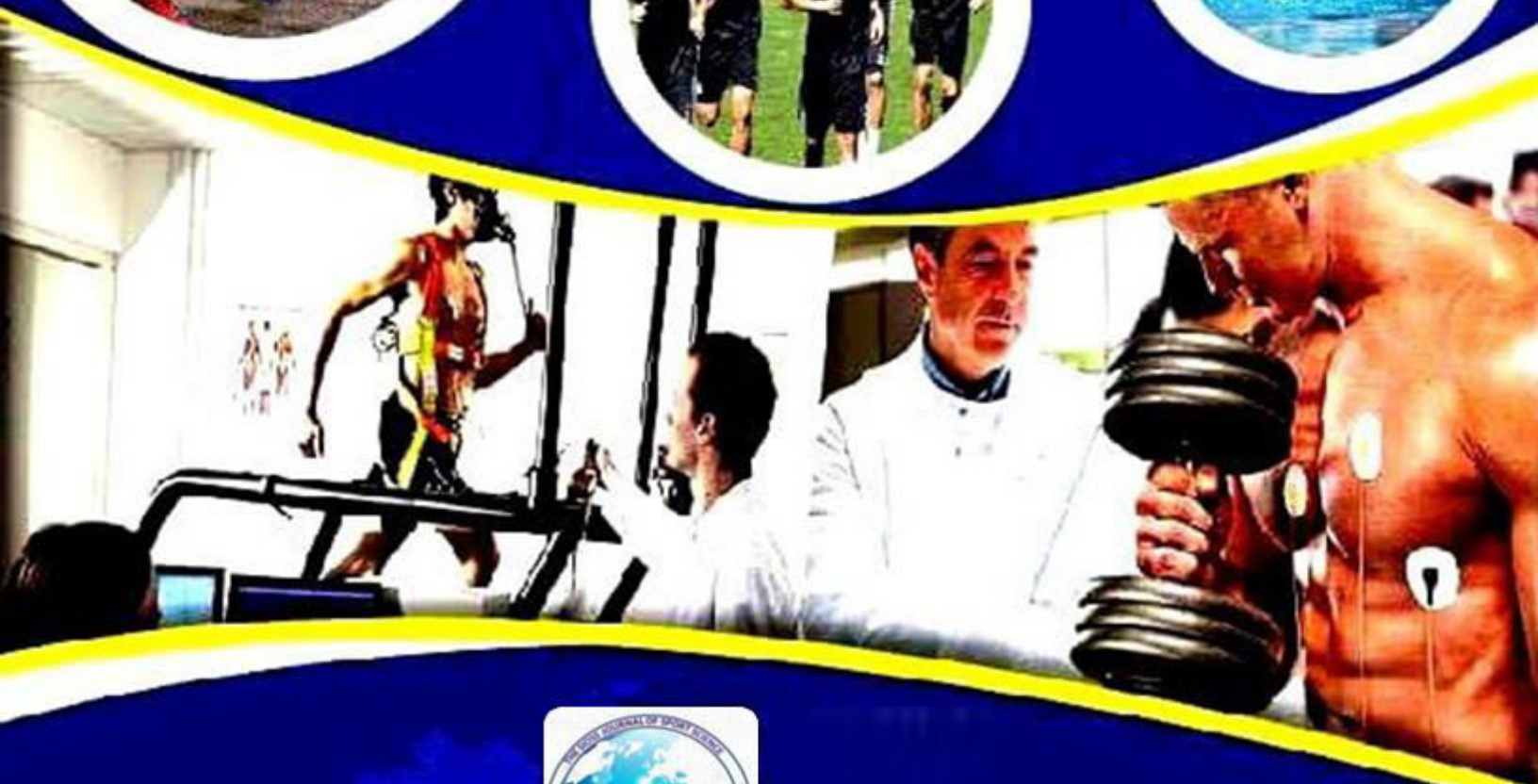




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## **Effect of weight lifting training on development of technical skills for children under 11 age**

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**ABSTRACT:**

The aim of the research is to identify the effect of weight training to develop the skill side on goal shooting, running the ball, throwing the seam and playing ball in football players under the age of puberty .The researcher used the experimental method. The most important results reached by the research there are statistically significant differences between the tribal and remote sample of the research in the tests of skill for the benefit of telemetry.

