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# **Establishing Standard Levels for Some Physical and Skill Variables for Under-17 Football Players**

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#### Abstract

Measurement and testing have emerged as an evaluation tool in the sports field, as it is one of the sciences in which sports training is based. It plays an important and fundamental role in identifying the level of development of the player and thus determines the extent to which the coach achieves his goals within his training circle. Therefore, there is a need has emerged today for more realistic and accurate tests to measure the level of training status in accordance with game requirements. This study aimed to identify the levels of some physical and skill variables and establish standard levels for some physical and skill variables for juniors under 17 years of age. To achieve this, the study was conducted on a sample of (250) players representing the community of origin for junior players registered with the Iraqi Central Football Association in Baghdad within league clubs. The participants were intentionally selected. Six tests were selected: three physical and three skill tests. A descriptive approach was used to meet the research objectives. The Statistical Package for the Social Sciences (SPSS) was used to process data. This study established standard levels using standard scores for physical and skill variables among the research sample members. The researcher recommended adopting these standards to evaluate the physical abilities and basic skills of under-17 football juniors. In light of the study results, the researcher reached the most important conclusion: the low level of physical and skill variables among junior players in the Premier League in Baghdad clubs. Standard levels were then established using standard scores for physical and skill variables among junior players in Premier League football clubs.

Keywords: Standard levels, Physical variables, Skill, Football

#### 1. Introduction

**C** ports have become an aspect of advanced life and  $\mathcal{O}$  history among the people of the world, which has prompted scientists and researchers interested in this field to harness all other sciences with the aim of raising the physical, skill, tactical, and psychological levels of players, as these variables are considered the basic and main axes through which players reach the highest levels and sporting achievements. Obtaining advanced positions in football games requires attention to forming, organizing, and training junior teams within sports clubs, according to the correct scientific basis. Juniors are the pillars of the future, and the nation's hope for building and honoring a sporting history in which global and national sporting achievements are achieved. Conversely, the lack of attention to the junior base within sports clubs affects the club's

economy and reduces the possibility of the club reaching its highest levels in the future or maintaining these levels if they are reached. This also affects the possibility of national teams reaching international forums. In addition to more advanced training content that is compatible with the capabilities and potential of juniors, which lays the foundation for building a base for young people, creating a generation of people with special talents and abilities. The junior stage, which is described in a series of training sectors in the intermediate or second stage, is considered to be one of the most important stages in developing players and discovering talent. Therefore, paying attention to this stage plays a fundamental role in achieving optimal results in the future. Therefore, the importance of this study lies in advancing this game and establishing a solid base for junior players, who will form the basis

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No.	Clubs	Number of Players	Pilot Study	Excluded Players	Excluded Goalkeepers	Final Number of Players	Percentage
1	Al-Zawraa	25		1	2	22	88%
2	Al-Quwa Al-Jawiya	25	—	2	2	21	84%
3	Al-Talaba	25	_	1	3	21	84%
4	Al-Shorta	25	_	2	2	21	84%
5	Al-Karkh	25	_	2	3	20	80%
6	Al-Naft	25	_	1	3	21	84%
7	Al-Kahraba	25	_	2	2	21	84%
8	Al-Sinaa	25	10	2	2	11	44%
9	Amanat Baghdad	25	—	2	2	21	84%
10	Al-Hudood	25	—	1	3	21	84%
	Total	250	10	25	25	200	80%

Table 1. It presents the details of the sample.

for reaching higher levels in the future. This base of junior players requires establishing scientific foundations based on the training and evaluation process points. A simple evaluation involves verifying the value of something and judging this value through the scores or ratings of tests and measurements, with the aim of identifying the extent of changes resulting from the preparation and training process.

#### 2. Research problem

After reviewing and conducting a comprehensive survey of scientific studies and research, as well as being a former player and coach, following some clubs, and conducting personal interviews, the researcher noted that clubs lack standardized levels for assessing players' performance. This diagnosis helps to identify players' weaknesses and work to overcome them through objective evaluations. Its importance also appears in the monitoring of players' progress during various preparation periods. The researcher also noted that club coaches do not attach importance to physical and skill tests to assess the development of players' performance during training or to comprehensively monitor them despite their importance and impact on athletic achievement. These tests are difficult to define and interpret abstractly when measured. This constitutes an obstacle to providing the necessary accuracy for testing. Therefore, the researcher aimed to answer the following questions.

