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Article *in* International Journal of Psychosocial Rehabilitation · January 2020

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International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 01, 2020 ISSN: 1475-7192

The impact of using KICK Training to learn basic football skills for middle school students

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Abstract

Football is one of the most popular games in the world, which has witnessed an evolution in learning and training methods for young age groups. The research problem is limited by the lack of use of assistive devices and the lack of this device/tool in schools in teaching football for beginners. The researchers assumed the training tool (KICK Training) has a positive impact in learning basic football skills. For the research sample, the experimental method was used to suit the research problem. The researchers chose the middle school Moaz bin Jabal and by lot class (D) was chosen for the research. The whole class of 16 students was randomly divided into two groups, (8) students represent the experimental group and (8) students represent the control group. The researchers got to the following conclusions that the use of the helping tool (KICK Training) has proven to be more effective in learning basic football skills like passing, controlling and receiving the ball.

Keywords: *Basic football skills, educational methods, KICK Training*

Introduction

Football is one of the most popular team sports in the world, especially among children and teenagers. It's nature combines artistic, tactical and psychological performance. A lot of studies in children's football focus on technique and tactics and ignore other conditional factors (Sperlich et al., 2011). As football talents are identified using different programs, they are increasingly applied to football clubs and national societies around the world. Previous studies have addressed the main concern of football players as well as researchers about understanding the actual sciences behind the development of basic skills that may improve and develop beginner players through other learning methods (Martindale et al., 2005). The ability to deal with the ball, which includes rolling, receiving, delivering and scoring lies in the formation of a high technical level player, which has the ability to implement a wide range of it under the pressure levels of real matches (Mowaffaq Majeed al-Mawla p.132, 2014). Whereas skill preparation means all the processes that begin by teaching the player the basics of performing motor skills without a ball and then developing them with the aim of reaching the highest level of performance in terms of accuracy, fluidity, economy of effort and similarity with the nature of the performance (Mahmood Muwafi p. 11, 2010). This shows the importance of teaching basic skills in football (passing, receiving, controlling the ball) and mastering it because it is considered the communication and interaction between players and the more mastery of this skill the more positive the effect it gives during the match. The

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use of educational methods helps to accelerate the process of teaching basic skills, as it is an important tool used by the teacher to improve the learning process. The primary function of educational methods (devices and tools) is to create a somewhat direct experience in which the student can develop the motor abilities. The meanings that these tools give are more effective and less errorable, as well as the attractiveness that the learner feels, so he/she has a strong tendency and

desire to use them to work on the speed of learning (Mona Salem Fathi p. 8, 2000). The research problem centered on the researchers observation that the use of tools and the lack of this device in schools in teaching football for beginners is low, and this may be reflected in the educational performance of the beginner player. Therefore, the researchers resorted to using a modern multi-purpose teaching tool to teach basic skills in football. The aim of this research was to identify the effectiveness of using (KICK training) to learn some basic football skills on the research sample. The researchers assume that there are statistically differences between the pre and post tests in learning some basic football skills and in favor of the post tests.

Research Methodology

It is the nature of the problem to be studied that determines the nature of the method. The researchers used the experimental approach in the manner of the two equivalent groups (experimental and control) to suit the nature of the problem.

Research community and its sample

The researchers chose the research group in an intentional way, and they are the students of Al-Imam Aljawad middle school and their total number was (101) students divided into four classes (A, B, C, and D). By lot the (D) class was chosen with total of (25) students, as (4) students was excluded due to illness and (5) for lack of commitment, so the actual number became (16) students and they were randomly divided into two groups by (8) students representing the experimental group and (8) students to represent the control group and their percentage was (15.84%) of all the 4 classes. The researchers homogenized and evaluated the sample in terms of weight, length, age and basic skills, as shown in Table 1 and 2.

Table (**1**) shows the homogeneity of the sample

Variable	Measuring unit	N	Arithmetic mean	Standard deviation	Coefficient of torsion
Age	Year	16	12.88	1.49	-0.168
Height	cm	16	153.92	1.124	-0.801
Weight	kg	16	49.91	3.24	0.339

It is noted from Table (1) that the values of coefficient of torsion of the aforementioned variables were confined between (+ _3) which indicates the homogeneity of the sample, and they're within the natural curve of the distribution.

Table (**2**) shows the equivalence of the two research groups

Test	T value	Statistical significance	Significance
Passing	0.515	0.435	random
Control	0.289	0.776	random
Receiving	0.380	0.621	random

Note that the degrees of freedom n-1 = 15 and the level of significance (0.05)

The methods, devices and tools used

Arab and foreign references and sources, personal interviews, the Internet, registration form, 8 footballs size 4, 1 whistle, stopwatch, small target with dimensions 1m&75cm, tape measure, scale to measure weight, football goal, cones and 8 pcs of the tool (KICK Training): it is an adjustable elastic belt with a diameter of the circle (7,13 cm) belt length (160 cm) waist circumference (min 35cm - max 90cm) contains a ball holder that accepts balls sizes (3,4,5) and is attached to the waist belt by a hook which makes it detachable.