**Keywords:** weight training, skill development, football.

## 1. INTRODUCTION

Football is the first popular game in the world. It has evolved rapidly and there is a need to improve the children's skills in early in order to increase the performance and become a good footballer under any circumstances. Football in accordance with the environmental and social conditions being played all over the countries. The young age groups are the strong pillar to build an advanced level of football in the future, and they will represent the basic and broad base event for country, if they were selected scientifically, attentively and trained them physically and psychologically to enhance their skills. This comes only through proper planning based on training programs and based on test results and measurements that give the true indicator of the skillful reality for this age group.

The idea of a football requires players to be skilled, as a highly skilled player can overcome competitor in terms of performance required in the case of convergence of technical level. This is what we see from the suffering and difficulties faced by players in various categories. Muscle strength is one of the most important foundations on which the movement skills of football players depend.

Abdul Aziz Al-Nimr and Nariman Al-Khatib (1996): The results of some researches and studies have agreed that muscle strength is a key factor in the ability to enhance performance.

According to Westcott and Wayne (1993), The goal of weight training programs is to increase muscle strength, protect muscles, and balance different muscle groups. Speedup of muscle contraction, it was found that the weight training is has fastest result in order to improve the movement skills. This is supported by Mahmoud Mohamed Labib (2006). Kinetic skills characteristic to exercises of a special nature (physical - skill) similar to this performance.

## 2. RESEARCH PROBLEM AND IMPORTANCE:

Through the research based on readings acquainted with the previous reference studies related to this area, as well as field experience in the field of sports training football. The researcher noted the following:

- 1 - The existence of an unresolved point of disagreement among scientists and researchers in the possibility of using weight training for children in pre-puberty as one of the methods of developing muscle strength of all kinds.
- 2 - There is disagreement about the appropriate age to start weight training for children before puberty.
- 3 - Disagreement about the appropriate training load for training children at this stage.

The origin of the dispute:

- 1 - Medical and sports reports claimed that there is no benefit from weight training for this stage; because at the pre-puberty age there is a lack of male hormone testosterone.
2. Others felt that weight training for this stage was useful it could be helpful in gained:
  - Strength for their dependence on neuromuscular adaptations.
  - The secretion of growth hormone from the pituitary gland without looking for the male hormone.
  - The secretion of growth hormone from the pituitary gland without looking for the male hormone.

Based on this controversy, the researcher increased his interest in conducting this study, which aims to identify the impact of weight training on the development of some technical skills for football practitioners under 11 years.

How research flow:

- Survey.
- Scientific results.
- Analysis of results.
- Exploratory study.
- Analysis of programs under the age of 11 years.
- Skill tests.

By observing the researcher in one of the previous methods, the researcher noted that the sample of the research was classified in the skill side as:

- 1 - Double scrolling over long distances.
- 2 - Poor passing for long distances
- 3 - Not to keep the ball for a long time.
- 4 - Low speed due to weak muscle strength.
- 5- Reduced contact throws as a result of weak muscle strength.

All of the above by physical skill tests.

### 3. RESEARCH GOALS

The research aims to identify the impact of the weight training program for children under the age of puberty football practitioners on the performance of some technical skills in football: (shot on goal, running football, passing and control of football (bouncing), throwing seam).

- 1- Preparing a training program for weightlifting for football players under the age of puberty; to develop some basic technical skills.

- 2 - Identify the impact of the training program weightlifting in the development of some basic skills for football players under 11 years.

### 3. HYPOTHESES

- 1- There are statistical differences between the pre and post measurements of the control group in the skill performance level under consideration for children under 11 years in favor of the post measurement.

- 2 - There are statistical differences between the pre and post measurements of the experimental group in the level of skill performance under consideration for children under 13 years in favor of telemetry.

- 3 - There are statistical differences in the telemetry of the control group in the skill performance level under consideration for children under 13 years for the experimental group.

### 4. DEFINED TERMS

- 1 - Program: is the operations to be carried out so as to take into account the start and end of these operations, according to a specific time and a clear goal. It is a number of training modules organized according to the methodology of sports training, taking into account a clear goal and a specific time.

- 2 - Basic skills: are all necessary and purposeful movements that are performed for a particular purpose under the law of football, whether these movements are with or without the ball, and are in: (throwing the ball, reception Ball, Head Play, Seam, Pass Ball, Ball Control ).

- 3 - Football academies: is a sports educational facility that includes a group of outstanding players, selected on the basis of skill tests, and trained.

4 – Weightlifting: is a set of weightlifting exercises that include the most important working muscles those are required by footballer during the game.