**Question:** Are there standardized levels of some physical abilities and basic skills among coaches in this category that enable them to identify the level of players in football?

#### Study objectives:

1. To identify the level of some physical and skill abilities among under-17 football players in Baghdad. 2. Establishing standard levels for some physical and skill abilities among under-17 football players in Baghdad.

#### **Research areas:**

Human scope: (200) under-17 youth football players.

**Temporal scope:** September 1, 2024, to February 1, 2025.

**Spatial scope:** The fields where the clubs are under study

#### 2.1. Methods and procedures

The researcher used a descriptive approach because of its suitability for the nature of the study problem and its objectives.

#### 3. Research community and sample

The original community for the current study consisted of youth teams under (17) years old in Baghdad for the 2024/2025 sports season, numbering (10) clubs and (250) players in the total community. The researcher excluded (25) goalkeepers, (25) players, and (10) players for the purpose of the exploratory experiment because of their failure to complete the tests or due to injury, bringing the number to (200) players, representing (80%) of the original community, as shown in Table 1.

#### 3.1. Data collection methods

Arabic and foreign sources and references, personal interviews, tests and measurements, a resultsrecording form, (5) electronic timers, (5) legal football, plastic football markers, a measuring tape, colored cotton ropes to divide the field, and a flexibility box.

Table 2. It represents the relative importance of the physical tests.

No.	Physical Abilities	Relative Importance of the Test
1	Performance Endurance	70%
2	Speed Endurance	96.86%
3	Sprinting Speed	100%
4	Reaction Speed	18.21%
5	Speed-Strength	98.25%
6	Explosive Power	65%
7	Agility	38.78%
8	Flexibility	18.85%

Table 3. It represents the Relative Importance of the Skill Tests.

No.	Basic Skills	Relative Importance of the Test
1	Passing	100%
2	Ball Control (Trapping)	85.28%
3	Dribbling	98.89%
4	Shooting	100%
5	Heading	57.95%
6	Bouncing (Juggling)	25.55%
7	Throw-in	70%

#### 3.2. Research variables

The researcher identified the physical variables (and their tests) through a comprehensive survey of numerous Arabic and foreign references and sources, as well as previous studies that addressed physical variables specific to football. Given the large number of physical variables specific to football obtained from these sources, they were presented to a group of experts and specialists in the field of football, testing, and measurement with the aim of identifying the most important of these variables. A percentage of (75%) or more was set to select the abilities. On this basis, (3) physical variables were selected and nominated by specialists (transitional speed, strength characterized by speed, and speed endurance), as shown in Table 2.

#### 3.3. Determining the skill variables

The researcher identified the basic skills (and their tests) through a comprehensive survey of many Arab and foreign references, sources, and previous studies that dealt with the basic skills in football. They were presented to a group of experts and specialists in the field of football, testing, and measurement with the aim of determining the most important basic skills. A percentage of (75%) or more was used to select the abilities. On this basis, (3) basic skills were selected and nominated by specialists (passing, scoring, dribbling), as shown in Table 3.

Tests used in the research: Physical tests

**First: Transitional speed: Test name:** Sprint test (30) m [13, p. 75]

Test objective: Measure transitional speed

**Tools used**: two stopwatches, a whistle, three indicators, and a recording form.

#### 4. Performance method

The test subject stood behind the first indicator and, upon hearing the whistle, ran until they reached the second indicator, located (20) m from the first indicator. They continued running until they reached the second indicator, located (30) m from the second indicator, so that the total distance covered by the test subject is (50) m.

#### 4.1. Scoring

The time for each test subject was recorded from the moment they reached the second indicator until they crossed the finish line, that is, a distance of (30) m, and the test subject was given a single attempt.

