small-Sided Games:

Conceptual Definition: These are exercises that are enjoyable for players, performed within limited spaces and involving a specific number of participants, which may be equal or unequal depending on the predefined objectives (Hanafi Mahmoud Mokhtar, 1992, p. 135).

Operational Definition: Small-sided games refer to activities conducted in confined spaces with an engaging and motivating nature, designed according to specific training objectives, and simulating real-game situations and performance conditions.

4.2. Fundamental Skills in Football:

Conceptual Definition: These refer to all purposeful and necessary movements performed with a specific objective within the framework of football laws, سواء with or without the ball (Ashraf Jaber Sabri Al-Adawi, 1996, p. 47).

Operational Definition: Fundamental skills are the specific movements associated with football activity, executed by the player with precision, efficiency, and effectiveness. They require the coordinated and fluid use of major muscle groups, whether in the presence or absence of the ball, and reflect the motor behaviors imposed by the game situation.

4.3. Age Category (10–11 years):

Conceptual Definition: According to Kurt Meinel (translated by Abdel Ali Nassif, 1987, p. 52), from a motor development perspective, this age represents an

optimal developmental period that should be exploited to enhance diverse motor abilities.

5. Previous and Related Studies:

5.1. First Study: The study conducted by Hijab Issam Hussein et al. (2018), entitled "The Effect of Using Small-Sided Games (5 vs. 5) and (2 vs. 2) on Developing Certain Physical and Skill Attributes in Football Players Under 23 Years"—a field study on the Ittihad Tolga team—aimed to highlight the importance and impact of small-sided games in developing certain physical and technical attributes among football players. The researcher employed an experimental methodology on a sample consisting of U-23 football players from Ittihad Tolga, divided into two groups: 10 players trained using the 5 vs. 5 format, and 8 players trained using the 2 vs. 2 format.

The study tools included a series of tests and measurements. The findings revealed that incorporating small-sided games within training sessions significantly contributes to the simultaneous development of physical, technical, and tactical aspects.

5.2. Second Study: The study by Boudbous Mouna (2015), entitled "The Effect of Small-Sided Games on the Development of Agility and Dribbling Skills"—a field study on youth football players aged 10–12 years in Oum El Bouaghi—aimed to investigate the effect of small-sided games on agility and dribbling skills.

An experimental method was applied to a sample comprising 24 young players from the amateur sports club "Ittihad Chaouia," under-12 category. The study relied on a battery of physical and technical tests.

The results indicated that the proposed training program, primarily based on the integration of small-sided games into structured training sessions, had a positive effect on both agility and dribbling skills.

5.3. Third Study: The study conducted by Tehami Hamdaoui (2010), entitled "The Effect of Comprehensive and Integrated Training on the Development of Physical Attributes and Its Effectiveness on Skill Performance among Youth Football Players"—a field study on the Chabab Khenchela

The study aimed to examine the effectiveness of a comprehensive and integrated training program in achieving balanced development of both physical attributes and technical performance among football players. An experimental approach was adopted, conducted on a sample consisting of youth players from Khenchela Youth Team (U21 category). The sample was divided into two groups: a control group (15 players) and an experimental group (15 players). The research instrument consisted of a battery of standardized tests.

The findings indicated that the comprehensive and integrated training method did not lead to significant improvement in either physical attributes or technical performance among football players.

6. Research Methodology: Given the nature of the research topic, and in order to reconstruct the reality of the phenomenon through the application of specific procedures and controlled modifications—followed by precise observation, analysis, and interpretation of results—the experimental method was employed.

This approach aligns with the study objectives, as the experimental method involves investigating causal relationships between variables responsible for shaping or influencing a phenomenon, whether directly or indirectly. It aims to identify the effect and role of each variable within the research context (Mohamed Hassan Allawi, 2007, p. 83).

7. Pilot Study: A pilot study was conducted to verify the scientific validity and reliability of the procedures used, ensuring accurate and controlled results. Skill-related tests were administered to a group of 10 players. The test–retest method

was applied under identical conditions, including consistent timing and environment. Additionally, the validity of the research instrument (applied tests) was confirmed by assessing their suitability to the sample's characteristics and level. This preliminary phase also allowed for prior understanding of fieldwork conditions, helping to avoid potential difficulties and obstacles during the main study.