What is meant here : the correlation of the exercise performed to the skill target for which the exercise was chosen in terms of: movement speeds, the type of muscle work (dynamic or fixed), and the type of muscle contraction (central, decentralized ...). It is the same power output system, performance mode (fast, slow), and power type Required (explosive, characteristic speed, bearing strength). This requires a variety of devices and weights.

5- Weight training: Weight training is “a method of preparing the player using gradient exercise to increase the ability to produce or counter force.” Weight training involves perform in an effort to make children stronger, more capable, effective and improve performance. (Developing basic motor skills). In addition to changes in body components, this is not required to be done with maximum or minimum resistances, while weight lifting is designed to lift the maximum weight in snatch exercise, clean exercise, and requires that individuals often train with a high intensity. (90% -100%) of the maximum weight can be lifted once.

6- Pre-puberty: Pre-puberty is a term that means that a child's body has not matured sexually in appearance and size, or chemically in terms of its release of the hormone that begins to shift to the size, body and strength of an adult. The term maturity is defined as: ". It includes several aspects such as: body size, bone growth, reproductive growth, and cognitive growth.

The term pre-puberty applies to the average child up to the basic stage of schooling.

7- Adolescence: Early adolescence, puberty, or a growth spurt begin when the endocrine system begins to release a batch of sex hormones that

lead to many changes related to growth both in terms of appearance, such as: increased rates of bone growth, and muscles. Or in terms of internal manifestations of growth affective, such as: internal organs, body chemistry and emotions towards the opposite sex. The timing of this stage varies from child to child; for different genes, which explains why children begin early adolescence at slightly different ages, and ordinary children begin early adolescence or growth spurt between the ages of ten and fifteen. Although both boys and girls undergo this change, the growth spurt for boys occurs in the 12 to 14-year-olds. Among them, early adolescence ends when the growth spurt stops.

## 5. PREVIOUS STUDIES

Dr. Abdulaziz Al-Nimr and Dr. Atef Rashad (2001):

"Effect of weight training program on improvement rates in muscle capacity and digital levels of short-distance swimmers in pre- puberty."

Objective: To design a weight training program for short-distance swimmers in pre-puberty, to identify the impact of the program on rates of improvement in muscle strength, to identify rates of improvement in digital levels.

In the research, sample consisted of (25) young men and women, who were randomly selected from the swimming pool in Zamalek club, their ages ranged between (9-12) years, and they were not previously trained by weight, and were divided into two groups:

Experiment: (15 players), opted to implement the program of weight training, and (10 players) for other.

The results of this research have shown that there is a positive effect of resistance training using weights to develop muscle strength in pre-adult children.

The improvement rates ranged between (26.37% to 58.75%) between the pre and post measurement of the sample in question.

In muscle strength variables. The rates of improvement also ranged from 9.98% to 35.95% between the pre and post measurements of the experimental group.

Agamy Mohamed Agamy's Education

"Proposed weight training program to develop the distinctive power of speed and its impact on the strength and accuracy of the passing of the junior football."

Objective of the study: To identify the effectiveness of the proposed weight training program in the development of power distinctive speed, and its impact on the strength and skill accuracy of emerging football players. The research sample included (40) players, at the age of (16) years in Alexandria Club, and they were divided into two equal groups. (Torso and abdomen). The program included 3 lessons per week for 8 weeks.

Main results: The training program using weight has led to the development of the characteristic force speed at high rates of the experimental sample compared to the control sample.

The program was based on weightlifting to develop the strength of the distinctive speed to improve the strength and skill accuracy of the correction of the young football players.

Refaie Mostafa Hassan's Education (1994):

"A comparative study between the impact of the method of using weights and the method of collision to develop the strength of the characteristic speed of the two football player."

Objective of the study: To identify the impact and the difference between the two methods in the development of the distinctive power of the speed of the two football players.

The research sample included (30) players under (17) years. The researcher used the experimental method for two experimental groups that were chosen by the random method.

Program was planned 3 days training modules per week.

Main results: Both weight training and wrestling have positively influenced the development of the fast-paced strength of football players.

Collision training method achieved a better proportion of the method of weight training in the development of the distinctive strength of the speed of the two football players.

Amr Elsokkary (1999):

"The effect of a weight training program on the dynamics of the development of muscle strength and its relationship to muscle capacity."

Objective of the study: To identify the impact of the proposed program on the dynamics of the development of muscle strength and its relationship to muscle capacity.

The research sample included (41) students of the Department of Physical Education, Faculty of Medina, the researcher used the experimental method using one experimental group with pre-measurement and several dimensional measurements.