**Second: Test name**: Run the maximum distance in (10) [12, p. 154]

**Test objective:** Measure strength characterized by speed.

**Equipment used**: Stopwatch, whistle, measuring tape, scoring form.

#### 4.2. Performance method

The player stood behind a marked mark on the ground. After hearing the whistle, the player hops on one leg at the tester's discretion in a specified straight line as quickly as possible.

#### 4.3. Scoring

The distance covered by the tester was recorded within a period of (10) seconds, and the tester was given only one attempt.

Third: Test name: 180m rebound sprint from standing position [9, p. 134]

Purpose of the test: To measure speed endurance.

**Equipment used**: tape measure, manual stopwatch, (4) markers, (15) m distance between each marker, and whistle.

#### 5. Performance Description

After the starting signal (whistle), the player starts from the first post (the start) to the second post, returns to the start, runs to the third post, returns to the start, then runs to the fourth post, and returns to the start. The player then completed the test.

#### 5.1. Scoring

The scorer recorded the time taken in seconds to the nearest 1% of a second.

- Each player makes a successful attempt.
- The attempt is repeated if the player fails to perform (falls during rebound).

**Basic Skills:** First: Passing: Receiving and Passing [9, p. 297]

Purpose of the Test: To measure passing accuracy.

**Equipment Required:** Five players, five small goals (1) m wide and (0.5) m high, five legal footballs, and a measuring tape.

#### 6. Test Procedures

(5) Players stand in a straight line, 2 m apart. The five targets were in front of the players, located (30) m apart. The test player stands between player numbers 1 and 1. Upon hearing the start signal, the test player receives the ball from player number 1, and then quickly turns within the specified 2 m distance located in the middle of the distance between the five targets and the line. He then passed the ball toward target number 1 and repeated the attempt with his teammates.

**Scoring Method:** No score was awarded if the target was not hit, whereas one score was awarded for each hit.

Second: Scoring:

**Dribbling the ball between the scoring posts** [8, p. 163].

Objective of the Test: To measure scoring accuracy.

**Equipment Used:** (5) legal football, goal-marking tape, measuring tape, and (6) posts.

**Test Procedures:** Layout of the test area. Six posts are placed 2 m apart, with the total distance to the penalty arc being 14 m. The goal is divided into three sections: the first 1 m from the post and the third. The distance between the first and third sections is presented in section.

**Test Description:** The player begins rolling between the posts from the start line to the finish line and shoots towards the goal.

**Scoring:** - The player is awarded one point in the second section.

- The player is awarded two points in the first and third sections.
- The player is awarded zero if the ball is outside the goal.

**Third: Test Name:** Straight and Zigzag Rolling Back and Back [9, p. 99]

Objective of the Test: Rolling the ball.

**Availability and Equipment:** (5) posts, soccer balls, a stopwatch, measuring tape, and a burke.

#### 7. Test description

Five plastic posts were placed such that the distance between the posts was 1 m, and the distance between the start line and the first post, and between the fifth post and the return line was 3 m. Performance Method: The player performs a straight roll from the starting line to the first post and then rolls between the posts. Upon passing the last post, they performed a straight roll for a distance of 3 m, then circled around the post and completed the test until they crossed the finish line.

**Test Conditions:** - The player must roll the ball between the posts.

- The player must cross the finish line completely to return and complete the test.
- If the tester loses control of the ball, they must return to and complete the test from the spot where they lose the ball. Each tester was subjected to two attempts.

**Scoring**: The optimal time between two attempts (the best attempt) was calculated.

#### 8. Pilot experiment

To determine the suitability of the tests, the research sample's response, how to implement them, avoid errors, identify obstacles to test implementation, and define the duties of the support team, the pilot experiment was conducted on a sample of (10) players from the Al-Sinaa Club. They were then excluded from the experiment on September 15, 2024, at 4:00 PM at the Al-Sinaa Sports Club stadium. The errors were identified, addressed, and developed. The objective of the pilot experiment was to identify the problems and difficulties facing the researcher and the support team during test implementation, determine the sample's comprehension of the tests used, train the support team on how to implement the tests, and determine the time required to complete the tests.