8. Study Variables

Independent variable: Training program based on small-sided games ,**Dependent variable:** Fundamental football skills, including: (Passing, Dribbling, Shooting)

9. Study Population: The study population consisted of youth football players (aged 10–11 years) from the state of Boumerdès.

10. Study Sample: A purposive sampling method was used. The sample included players from Future Hammadi Football Club, totaling 24 youth players, after excluding goalkeepers.

The sample was divided into two groups: Control group: 11 players , Experimental group: 11 players

10.1. Sample Homogeneity: To ensure equivalence between groups and control potential confounding variables, the following characteristics were considered:

Biological age (years) , **Height** (cm) , **Weight** (kg)

Table 1. Descriptive Statistics of the Experimental Group

Variable	Mean	Standard Deviation	Skewness
Height	154.27	5.98	-0.42
Weight	42.00	7.615	0.129
Age	10.63	0.504	0.661

Source: Prepared by the researcher, 2025.

The skewness coefficients for height, weight, and age ranged between -3 and +3, indicating a normal distribution within the experimental group.

Table 2. Descriptive Statistics of the Control Group

Variable	Mean	Standard Deviation	Skewness
Height	151.9	5.73	0.12
Weight	38.81	6.01	0.30
Age	10.52	0.52	0.21

Source: Prepared by the researcher, 2025.

Similarly, skewness values ranged between -3 and +3, confirming normal distribution within the control group.

11. Study Scope: The study was conducted on a sample of youth football players from Future Hammadi Club, Boumerdès, during the 2024/2025 sports season. The small-sided games training program was implemented at the Municipal Stadium of November 1, 1954.

The pre-tests were administered to both groups during the first week of February 2025. Subsequently, the training program based on small-sided games was implemented from February 8 to April 10, 2025. Following the completion of the program, post-tests were conducted for both groups.

12. Scientific Properties of the Study Tests

12.1. Validity: Validity refers to "the extent to which the test fulfills the purpose for which it was designed" (Mohamed Sobhi Hussein, 1995, p. 185). To ensure test validity, the self-validity coefficient was employed by calculating the square root of the reliability coefficient. The obtained validity coefficients ranged between 0.81 and 0.90, indicating that the tests possess a high degree of validity.

12.2. Objectivity of the Tests: The researcher employed a set of simple and clearly defined tests, accompanied by precise explanations, detailed procedures, and specific requirements for each test. In addition, clear methods for measuring and recording results were established, while taking into account timing and environmental conditions. Accordingly, the adopted tests demonstrate a high level of objectivity.

12.3. Reliability of the Tests: In this study, the test–retest method was applied to a sample of 10 players from the same age group (10–11 years), belonging to the Youth Sports Club of the Municipality of Ouled Fayet. Skill-based tests were administered, and upon obtaining the results, Pearson's correlation coefficient was calculated. Referring to the critical values table for the simple correlation coefficient at a significance level of (0.05) and degrees of freedom (9), it was found that all calculated correlation values exceeded the tabulated value (0.602). This confirms that the tests demonstrate a high degree of reliability.

13. Data Collection Tools: The study relied on a set of skill-based tests covering passing, dribbling, and shooting skills, as illustrated in Table (03).

Table (03): Skill Tests Used in the Study

N°	Test	Purpose of the Test
01	Passing accuracy test (Hanafi Mahmoud, 1990)	Measuring passing accuracy skill
02	Ball coordination test (Akramov, 1990, p. 77)	Measuring dribbling skill
03	Shooting at goal test (Moufaq Mahmoud, 2009)	Measuring shooting accuracy toward the goal

Source: Prepared by the researcher, 2025.

14. Objectives and Content of the Training Program

The training program, based on small-sided games, aimed to develop the following fundamental skills: passing, dribbling, ball control and mastery, and shooting toward the goal. The duration of the program was eight (08) weeks, comprising a total of sixteen (16) training sessions. The group trained at a frequency of two (02) sessions per week (Friday and Saturday).

- ✓ Each training session included a set of small-sided exercises designed to prepare players from technical, tactical, psychological, and cognitive perspectives.
- ✓ The duration of each training session ranged between 90 and 100 minutes, including both the preparatory and concluding phases.

- ✓ Adequate attention was given to rest intervals, allowing players to return to their normal physiological state and enabling efficient repetition of exercises within the training session.
- ✓ Exercise repetitions were structured وفق the principle of progressive overload, with careful consideration of training intensity.
- ✓ Training was conducted under conditions simulating real match situations, incorporating various collective scenarios (simple and complex), while considering task difficulty, training objectives, available space, and exercise duration.