Main results: Increased rate of growth of muscle strength (14.47% - 27.19%).

- Increase rates were rapid at the beginning of the program and then slow down.

- The development of muscle capacity and speed of the students increase.

Costelo's study (1984):

The impact of the use of pelletic and weight training exercises on increasing the explosive strength of football players.

Objective of the study: To identify the impact of pelletic training, and weight training on the strength characteristic speed of football players.

The research sample consisted of (26) football players. The researcher used the experimental method using one experimental group and a control group. The program lasted for 8 weeks with 3 units per week.

The most important results: The results of the study that the plyometric exercises, and weight training have a positive impact on the test of characteristic force at speed, has proved the validity of this program, the researcher recommended its use in other areas.

## 6. METHODOLOGY

The researcher used the experimental method to identify the impact of the weight training program for children under the age of puberty football practitioners on the performance of some technical skills in football: (shot on goal, running football, passing and control football (bouncing), throwing seam).

## 7. SOCIETY AND SAMPLE RESEARCH:

The research community was represented at Al-Ghad Academy in Al-Adaya in Sabya in Jazan region. The sample included (26) players. (13) experimental players, and the other control (13) players, the program was applied to the experimental group first, and then the control group at the Academy, at the rate of (3) classes per week on Saturdays, Mondays, and Wednesday. Duration of the session was (60) minutes for (8) weeks.




## 8. PROGRAM TIMELINE

Start of the program: the third week of the month of Jumada I 1440 AH.

End of the program: the second week of the month of Rajab 1440 AH.



## 9. TRAINING UNIT

Learning stages	The government's support for the government	Exercise	Time	Carried out training	
Warm up.			13 minutes	Repeat	Comfort
Training unit	Physical exercises		20 minutes	3 sets for each 15-20 workout, several body weight or one-minute weight	30 seconds
	Skills		20 minutes	One and half munute	30 Seconds
Calming down			7 minutes		

## 10. USED EQUIPMENTS

S.No	Tools	S.no	Tools
1	Footballs	7	Pegs
2	Different- shaped	8	Salim
3	Rubber ropes	9	Body weight
4	Fellow weight	10	Sandbags
5	Barriers	11	Dumple
6	His mind.	12	Medical balls

## 11. SKILL TESTS

1. Test the aiming skill on goal.
2. Running test in football.
3. Test of control and passing
- 4 - Seam throw

Study variables:

- 1.- Independent variable: weight training.
- 2 - Dependent variable: technical skills.

## 12. PROCEDURAL STAGES OF THE STUDY

The first procedural stage was: Sample selection.

Taking administrative approvals.

- 3 - Choose your special skill in football game.

Selection of appropriate tests.

- 5 - Arbitration and amendment of tests.
- 6 - Team training.
- 7 - Selecting the appropriate sports tools and equipment to conduct tests.
8. Conducting the exploratory study.

## 13. SCOUTING EXPERIENCE

Applying the scientific methods used in the research, and in order to reach accurate results, the researcher applied the tests on the skill side to a group of (5) players, who were later excluded from the experiment, and the test was conducted and re-tested at the same time. Perform tests in this research.

## 14. SCIENTIFIC BASIS OF THE TESTS

In order for tests to be valid in their use and application, the following scientific conditions and principles must be observed:

Stability of the test: Stability of the test is intended to: The test gives the same results if returned on the same individuals and in the same circumstances. Stability of the test is “confidence”. This is because the test does not change in the result (ie, of constant value) during the repetition or repeat, in other words to give stability to the results obtained by the researcher if the experiment is repeated on the same similar group.

The method of stability by testing - retesting is one of the most valid methods of finding the stability factor for tests of performance of education and mathematical and term it some stability factor.

To measure the validity of the tests, the researcher calculated the stability coefficient for all the skill tests, using the retest test method, which was conducted on the young football players under the age of puberty, and excluded other variables affecting. The period between the pre- and post-test during the one-week exploratory experiment was extended to the same sample under the same conditions as the first test.

After performing the skill tests (pre- and post-test) of the exploratory experiment according to its specific specification, the researcher conducted statistical processing and extracted the results.

This statistical treatment resulted in a set of results summarized by the researcher in the table.

Validity test:

To achieve the purpose of the test, the researcher distributed the test form to a group of experts and specialists in the field of football, tests and measurement to ensure the validity of the test for suitability in the research sample. It was found that the test measures what it was designed for. The researcher used sincerity

Arbitrators (virtual) and their percentage (100%) after making some adjustments, and the researcher performed the test on a sample of the

(5) players; for the purpose of finding the stability of the test.