**Main Experiment:** The researcher conducted the main experiment on the research sample from October 1, 2024, until February 1, 2025.

**Statistical Methods**: The SPSS statistical package was used to extract the results.

#### 9. Results presentation

Presentation of the Physical and Skill Abilities Results for the Research Sample Members. The statistical parameters of the physical and skill variables before the intervention are presented in Table 4.

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No.	Physical Abilities/Skills	Unit of Measurement	Mean	Standard Deviation	Best Value	Lowest Value	Skewness
1	Maximum Speed	Second	4.90	0.31	4.23	5.58	0.23
2	Speed Endurance	Second	33.70	2.28	31.85	35.86	0.49
3	Speed-Strength	Meter	55.64	2.25	52.20	58.93	0.31
4	Passing	Score	6.33	0.91	8.59	4.10	0.59
5	Shooting	Score	6.10	0.88	9.86	3.97	1.13
6	Dribbling	Second	10.16	0.59	12.24	7.90	0.44

Table 4. It shows the statistical parameters of the physical and skill variables.

Table 5. Standard scores of players in physical and skill tests using the sequential method (Part 1).

Standard Scores	Maximum Speed	Speed Endurance	Speed-Strength	Passing	Shooting	Dribbling
100	3.40	19.20	61.64	17.33	10.60	7.16
99	3.43	19.49	61.52	17.11	10.51	7.22
98	3.46	19.78	61.40	16.89	10.42	7.28
97	3.49	20.07	61.28	16.67	10.33	7.34
96	3.52	20.36	61.16	16.45	10.24	7.40
95	3.55	20.65	61.04	16.23	10.15	7.46
94	3.58	20.94	60.92	16.01	10.06	7.52
93	3.61	21.23	60.80	15.79	9.97	7.58
92	3.64	21.52	60.68	15.57	9.88	7.64
91	3.67	21.81	60.56	15.35	9.79	7.70
90	3.70	22.10	60.44	15.13	9.70	7.76
89	3.73	22.39	60.32	14.91	9.61	7.82
88	3.76	22.68	60.20	14.69	9.52	7.88
87	3.79	22.97	60.08	14.47	9.43	7.94
86	3.82	23.26	59.96	14.25	9.34	8.00
85	3.85	23.55	59.84	14.03	9.25	8.06
84	3.88	23.84	59.72	13.81	9.16	8.12
83	3.91	24.13	59.60	13.59	9.07	8.18
82	3.94	24.42	59.48	13.37	8.98	8.24
81	3.97	24.71	59.36	13.15	8.89	8.30
80	4.00	25.00	59.24	12.93	8.80	8.36
79	4.03	25.29	59.12	12.71	8.71	8.42
78	4.06	25.58	59.00	12.49	8.62	8.48
77	4.09	25.87	58.88	12.27	8.53	8.54
76	4.12	26.16	58.76	12.05	8.44	8.60
75	4.15	26.45	58.64	11.83	8.35	8.66
74	4.18	26.74	58.52	11.61	8.26	8.72
73	4.21	27.03	58.40	11.39	8.17	8.78
72	4.24	27.32	58.28	11.17	8.08	8.84
71	4.27	27.61	58.16	10.95	7.99	8.90
70	4.30	27.90	58.04	10.73	7.90	8.96
69	4.33	28.19	57.92	10.51	7.81	9.02
68	4.36	28.48	57.80	10.29	7.72	9.08
67	4.39	28.77	57.68	10.07	7.63	9.14
66	4.42	29.06	57.56	9.85	7.54	9.20
65	4.45	29.35	57.44	9.63	7.45	9.26
64	4.48	29.64	57.32	9.41	7.36	9.32
63	4.51	29.93	57.20	9.19	7.27	9.38
62	4.54	30.22	57.08	8.97	7.18	9.44
61	4.57	30.51	56.96	8.75	7.09	9.50
60	4.60	30.80	56.84	8.53	7.00	9.56
59	4.63	31.09	56.72	8.31	6.91	9.62
58	4.66	31.38	56.60	8.09	6.82	9.68
57	4.69	31.67	56.48	7.87	6.73	9.74
56	4.72	31.96	56.36	7.65	6.64	9.80
55	4.75	32.25	56.24	7.43	6.55	9.86
54	4.78	32.54	56.12	7.21	6.46	9.92