15. Statistical Methods Used: The use of statistical techniques aims to obtain quantitative indicators that facilitate analysis, interpretation, and inference. The primary statistical methods employed in this study include:(Arithmetic mean, Standard deviation, Student's t-test (t-test)

16. Presentation and Analysis of Results

16.1. Presentation and Analysis of the First Hypothesis Results

Table (04): Differences in arithmetic mean, standard deviation, calculated t-value, and statistical significance between the experimental and control groups in the pre-test of passing skill.

Group	Me	Std.	T-c	Df	Sig	P-Value	Significance
Experimental Group	3.36	0.67	1.722	20	0.05	0.17	Not statistically significant
Control Group	2.81	1.07					

Source: Prepared by the researcher based on statistical data analysis results, 2025.

Table (04) illustrates the statistical results, where the calculated t-value reached (1.722), while the significance level was (0.17) with (20) degrees of freedom, which is lower than the adopted significance level (0.05). This indicates that there are no statistically significant differences between the experimental and control groups in the pre-test of passing skill.

Table (05): Differences in arithmetic mean, standard deviation, calculated t-value, and statistical significance between the pre-test and post-test of the control group in passing skill.

Test	Me	Std.	T-c	Df	Sig	P-Value	Significance
Pre-test	3.36	1.07	0.247	10	0.05	0.81	Not statistically significant
Post-test	0.90	1.22					

Source: Prepared by the researcher based on statistical data analysis results, 2025.

Table (05) shows that the calculated t-value was (0.247), and the significance value reached (0.81) with (10) degrees of freedom. This indicates the absence of statistically significant differences between the pre-test and post-test of the control group in passing skill.

Table (06): Differences in arithmetic mean, standard deviation, calculated t-value, and statistical significance in the post-test between the experimental and control groups for passing skill.

Group	Me	Std.	T-c	Df	Sig	P-Value	Significance
Experimental Group	2.81	1.16	-4.35	10	0.05	0.001	Statistically significant
Control Group	-1.09	0.83					

Source: Prepared by the researcher based on statistical data analysis results, 2025.

Table (06) demonstrates that the calculated t-value reached (-4.35), while the significance value was (0.001) with (10) degrees of freedom, which is below the significance level (0.05). Since the significance value is lower than the adopted threshold, this indicates the presence of statistically significant differences between the pre-test and post-test of the experimental group in passing skill, in favor of the post-test. This confirms the effectiveness of the training program in improving passing skill.

Table (07): Differences in arithmetic mean, standard deviation, calculated t-value, and statistical significance between the experimental and control groups in the post-test of passing skill.

Test	Me	Std.	T-c	Df	Sig	P-Value	Significance
Pre-test	3.36	1.16	-4.35	10	0.05	0.001	Statistically significant
Post-test	-1.09	0.83					

Source: Prepared by the researcher based on statistical data analysis results, 2025.

Table (07) indicates that the significance value reached (0.001) with (20) degrees of freedom, which is lower than the significance level (0.05). This demonstrates the existence of statistically significant differences between the experimental and control groups in the post-test, in favor of the experimental group for passing skill.

16.2. Presentation and Analysis of the Second Hypothesis Results

Table (08): Differences in arithmetic mean, standard deviation, calculated t-value, and statistical significance between the experimental and control groups in the pre-test of dribbling skill.

Group	Me	Std.	T-c	Df	Sig	P-Value	Significance
Experimental Group	7.1	0.89	0.213	20	0.05	0.834	Not statistically significant
Control Group	7.01	0.90					

Source: Prepared by the researcher based on statistical data analysis results, 2025.

Table (08) shows that the calculated t-value was (0.213), while the significance value reached (0.834) with (20) degrees of freedom. Since the significance value is greater than the adopted significance level, this indicates that there are no statistically significant differences between the experimental and control groups in the pre-test of dribbling skill.

Table (09): Differences in arithmetic mean, standard deviation, calculated t-value, and statistical significance between the pre-test and post-test of the control group in dribbling skill.

Test	Me	Std.	T-c	Df	Sig	P-Value	Significance
Pre-test	3.36	1.16	-4.35	10	0.05	0.001	Statistically significant
Post-test	-1.09	0.83					

Source: Prepared by the researcher based on statistical data analysis results, 2025.