Reliability of the test:

The researcher repeated the test one week after the first test on the same sample that was tested, and the number of (5) players, then the researcher used the law of simple correlation Pearson (R) for the two tests showed a statistically significant relationship between the tests Shown in Table (1).

**Table(1)**

**Pearson correlation coefficient to determine the degree of stability and objectivity of the ball run test**

Test	Tribal testing		After testing		Calculated R value	Level Of significance
	Average arithmetic	Standard deviation	Average arithmetic	Standard deviation		
Running with a ball	18.80	2.39	26.20	1.92	0.864	Moral

The value of (R) table at the degree of freedom (5) and the level of significance (0.05) = ( 0.755 ).

**Table(2)**

**Pearson link coefficient to determine the degree of stability and objectivity of the goal-testing test**

Test	Tribal testing		After testing		Calculated R value	Level Of significance
	Average arithmetic	Standard deviation	Average arithmetic	Standard deviation		
Shooting at goal	7.90	1.24	8.80	1.30	0.986	Moral

The value of ( R) tablism at the degree of freedom (5) and the level of significance of (0.05) = (0.755 ).

**Table(3)**

**Pearson correlation coefficient to determine the degree of stability and objectivity of the control and control test**

Test	Tribal testing		After testing		Calculated R value	Level Of significance
	Average arithmetic	Standard deviation	Average arithmetic	Standard deviation		
Control and Pass	12.00	1.87	6.80	0.84	-0.639	Moral

**Tabular value (R) at freedom degree (5) and significance level (0.05) = (0.755).**

**Table (4)**

**Pearson correlation coefficient to determine the degree of stability and objectivity of the seam throw test**

Test	Tribal testing		After testing		Calculated R value	Level Of significance
	Average arithmetic	Standard deviation	Average arithmetic	Standard deviation		
Seam throw	10.60	0.89	12.80	0.84	0.869	Moral

**Tabular value (R) at freedom degree (5) and significance level (0.05) = (0.755).**

## 15. VIEW AND DISCUSS RESULTS

This chapter presents the results of the study arranged according to the objectives and hypotheses of the study.

accordance with the following laws: (Percentage, arithmetic mean, standard deviation, simple correlation coefficient (Pearson), torsion rate, test (v), rate of change%). (Al Naimi, Al Bayati, 2006).

Statistical Methods: The researcher used the statistical program SPSS version (25) in

**Table (1): Characterization of the study sample**

Sample search		Controlled search sample		Experimental search sample	
Number	Percentage	Number	Percentage	Number	Percentage
26	100 %	13	50 %	13	50 %

**Table (1) shows the statistical description and percentages of the research sample.**

The researcher did the homogeneity of the research sample in: growth variables, and the age of training;

**Table (2): arithmetic mean, standard deviation and homogeneity coefficient value of the research sample in growth variables and training age sample number = 26**

Variables	Average arithmetic	Standard deviation	Broker	Twisting rate
Age	10.23	1.52	11	-1.68
Length	140.97	6.37	140	-1.74
Weight	36.78	6.87	36.5	-1.74
Training age	3.03	1.18	3	-1.72

It is clear from Table (2) that the values of the arithmetic mean are missing the values of the standard deviations and that the values of the torsion coefficients ranged from (-1.68 - 1.74). That is, they were limited to ( $\pm 3$ ), which indicates the homogeneity of the research sample and the moderation of their distribution in these variables.

## 16. RESEARCH TOOLS, DEVICES

### AND TESTS:

First: The means and devices used:

- Meter device for measuring length.
- Calibrated medical balance to measure weight.
- Stopwatch.
- Football (20) (legal).
- Metric tape measure to measure distance.
- Ground adhesive tape to determine the distance.

People of different sizes, scoring form, blackboard.

Analysis and discussion of test results:

Since the sample size of the current study is small type ( $n = 13$ ), non-parametric statistical methods were used to process the data obtained, which is more appropriate for the nature of the variables of the current study, and the sample size.

- Shapiro-Wilk test: to check distribution moderation.

Willcoxon test: to study the differences between grade averages for the associated groups.

To examine the significance of these differences between tribal measurements in the light of this variable, we will first examine the moderation of the distribution of sample scores among students in the experimental and control groups in the skill performance level, and the following table shows the results of the Shapiro-Wilk test for small samples.