Tests used in the research

Passing test: trying to pass the ball towards a small target from 10 meters away, measures the accuracy of the pass. The tools used during this test: 3 footballs, markers, measuring tape, distance-setting tape, and a small goal with the dimensions (75cm&100). How the test is done is that the player will have 3 balls 10 meters away from the goal and upon hearing the signal the player passes the ball towards the target. And for the registration method, each player is given 3 attempts two grades are given for a successful attempt and one for the attempt when the ball touches the goalpost or the crossbar and enters, and zero for the failed attempt when the ball is outside the goal (Asaad Lazm Ali, 2004, p. 145).

Receiving test: Stopping the ball thrown from the coach, measures the accuracy of stopping the ball and regaining control over it, next to the foot, thigh, or chest. The tools used during this test: a football field, 5 football balls, a tape

measure, a distance-setting tape and markers. Performance description, two parallel lines (AB) to determine the distance between them (6 m). The player stands behind one of the two lines and the coach behind the other line, the coach throws the ball high to the player whoever tries to receive/control it with any part except the arms, each player is thrown (5 balls) and the ball must be stopped behind the line where the playing is standing. And for the registration

method, two grades are given for each correct attempt from the five attempts and the player gets no grades for the failed attempt (Thamer Mohsen and others, 1999, p. 150).

30-second ball control test: the purpose of the test is to measure the ability to feel and control the ball. The tools used during this test: footballs, football field, stopwatch and a whistle. Performance description, when instructed, the player throws the ball with his hand and then begins controlling it, so that the ball does not fall and touches the ground, and each time the player touches the ball it is multiplied by (30) seconds and the player loses one grade when the ball touches the ground (Thamer Mohsen and others, 1999, p. 160).

Exploratory experiment

It is the experiment that precedes the work and its purpose is to identify the difficulties that may arise during the tests or the main experiment in which the researchers test the devices, tools and the assistant staff. The exploratory experiment was conducted on Sunday, 3/17/2019 at 10 am in Muaz bin Jabal middle school, on a random sample of the 7th class students, and they were 6 students who did not participate in the main experiment. The purpose of this experiment was to identify the difficulties that researchers face during taking the tests, identifying the suitability of the tests for the research sample, knowing the time taken for the tests, knowing the suitability of the training tool (KICK Training) for the sample members.

Tribal tests

Tribal tests were conducted on the research sample of (16) students representing the experimental and control groups on Sunday, 3/24/2019 at 10am and on the school yard. The researchers provided all the conditions of the tests in terms of space and time, and the work team. Before starting the test, the researchers explained the tests and indicated their importance and the need for the student to make every effort during their implementation.

The main experiment

Researchers began applying the educational method using the training tool on Tuesday 26/3/2019 and on the middle school field Moaz bin Jabal until 28/4/2019 and at three educational units per week (Sunday Tuesday, Thursday) for a period of (5 weeks). The total of the educational units will be (16), and the learning unit time will be (45) minutes, divided into three parts (the preparatory section, the main section, the final section) and the share of using the auxiliary method of time was (30) minutes. The experimental and control groups work together in the preparatory section and in the closing section and separate at the main section. The experimental group works on the training tool and the controlling group works without it with the sports teacher and with the same skills for the football that started and divided the lesson plan. The researcher arranged the educational units as follows in learning basic skills in football, 4 educational units for controlling and handling skills, 4 units for the passing skill, 4 units for receiving skill, and 4 units linking all skills together.

Post test

Posttests were conducted on Tuesday, 4/30/2019 at 10am, in the same school yard, and the researchers created the same conditions for the research in terms of time and place.

Statistical tool

For the purpose of statistical data processing, the researchers used the program SPSS.

Presentation, analysis and discussion of results

presentation of test results (pre and posttest) for basic football skills (passing, receiving and ball control) for the experimental and control groups and analysing them.

Table (3) shows the pre and post arithmetic mean, the standard deviation, the calculated value of (t) and the

Indication of differences and tests examined for the experimental and control group.

Group	Test	Pre-test		Post-test		T value	sig value	Significan
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
Experimental	Passing	1.5	0.79	4.57	0.65	8.14	0.000	P value
	Receiving	1.83	1.33	8.83	1.33	15.19	0.000	P value
	Controlling	2.12	0.34	9.34	0.51	61.10	0.000	P value
Control	Passing	1.75	0.86	3.51	0.90	6.28	0.000	P value
	Receiving	2	1.20	5.16	2.51	5.92	0.000	P value
	Controlling	2.25	0.44	6.31	0.47	65	0.000	P value

Significance level (05,0) Degree of freedom (n-2 =) 14

The following table shows the results of the tests for the basic skills in the pre and post tests, and the results showed that there were significant differences in the experimental and control groups. As the arithmetic mean for the pre-test for the passing test is (1.5) with a standard deviation (0.79) for the experimental group. As for the post-test the arithmetic mean is (4.57) with a standard deviation (0.65) and after calculating the value of T calculated using the law of T for the correlated samples that were (8.149) it is a function compared to the value of (sig) at the significance level (05.0) and degrees of freedom (14) amounting to (0.000) which is less than (0.05). This means that there is a statistically significant difference between pre- and post-test in favor of the post-test.