Table (09) presents the statistical results, where the calculated t-value reached (-4.35), and the significance value was (0.001) with (10) degrees of freedom, which is below the adopted significance level (0.05). Since the significance value is lower than the significance threshold, this indicates the presence of statistically significant differences between the pre-test and post-test of the control group in dribbling skill.

Table (10): Differences in arithmetic mean, standard deviation, calculated t-value, and statistical significance between the pre-test and post-test of the experimental group in dribbling skill.

Test	Me	Std.	T-c	Df	Sig	P-Value	Significance
Pre-test	7.1	0.89	-6.97	10	0.05	0.000	Statistically significant
Post-test	-1.28	0.60					

Source: Prepared by the researcher based on statistical data analysis results, 2025.

Table (10) indicates that the calculated t-value reached (-6.97), while the significance value was (0.000) with (10) degrees of freedom, which is below the significance level (0.05). Accordingly, there are statistically significant differences between the pre-test and post-test of the experimental group in dribbling skill.

Table (11): Differences in arithmetic mean, standard deviation, calculated t-value, and statistical significance between the experimental and control groups in the post-test of dribbling skill.

Group	Me	Std.	T-c	Df	Sig	P-Value	Significance
Experimental Group	8.38	0.565	0.213	20	0.05	0.000	Statistically significant
Control Group	7.12	0.61					

Source: Prepared by the researcher based on statistical data analysis results, 2025.

Table (11) shows that the calculated t-value reached (0.213), and the significance value was (0.000) with (20) degrees of freedom, which is below the significance level (0.05). This indicates the existence of statistically significant differences between the experimental and control groups in the post-test of dribbling skill, in favor of the experimental group.

16.3. Presentation and Analysis of the Third Hypothesis Results

Table (12): Differences in arithmetic mean, standard deviation, calculated t-value, and statistical significance between the experimental and control groups in the pre-test of shooting accuracy.

Group	Me	Std.	T-c	Df	Sig	P-Value	Significance
Experimental Group	2.81	1.16	0.000	20	0.05	1.00	Not statistically significant
Control Group	2.81	1.16					

Source: Prepared by the researcher based on statistical data analysis results, 2025.

Table (12) indicates that the calculated t-value was (0.000), and the significance value reached (1.00) with (20) degrees of freedom. Since the significance value is greater than the adopted significance level, this confirms that there are no statistically significant differences between the experimental and control groups in the pre-test of shooting accuracy.

Table (13): Differences in arithmetic mean, standard deviation, calculated t-value, and statistical significance between the pre-test and post-test of the control group in shooting accuracy.

Test	Me	Std.	T-c	Df	Sig	P-Value	Significance
Pre-test	2.81	1.16	0.171	10	0.05	0.857	Not significant
Post-test	0.09	1.785					

Source: Prepared by the researcher based on statistical data analysis results, 2025.

Table (13) shows that the calculated t-value was (0.171), and the significance value reached (0.857) with (10) degrees of freedom. Since the significance value exceeds the adopted significance level, this indicates that there are no statistically significant differences between the pre-test and post-test of the control group in shooting accuracy.

Table (14): Differences in arithmetic mean, standard deviation, calculated t-value, and statistical significance between the pre-test and post-test of the experimental group in shooting accuracy.

Test	Me	Std.	T-c	Df	Sig	P-Value	Significance
Pre-test	2.81	1.16	-2.32	10	0.05	0.042	Statistically significant
Post-test	-0.81	1.16					

Source: Prepared by the researcher based on statistical data analysis results, 2025.

Table (14) presents the statistical findings, where the calculated t-value reached (-2.32), and the significance value was (0.042) with (10) degrees of freedom. Since the significance value is lower than the adopted significance level (0.05), this indicates the presence of statistically significant differences between the pre-test and post-test of the experimental group in shooting accuracy toward the goal.

Table (15): Differences in arithmetic mean, standard deviation, calculated t-value, and statistical significance between the experimental and control groups in the post-test of shooting accuracy toward the goal.

Group	Me	Std.	T-c	Df	Sig	P-Value	Significance
Experimental Group	3.63	0.67	2.673	20	0.05	0.015	Statistically significant
Control Group	2.72	1.16					

Source: Prepared by the researcher based on statistical data analysis results, 2025.

Table (15) shows that the calculated t-value reached (2.673), and the significance value was (0.015) with (20) degrees of freedom. Since the significance value is lower than the significance level (0.05), this indicates statistically significant differences between the experimental and control groups in the post-test of shooting accuracy, in favor of the experimental group.