**Table (3): Shapiro-Wilk test results to examine the homogeneity of distribution on the pre-measurement of the experimental group in skill level**

Skilled performance	Measurement	Statistical value	Level of significance
The skill of running with a ball	Tribal	.914	.209
Goal-scoring skill	Tribal	.901	.137
Control and Pass skill	Tribal	.922	.266
The skill of a seam throw	Tribal	.909	.175

Null hypothesis: The data follow the normal distribution.

Alternative hypothesis: Data do not follow normal distribution.

- Since the level of significance of the test Shapiro = .914 running skill of the ball and is greater than 0.05, so we accept the null hypothesis that the data follow the normal distribution. Resolution: We use the t-test for the two associated samples.

- Since the level of significance of the test Shapiro = .901 aiming skill on goal and is greater than 0.05, so we accept the null hypothesis that the data follow the normal distribution. Resolution: We use the t-test for the two associated samples.

- Since the level of significance of the test Shapiro = .922 control skill and control is greater than 0.05, so we accept the null hypothesis that the data follow the normal distribution. Resolution: We use the t-test for the two associated samples.

- Since the significance level of the Shapiro test is = .909, the seam throw skill is greater than 0.05, so we accept the null hypothesis that the data follow the normal distribution. Resolution: We use the t-test for the two associated samples.

Analyze and discuss test results.

- Skill of running football.
- Shooting skill on goal.
- Skill control and control.
- The skill of throwing a seam.

Although pre-and post-test experimental design is adopted which greatly reduces the effect of variables

However, the research groups were rewarded to study the differences between the average scores of the students in the experimental and control groups. Analysis of the independent T Test; to compare the differences between the mean scores of the members of the research sample in the tribal application as shown in Table (4) as follows:

**Table (4): Arithmetic averages and standard deviations of scores for the control group and the pre-experimental group**

<b>Skills</b>	<b>Group</b>	<b>Arithmetic medium</b>	<b>Standard deviation</b>	<b>Value t</b>	<b>The significance</b>
<b>Ball running skills</b>	<b>Tribal measurement of the experimental group</b>	<b>22.54</b>	<b>4.075</b>	<b>1.251</b>	<b>0.223</b>
	<b>Tribal measurement of the control group</b>	<b>20.54</b>	<b>4.075</b>		
<b>Goal-shooting skills</b>	<b>Tribal measurement of the experimental group</b>	<b>8.00</b>	<b>0.957</b>	<b>0.756</b>	<b>0.457</b>
	<b>The dimension measurement of the control group</b>	<b>7.73</b>	<b>0.857</b>		
<b>Control and Pass skills</b>	<b>Tribal measurement of the experimental group</b>	<b>12.15</b>	<b>2.641</b>	<b>1.931</b>	<b>0.065</b>
	<b>The dimension measurement of the control group</b>	<b>10.15</b>	<b>2.641</b>		
<b>Seam throw skills</b>	<b>Tribal measurement of the experimental group</b>	<b>11.54</b>	<b>2.470</b>	<b>1.600</b>	<b>0.123</b>
	<b>The dimension measurement of the control group</b>	<b>10.08</b>	<b>2.178</b>		

The results related to the first hypothesis through Table (4) showed that there are no statistically significant differences at the level of significance ( $0.05 \geq \alpha$ ) between the scores for the experimental group and the pre-control group for physical skills (running skills, aiming skills, control and control skills, skills). Seam throw)

and no statistically significant differences in all skills showing the homogeneity of the two samples in the pretest.

The second hypothesis: There are statistically significant differences between the pre and post criteria of the experimental group in the skill

performance level (under consideration) in favor of the telemetry.

the post application, the T test was used for the two related samples as shown in Table (5) as follows:

To compare the differences between the mean scores of the experimental research sample in

**Table (5): Arithmetic averages and standard deviations of grades for the control group and the pre-experimental group**