(Continued)

Standard Scores	Maximum Speed	Speed Endurance	Speed-Strength	Passing	Shooting	Dribbling
53	4.81	32.83	56.00	6.99	6.37	9.98
52	4.84	33.12	55.88	6.77	6.28	10.04
51	4.87	33.41	55.76	6.55	6.19	10.10
50	4.90	33.70	55.64	6.33	6.10	10.16
49	4.93	33.99	55.41	6.24	6.01	10.22
48	4.96	34.28	55.18	6.15	5.92	10.28
47	4.99	34.57	54.95	6.06	5.83	10.34
46	5.02	34.86	54.72	5.97	5.74	10.40
45	5.05	35.15	54.49	5.88	5.65	10.46
44	5.08	35.44	54.26	5.79	5.56	10.52
43	5.11	35.73	54.03	5.70	5.47	10.58
42	5.14	36.02	53.80	5.61	5.38	10.64
41	5.17	36.31	53.57	5.52	5.29	10.70
40	5.20	36.60	53.34	5.43	5.20	10.76
39	5.23	36.89	53.11	5.34	5.11	10.82
38	5.26	37.18	52.88	5.25	5.02	10.88
37	5.29	37.47	52.65	5.16	4.93	10.94
36	5.32	37.76	52.42	5.07	4.84	11.00
35	5.35	38.05	52.19	4.98	4.75	11.06
34	5.38	38.34	51.96	4.89	4.66	11.12
33	5.41	38.63	51.73	4.80	4.57	11.18
32	5.44	38.92	51.50	4.71	4.48	11.24
31	5.47	39.21	51.27	4.62	4.39	11.30
30	5.50	39.50	51.04	4.53	4.30	11.36
29	5.53	39.79	50.81	4.44	4.21	11.42
28	5.56	40.08	50.58	4.35	4.12	11.48
27	5.59	40.37	50.35	4.26	4.03	11.54
26	5.62	40.66	50.12	4.17	3.94	11.60
25	5.65	40.95	49.89	4.08	3.85	11.66
24	5.68	41.24	49.66	3.99	3.76	11.72
23	5.71	41.53	49.43	3.90	3.67	11.78
22	5.74	41.82	49.20	3.81	3.58	11.84
21	5.77	42.11	48.97	3.72	3.49	11.90
20	5.80	42.40	48.74	3.63	3.40	11.96
19	5.83	42.69	48.51	3.54	3.31	12.02
18	5.86	42.98	48.28	3.45	3.22	12.08
17	5.89	43.27	48.05	3.36	3.13	12.14
16	5.92	43.56	47.82	3.27	3.04	12.20
15	5.95	43.85	47.59	3.18	2.95	12.26
14	5.98	44.14	47.36	3.09	2.86	12.32
13	6.01	44.43	47.13	3.00	2.77	12.38
12	6.04	44.72	46.90	2.91	2.68	12.44
11	6.07	45.01	46.67	2.82	2.59	12.50
10	6.10	45.30	46.44	2.73	2.50	12.56
9	6.13	45.59	46.21	2.64	2.41	12.62
8	6.16	45.88	45.98	2.55	2.32	12.68
7	6.19	46.17	45.75	2.46	2.23	12.74
6	6.22	46.46	45.52	2.37	2.14	12.80
5	6.25	46.75	45.29	2.28	2.05	12.86
4	6.28	47.04	45.06	2.19	1.96	12.92
3	6.31	47.33	44.83	2.10	1.87	12.98
2	6.34	47.62	44.60	2.01	1.78	13.04
1	6.37	47.91	44.37	1.92	1.69	13.10

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Determining the standard levels: After finding the standard scores for the sample results in the designed tests, the standard levels were determined according to the Gauss curve for the normal distribution, as "most of the characteristics and attributes measured in physical education have a distribution close to the normal distribution" (one of the objective methods for estimating scores, especially if the group on which the measurements are conducted is large) [8, p. 450].