17. Discussion of Hypotheses Results

17.1. Discussion of the First Hypothesis: Based on the results presented in Table (04), where the calculated t-value was (1.722) and the significance value reached (0.17) with (20) degrees of freedom—exceeding the adopted significance level (0.05)—there were no statistically significant differences between the experimental and control groups in the pre-test of passing skill. This confirms the equivalence of the two groups prior to the implementation of the training program. Similarly, Table (05), which examined the differences between the pre-test and post-test of the control group, indicated no statistically significant differences, as the significance value (0.81) was greater than (0.05). In contrast, the comparison between the pre-test and post-test of the experimental group, as shown in Table (06), revealed a significance value of (0.001), which is lower than (0.05). This demonstrates statistically significant improvement in favor of the post-test. Furthermore, Table (07) highlighted statistically significant differences in the post-test between the experimental and control groups, as the

significance value (0.000) was lower than the adopted level (0.05), in favor of the experimental group. These findings confirm the effectiveness of the proposed small-sided games training program in improving passing skill among players. Accordingly, the first hypothesis is supported.

17.2. Discussion of the Second Hypothesis: The results presented in Table (08) revealed no statistically significant differences between the experimental and control groups in the pre-test of dribbling skill, as the significance value (0.834) exceeded the adopted level (0.05), indicating group equivalence prior to the intervention. Table (09), which examined the differences between the pre-test and post-test of the control group, also indicated no statistically significant differences, as the significance value was greater than (0.05). However, the comparison between the pre-test and post-test of the experimental group, as shown in Table (10), demonstrated a statistically significant improvement, since the significance value (0.000) was lower than (0.05), in favor of the post-test. Moreover, Table (11) confirmed statistically significant differences in the post-test between the experimental and control groups, as the significance value (0.000) was below (0.05), favoring the experimental group. These findings indicate that training through small-sided games had a positive and significant effect on the development of dribbling skill. This result is consistent with the study conducted by Kroum Mam and Goul Hicham, which demonstrated that small-sided games contribute substantially to the development of fundamental football skills among youth players, given their effectiveness in enhancing the acquisition and integration of core technical abilities.

17.3. Discussion of the Third Hypothesis: The results presented in Table (12), concerning shooting accuracy, indicated no superiority of the experimental group over the control group prior to the implementation of the proposed training program, as the significance value (1.00) was greater than the adopted

level (0.05), confirming initial equivalence. Table (13), which analyzed the differences between the pre-test and post-test of the control group, also showed no statistically significant differences, as the significance value exceeded (0.05). In contrast, the results of Tables (14) and (15) demonstrated statistically significant improvements in shooting accuracy for the experimental group, both in the pre–post comparison and in the post-test comparison with the control group. This confirms that the small-sided games–based training program had a positive and measurable impact on shooting accuracy toward the goal. The comparison between the level of statistical significance, which equals (0.857), and the adopted significance level (0.05) indicates that the former is greater than the latter. In contrast, the comparison between the pre-test and post-test results of the experimental group, as presented in Table (14), reveals a statistical significance value of (0.042), which is lower than the significance level (0.05). This demonstrates the existence of a statistically significant difference in favor of the post-test. Furthermore, the results presented in Table (15) highlight differences in the arithmetic means of the post-test scores between the experimental and control groups. These findings confirm the presence of statistically significant differences. The comparison between the significance value (0.015) and the significance level (0.05) indicates that the differences are in favor of the experimental group. This provides strong evidence supporting the effectiveness of the proposed training program.

These results suggest that the training program had a positive impact on shooting accuracy toward the goal. This finding is consistent with the study conducted by Haraka Abdelrahman and Zifem Sohaib, which demonstrated that small-sided games have a significant effect on improving shooting skills in football players. Their study also confirmed that the applied training program contributed to enhancing goal-shooting performance.

18. Conclusions and Recommendationsm

In light of the study objectives, as well as the presentation and discussion of its findings, the researcher recommends the following:

- ✓ The integration of small-sided games programs within training sessions, particularly for younger age categories.
- ✓ Greater attention should be given to youth categories, as they represent the fundamental foundation for achieving high-level athletic performance.
- ✓ The use of small-sided games involving a larger number of players to improve fundamental football skills.
- ✓ Emphasizing both the technical and psychological aspects when training younger age groups.

19. References and quotations:

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