<b>Skills</b>	<b>Group</b>	<b>Arithmetic medium</b>	<b>Standard deviation</b>	<b>T Value</b>	<b>The significance</b>
<b>Ball running skills</b>	<b>The dimension measurement of the experimental group</b>	<b>27.62</b>	<b>1.895</b>	<b>10.29</b>	<b>0.000</b>
	<b>The dimension measurement of the control group</b>	<b>20.62</b>	<b>1.557</b>		
<b>Goal-shooting skills</b>	<b>Tribal measurement of the experimental group</b>	<b>11.54</b>	<b>2.470</b>	<b>5.130</b>	<b>0.001</b>
	<b>The dimension measurement of the control group</b>	<b>7.81</b>	<b>0.879</b>		
<b>Control and Pass Skills</b>	<b>Tribal measurement of the experimental group</b>	<b>6.38</b>	<b>1.325</b>	<b>-5.581</b>	<b>0.000</b>
	<b>The dimension measurement of the control group</b>	<b>9.77</b>	<b>1.739</b>		
<b>Seam throw skills</b>	<b>Tribal measurement of the experimental group</b>	<b>17.38</b>	<b>2.063</b>	<b>10.57</b>	<b>0.000</b>
	<b>The dimension measurement of the control group</b>	<b>10.31</b>	<b>1.251</b>		



The results related to the second hypothesis through Table (5) showed that there are statistically significant differences at the level of significance ( $0.05 \geq \alpha$ ) between the scores for the experimental group before and after. For the post grades of physical skills: (skills of running ball, skills of aiming on the goal, skills Control and control, seam throw skills) for the experimental group.

- The skills of running the ball in the pre-test obtained an arithmetic mean of 22.53, a standard deviation of 4.07 and a post-test was the mean value of the mean of 27.61, a standard deviation of 1.89 and a value of t calculated as a value of -5.459 and this at a level of 0.05 and a level of significance less than 0.05 This means that there are statistically significant differences between pre and post test results and these differences are significant in favor of post test.

- The aiming skills in the pre-test got an arithmetic mean of 8, a standard deviation of 0.96 and a post-test was the mean value of the arithmetic average of 11.54, a standard deviation of 2.47 and a calculated value of t had a value of -4.329 and this at a level of 0.05 and a level of significance less than 0.05 This means that there are statistically significant differences between pre and post test results and these differences are significant in favor of post test.

- Control and control skills obtained in the pre- test on an arithmetic mean of 8 and a standard deviation of 0.96 and the post-test was the mean value of the arithmetic mean of 12.15, a standard deviation of 2.64 and the value of the calculated t has a value of 9.603, which is at a level of 0.05 and a level of significance less than 0.05. The presence of statistically significant differences between pre and post test results and these differences are significant in favor of the post test.

- Seam throw skills obtained in the pre-test on an arithmetic mean of 8 11.54, a standard deviation of 2.47 and a post-test was the mean value of 17.38 and a standard deviation of 2.06 and the calculated value of t has reached -15.001, which is at a significance level of 0.05, and the significance level is less than 0.05.

The presence of statistically significant differences between pre and post test results shows that these differences are significant in favor of the post test.

**Table (6): Arithmetic mean and standard deviation of tribal measurement in the variables under study**

Variables	Unit of measurement	Average	Deviation	Broker	Convolution
Running with a ball	Time	22.53	3.46	23	0.31
Shooting at goal	Degree	8	1.97	7	-0.48
Control and Pass	Time	12.16	6.792	11	1.58
A seam shot.	Centimeters	11.53	2.67	12	-0.26

Table (6) shows the arithmetic mean, standard deviation, median, and torsion coefficient of the pre - measurement for the variables under study.

**Table (7): Arithmetic mean and standard deviation of telemetry in the variables under study. sample = 13**

Variables	Unit of measurement	Average	Deviation	Broker	Convolution
Running with a ball	Time	27.61	3.51	29	-0.73
Shooting at goal	Degree	11.61	2.11	6	0.93
Control and Pass	Time	6.32	15.24	18	2.32
A seam shot.	Centimeters	17.37	5.36	18	-0.45

**Table (8): Calculation of the value of (T) calculated between the pre and post measurements in the variables under study**

Variables	Tribal		Post		Calculated (t) value	The significance
	Average	Deviation	Average	Deviation		
Running with a ball	22.53	3.46	27.61	3.51	-8.72	Clean
Shooting at goal	8	1.97	11.61	2.11	-6.88	Clean
Control and	6.32	12.16	6.79	15.24	-1.33	Not Clean
A seam shot.	11.53	2.67	17.37	5.36	9.85-	Clean

<b>Shooting at goal</b>	<b>8</b>	<b>1.97</b>	<b>11.61</b>	<b>2.11</b>	<b>-6.88</b>	<b>Clean</b>
<b>Control and Pass</b>	<b>6.32</b>	<b>12.16</b>	<b>6.79</b>	<b>15.24</b>	<b>-1.33</b>	<b>Not Clean</b>
<b>A seam shot.</b>	<b>11.53</b>	<b>2.67</b>	<b>17.37</b>	<b>5.36</b>	<b>9.85-</b>	<b>Clean</b>

**Significance level (0.000)) It is clear from table (5) the presence of significant differences to test running football, and test the aiming on the goal, and test the contact throw statistically**

Between the pre and post measurements of the experimental group, and in favor of the telemetry in all variables under study, the test of ball control and the existence of differences between the two measurements and in favor of telemetry is not Clear.