As for the receiving test the arithmetic mean for the experimental group in the pre-test is (1.83) with a standard deviation of (1.33). And for the post-test the arithmetic mean is (8.83) with a standard deviation of (1.33). And after calculating the value of T calculated using the law of T for the correlated samples that were (15.19) it is a function compared to the value of (sig) at the significance level (05.0) and degrees of freedom (14) amounting to (0.000) which is less than (0.05). This means that there is a statistically significant difference between pre- and post-test in favor of the post-test.

For the controlling test the arithmetic mean for the experimental group in the pre-test is (2.12) with a standard deviation of (0.34). And for the post-test the arithmetic mean is (9.43) with a standard deviation of (0.51). And after calculating the value of T calculated using the law of T for the correlated samples that were (61.10) it is a function compared to the value of (sig) at the significance level (05.0) and degrees of freedom (14) amounting to (0.000) which is less than (0.05). This means that there is a statistically significant difference between pre- and post-test in favor of the post-test.

For the passing test in the control group the arithmetic mean for the experimental group in the pre-test is (1.75) with a standard deviation of (0.86). And for the post-test the arithmetic mean is (3.51) with a standard deviation of (0.90). And

after calculating the value of T calculated using the law of T for the correlated samples that were (6.28) it is a function compared to the value of (sig) at the significance level (05.0) and degrees of freedom (14) amounting to (0.000) which is less than (0.05). This means that there is a statistically significant difference between pre- and post-test in favor of the post-test. For the receiving test the arithmetic mean for the control group in the pre-test is (2) with a standard deviation of (1.20). And for the post-test the arithmetic mean is (5.16) with a standard deviation of (2.51). And after calculating the value of T calculated using the law of T for the correlated samples that were (5.92) it is a function compared to the value of (sig) at the significance level (05.0) and degrees of freedom (14) amounting to (0.000) which is less than (0.05). This means that there is a statistically significant difference between pre- and post-test in favor of the post-test. As for the controlling test the arithmetic mean for the control group in the pre-test is (2.25) with a standard deviation of (0.44). And for the post-test the arithmetic mean is (6.31) with a standard deviation of (0.47). And after calculating the value of T calculated using the law of T for the correlated samples that were (65) it is a function compared to the value of (sig) at the significance level (05.0) and degrees of freedom (14) amounting to (0.000) which is less than (0.05). This means that there is a statistically significant difference between pre- and post-test in favor of the post-test. Through the following results of the experimental and control groups in the researched tests, there are statistical differences between the two groups in favor of the experimental group.

Discussing the results

The researchers attribute the reason for learning basic skills in football to the use of the training tool (KICK Training), which had an effective impact on the speed of learning of the researched skills, as learning by the training tool is one of the best educational methods, especially for young age groups. The training tools and all the available capabilities that can be used contribute greatly to the learner's acquisition, mastery, and installation of motor skills. (Fadhila Hussein Youssef, 1984, p. 148). This age stage is one of the best stages of learning because there is a rapid growth that occurs in increasing the actual capacity in terms of intelligence, thinking, attention, focus, observation and remembering, and all these aspects have a great importance in learning (Wajih Mahjoob, 1987, p. 23). The reason for rapid learning and economy at the time comes to the effectiveness of the training tool (KICK training), which has increased the student's contact with the ball, and this has helped him with frequent repetitions in relation to learning and in addition to that the training tool has given more fun and joy to the learner. The teaching tools and devices help to save the effort and time spent by the learners and the teachers and help raise the motivation of the learners and their interest (Qasim Lzam Sabr and others, 2005, p. 88). We observed that the experimental group was superior to the control group, but that would not prevent the control group from developing due to the use of the correct educational methods and the appropriate repetitions as well as the appropriate feedback. And some show that the correct educational curricula are organized and purposeful movements through which we obtain the development of physical, motor and skill characteristics in the field of sports life(Bastawisi Ahmed and others, 1948, p. 235).

Conclusions

The use of the training tool (KICK training) has proven to be more effective in learning the basic skills of football (passing, receiving and controlling the ball). The researchers concluded that using the training tool has great benefits for learning and the learner by providing great learning opportunities by providing fun, eliminating boredom, finding true motivations and the desire to learn basic skills in football. Researchers recommend the need to use the Training KICK as an educational tool to improve the learning process for age groups. Circulating the results of this study related to the use of the training tool (KICK Training) to all training centers for age groups in order to benefit from this educational method in the processes of learning basic football skills.

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