Adjusted Standard Scores	Normative Levels	Maximum Speed (No. of Players)	%	Speed En- durance (No. of Players)	%	Speed- Strength (No. of Players)	%
70 and above	Very Good	15	7.5%	10	5%	22	11%
60-69.9	Good	21	10.5%	16	10.5%	25	12.5%
50-59.9	Average	28	14%	23	11.5%	30	15%
40-49.9	Acceptable	105	52.5%	110	55%	88	44%
30-39.9	Weak	21	10.5%	26	10.5%	22	11%
29.9 and below	Very Weak	10	5%	15	7.5%	13	6.5%

Table 6. It shows the normative levels of players in the physical tests.

#### 10. Discussion of the results

The results of the physical tests in Table 6 show that most of the samples achieved an acceptable level in the maximum speed variable. These results were below the levels required for the study sample. This weakness in the speed variable in the study and the low level will lead to weak skill performance. This is what Abu Al-Ala [2, p. 109] confirms: "Skill performance at slow speed has drawbacks, as it is impossible to sense skill performance. However, if the speed is high, the player can control the skill performance well." Al-Mawla Asaad [14, p. 183] also points out: "However, there is no place for a slow player in modern football." Abu Khait [3, p. 263] also confirms that speed is considered an important determinant of football results if physical and skill performance and lines depend in most parts on speed." Regarding the endurance variable, Table 5 shows that the research sample also fell within an acceptable level. This is considered a clear weakness, as the player's weapons against fatigue have not risen to the required level. The researcher believes that this is due to the training programs adopted by coaches, which rely mostly on improvisation and are not subject to scientific foundations and principles, and to the lack of using modern methods and means in sports training. Some coaches did not pay attention to endurance elements during the training session. Abu Areeda [5, p. 87] points out that "the focus in the training session is on developing the endurance element due to its importance in the game of football, as it is the basic foundation for developing the rest of the elements of physical fitness." Abdul Ghani [11, p. 379] points out that "endurance is one of the important physical elements in a large number of sports, as it plays a role in determining the level through the level of the heart." Abu Abdo [4, p. 38] also points out that "endurance is of great importance to general sports and football players in particular, due to its positive and protective effect on the heart and circulatory system, in terms of the level of achievement during competitions and the performance of training conditions during training, on the other hand." The strength characterized by speed also fell to an

acceptable level, which indicates a weakness in the strength characterized by speed. This low level of strength, characterized by speed, leads to weakness in skills and tactical performance. This is confirmed by Al-Baik et al. [6, p. 21], who stated, "The component of muscular strength negatively affects the mastery and development of skill and tactical performance and failure to reach a high level." Abu Al-Ala [1, p. 133] also pointed out that strength, characterized by speed, is linked to skill performance. The better the strength characterized by the speed that the player possesses, the higher his skill performance will be." The researcher attributed the weakness of strength characterized by speed in the study sample to the trainers' failure to use exercises and training that work to integrate speed with strength during muscle contractions, which leads to the advancement of strength characterized by speed. This is confirmed by Al-Basati [7, p. 94], who states, "In training strength characterized by speed, the trainer must ensure the availability of a level of strength and speed before starting this type of training, as the development of strength characterized by speed depends on: A-Muscular strength. B- Speed. C- The compatibility of speed work with strength'."

## 11. Discussion of the results of the skill tests under study

It is clear from Table 7 that the sample level falls within the average level of the passing skill. This indicates that the sample is characterized by the accuracy of the passing skill, which is considered one of the most used skills during the match. The researcher believes that passing skills, which are considered one of the most used skills in the game of football, as it is an important means of implementing game plans and moving to the opponent's goal in the shortest possible time, indicates that the content of the curriculum has an impact on the performance level of this skill towards the best. The important impact of the coach is in directing his players to master the passing skill in its various types as a means of moving to the opponent's field and implementing the required plans, because