**Table (9): The rate of change of the pre and post measurements in the variables under study**

<b>The change of the world is the most tragic.</b>	<b>Measurement</b>		<b>The team between the two records</b>	<b>Rate of change</b>
	<b>Tribal</b>	<b>Post</b>		
<b>Running with a ball</b>	<b>22.53</b>	<b>27.61</b>	<b>5.08</b>	<b>23%</b>
<b>Shooting at goal</b>	<b>8</b>	<b>11.61</b>	<b>3.61</b>	<b>45%</b>
<b>Control and control</b>	<b>6.32</b>	<b>6.79</b>	<b>0.47</b>	<b>7%</b>
<b>A seam shot.</b>	<b>11.53</b>	<b>17.37</b>	<b>5.84</b>	<b>51%</b>

**Table (9) shows the existence of a rate of change in favor of the telemetry from the pre- measurement.**

Through the statistical data in tables (4) - (9) as above presented, the researcher attributes the reasons for the improvement and development of players under the age of puberty in the variables under consideration, to the effectiveness of the training program weightlifting to develop the skill side of football players, where the program included a period of 8 weeks training had The impact on increasing the rates of skill development.

## **17. DISCUSSION OF THE RESULTS**

Running from the statistical treatment showed that there are statistically significant differences between the pre and post measurement in favor of the experimental group in the telemetric measurements, which shows the positive impact of the proposed training program weighted applied to the experimental

group in improving muscle strength, and digital levels to develop the skill side of football players Underage. The researcher believes that it is compatible with the previous two studies: the study of Abdul Aziz Al-Nimr and Atef Rashad and the study of Rifai Mustafa Hassan.

Shooting on the goal: From statistical treatment, there are statistically significant differences between pre and post measurement in favor of the experimental group in measurements on the goal, which shows the positive impact of the training program with the proposed weight applied to the experimental group in strength and improved muscle capacity to accurately repay the ball for development. The skill side of football players under puberty. The researcher believes that they are compatible with the previous study: the study of Ajami Mohammed Ajami.

Pass and control: From statistical treatment, there were statistically significant differences between pre and post measurement in favor of the experimental group, in the control and

control measurements (bouncing), which shows the positive impact of the proposed training program with the weight weights applied to the experimental group control and control to develop the skill side of the players. Football under puberty.

Seam Throw: From the statistical treatment it was found that there are statistically significant differences between the pre and post measurement in favor of the experimental group in the measurements of the seam throw, which shows the positive impact of the proposed training program with the weight weights applied to the experimental group in strength, and improving the muscular ability to develop the skill side of football players. Underage. The researcher believes that it is compatible with the previous two studies: the study of Dr. Abdulaziz Al-Nimr and Dr. Atef Rashad, and the study of Amr Diabetes.

## 18. CONCLUSIONS AND RECOMMENDATIONS

### I. CONCLUSIONS

Within the limits of the research sample and objectives, and according to the results of statistical analysis, the researcher was able to reach the following conclusions:

- Weights training program is designed to develop the skill side of football players under the age of puberty.
- There is a statistical function between the pre and post measurements of the research sample in the test of running skill, and in the ball skills which goes in favor of the post measurement.
- There is a statistical function between the pre and post measurements of the research sample in the test of the aiming skill on the goal and goes favor of the post measurement.
- There is a statistical function between the pre and post measurements of the research sample in

the test of control skill and control for the benefit of post measurement.

- There is a statistical function between the pre and post measurements of the research sample in the test of the skill of the seam throw and in favor of the post measurement.

### II. RECOMMENDATIONS

Within the limits of the objectives and hypotheses of the research and in light of the discussion of the research results, the researcher recommends the following:

- Using the weight training program content to develop the skill of football players under 11 years.
- Attention to training weights in the periods of public preparation and special football players under the age of puberty because of its effective impact in the development of skills: (running ball, aiming on the goal, control and control, throws seam) can be achieved.
- Training programs for coaches, organized by the Saudi Football Federation, should include weight training programs because of their importance in improving physical efficiency and their reflection on the skill level of football players.

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