Adjusted Standard Scores	Normative Levels	Passing (No. of Players)	%	Shooting Accu- racy (No. of Players)	%	Dribbling (No. of Players)	%
70 and above	Very Good	15	7.5%	17	8.5%	5	2.5%
60-69.9	Good	35	17.5%	22	11%	10	5%
50-59.9	Average	101	50.5%	36	18%	45	22.5%
40-49.9	Acceptable	40	20%	92	46%	113	56.5%
30-39.9	Weak	7	3.5%	23	11.5%	20	10%
29.9 and below	Very Weak	2	1%	10	5%	7	3.5%

Table 7. It shows the normative levels of players in the skill tests.

the handling is faster than that of the player and more used in the match. The passing skill is also considered one of the basic means through which an attack is started by reaching the opposing team's goal and achieving victory. Therefore, the inability to perform this exercise weakens the team and affects the result of the match. As Hughes [15, p. 106] indicates, there is nothing that destroys the team, except for the abundance of inaccurate passes. The researcher attributes the study sample falling within the average to the exercises given by the coaches in their curricula, which are characterized by diversity and repetition, which I can the coach provides during the training session, and gives the player the opportunity to repeat and rehearse the skill. In addition, coaches rely on modern methods during the implementation of the training session, as they need to choose exercises whose content and speed may be compatible with the changing situations of the game and the movement that the player performs on the field during the match. The scoring skill was at an acceptable level and may have been low because of its great importance in deciding matches. This is attributed to the weakness of the physical variables of the study variables that contribute to the scoring skill, as Kamash and Abu Khait [3, p. 248] indicated that the variables of speed, ability, and endurance are the most contributing physical characteristics to the scoring skill in football. Therefore, a decrease in these variables for football players leads to a decrease and weakness in scoring skills. Players must be selected from among those who have physical characteristics that contribute to the level of performance in football. To advance the scoring skill and bring it to the required levels, training must be used that uses auxiliary tools and ready-made goals or those drawn on the wall while continuing to repeat scoring several times and in different ways from different angles during the training unit, through which the result of the match is decided, as Mahmoud [14, p. 32] indicates. However, football scoring is one of the most important skills through which the results of matches are improved. The results were low and below the required level despite the importance of this skill through which victory is achieved, as Abdul Jawad Hassan indicates. [10, p. 52] Training to score against a wall is one of the most important training topics because it allows the player to receive the ball from an unexpected angle and then score the second goal in the desired location. Regarding dribbling skills, the results were acceptable, which was good for this category. The researcher attributed this to the fact that improving this skill requires special exercises, such as competitive and compound exercises. Improving dribbling skills requires constant repetition and use of various exercises characterized by changing conditions and external factors, such as the presence of one or more competitions. The exercises were based on a scientific approach to standardize training loads appropriate for the level of the research sample. Dribbling relies primarily on both physical and skill aspects, as it cannot be performed without a ball.

#### 12. Conclusions and recommendations

Based on the results of the experiment, the researcher reached the following conclusions were drawn:

- 1. Low levels of physical and skill variables among youth under 17 years of age in Baghdad.
- Establishing standard levels using standard scores for physical and skill variables among youth under 17 years of age in Baghdad.

#### 13. Recommendations

The researcher recommends the following:

- 1. It is necessary for the Iraqi Central Football Association to adopt the standards and levels reached by this study to benefit from them in measuring, evaluating, classifying, guiding, predicting, and selecting the research community.
- The necessity for coaches to adopt selected tests for physical and skill variables for youth football when evaluating, diagnosing, and selecting and using them.

3. Conducting a comparison between the results of the standard levels of this study with the standard levels of other similar foreign studies.

#### Author's declaration

#### Conflicts of interest: None.

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

Ethical-Clearance: this manuscript approved by local ethical committee of physical education and sport sciences college for women on (September/2024).

#### Author's contributions

All contributions of this study were done by the researchers (R.M.) who get the main idea and work on writing and concluding also with number of experts, Riyad Mezher in Statistics, Sri Sumartiningsih in revision, Nibal ahmed in translating, Batoul Ahmed Salim in proofreading.

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