ISSN NO: 2770-0003
July 2024

Designing an Educational Curriculum to Develop Basic Football Skills for Middle School Students in Al-Hawija District

T. Dr. Ahmed Ali Abdullah Ahmed Al-Jubouri, Ministry of Education, Kirkuk Education Directorate, Iraq.
A. T. Ibrahim Ahmed Najm, Ministry of Education, Kirkuk Education Directorate, Iraq.
A. T. SALIM IBRAHIM ALI, Ministry of Education , Nineveh Education Directorate, Iraq .
Ahmed.ali.abdullah191@st.tu.edu.iq

Abstract : The purpose of the project is to create a curriculum for teaching fundamental football skills and assess how it affects middle school students' ability levels. The study looks at the improvement percentage in physical test contributions to skill performance in youth football, the experimental group's technical performance of fundamental football skills in pre- and post-tests, and the significant difference in shooting and passing skills between the groups, which favors the experimental group. In order to improve their skill and physical capacities, age-specific characteristics were taken into consideration when designing the tests that the researchers used to measure youth football ability levels.

Keywords: Educational Curriculum, Basic Football Skills, Middle School

Introduction and Importance of the Research:

The world is seeing tremendous advances in research and technology in many domains, including sports sciences. School athletics are seen as the cornerstone that will enable physical education to progress in society. As the most popular sport in the world, football has drawn a lot of attention because of its importance and the enjoyment it offers to both players and fans. Therefore, in order to determine the most effective teaching strategies for acquiring the core abilities of this game, extensive scientific research has been carried out.

Utilizing a variety of teaching strategies that include having students participate in a single class or stage, organizing, carrying out, and assessing physical education activities, utilizing individual differences to inspire students to give their best effort in accordance with their abilities, and aiming to be on par with their peers (Ahmed Munther Jihad: 2010). From teacher-centered approaches, in which students were passive recipients of knowledge, to student-centered approaches, in which the teacher serves as a guide and grants students independence in practice—particularly in the practical application of motor skills—teaching methods have developed. This encourages competence and independence (Mohsen Mohamed Hommos: 1997).

The importance of the current research lies in studying and applying an educational curriculum using a training method for teaching some basic football skills.

Research Problem:

The researcher evaluated the ability level of the participating teams and its effect on the outcomes while working as a physical education teacher in the Kirkuk Education Directorate and participating in multiple school football leagues at the provincial level. The study looked into how pupils are taught certain sports talents, including basic football skills, because some teams were unable to get advanced results.

Thus, the research problem revolves around answering the following questions:

- Does the instructional approach raise the bar for acquiring some fundamental football skills?

Does the acquisition of fundamental skills affect middle school football players' ability level?

Research Objectives:

The research aims to:

1. Create a program that teaches middle school pupils the fundamentals of football.
2. Ascertain how middle school pupils' ability level is affected by fundamental football skills.

Research Hypotheses:

The researcher hypothesizes:

1. Middle school Students’ acquisition of certain fundamental football abilities is greatly influenced by the curriculum.

ISSN NO: 2770-0003
July 2024

2. The pre- and post-test results for the experimental and control groups differ significantly, with the experimental group's results favoring the post-test.

Research Fields:

1. Human Field: First, second, and third grade students (ages 13 to 16) at Al-Shu'lah Middle School and Al-Ishraq Middle School during the academic year 2023–2024.
2. Time Field: January 11, 2023 – May 1, 2024.
3. Location: Al-Hawija district, Hoor Al-Saquin Village; outdoor fields; the seven-player field.

Research Methodology:

Because the experimental approach was appropriate for the study's objectives, the researcher employed it. With the exception of one element, which the researcher modifies to ascertain and quantify its impact on the dependent variables, this approach entails controlling the primary factors influencing the change in the dependent variables (Wajih Mahjoub: 2003).

Research Population and Sample:

Because of their close proximity and accessibility to the study requirements, Al-Shu'lah Middle School and Al-Ishraq Middle School were chosen as the research population for the academic year 2023–2024. There were sixty pupils in the first, second, and third grades that made up the research population. Twenty pupils from each grade were included in the research sample, which was chosen at random from the two schools.

Table (2) shows the number of research sample individuals.

Research Group	Total Number
Experimental Group	30
Control Group	30

Homogeneity and Equivalence of the Research Sample Groups:

Homogeneity of the Sample:

Despite the fact that the research sample was drawn from the same educational level, the researcher used multiple methods to control factors in order to establish homogeneity among the individuals in the sample. Furthermore, effects that could have been influenced by individual differences within the sample population were reduced. In order to ascertain the true homogeneity, the researcher employed statistical techniques for morphological measures, such as mean, standard deviation, mode, and skewness coefficient, as indicated in Table (3).

Table (3): Homogeneity of the Research Sample

Variables	Unit of Measurement	Mean	Standard Deviation	Mode	Skewness Coefficient
Age	Year	14.041	0.201	14	0.203
Height	cm	162.232	2.045	156	0.429
Body Mass	kg	52.32	1.556	53	0.276

As can be shown in Table (3), there is homogeneity within the research sample when it comes to the morphological measurements (age, height, and body mass) because the skewness coefficients are smaller than (+1).

Equality of the Research Groups: Prior to starting the instructional curriculum, equality between the control and experimental groups was achieved for the research variables under investigation, which include dribbling, passing, controlling, and shooting.

As indicated in Table (4), statistical techniques such as mean, standard deviation, and the independent samples t-test were applied to the control and experimental groups.

Table (4) shows the means, standard deviations, calculated T-values, and the significance of differences for the variables (pre-tests of some basic soccer skills) between the control and experimental groups.

Variables	Unit	Experimental Group		Control group		Value(T) Calculated	Sig
		M	SD	M	SD		
Rolling	**second**	11,542	0,917	11,978	1,564	0,834	Random

ISSN NO: 2770-0003
July 2024

Handling	**degree**	3,968	0,932	3,776	0,880	1,067	Random
ball control	**degree**	3,058	0,954	3,875	0,899	0,992	Random
Scoring	**degree**	6,941	0,999	6,043	0,884	1,015	Random

3-4 Methods, Tools, and Equipment Used in the Research:
- Football field.
- 15 regulation footballs.
- Measuring tape.
- Colored adhesive tape.
- 24 cones.
- Whistle.

- Scientific Basis of the Tests:
To establish the scientific basis of the tests, the researcher applied the selected tests to a sample of 12 students.

- Test Reliability:
In order to evaluate test reliability, data processing was used to calculate the Pearson correlation coefficient between the first and second test outcomes. Table (5) presents the results, which demonstrated a strong association between the test scores and test reliability.

- Test Validity:
The researcher assessed the validity by obtaining expert opinions. The validity coefficient is associated with the reliability coefficient in Table (5).

- Test Objectivity:
By having two qualified teachers record test results for a sample of 12 Students concurrently, the researcher was able to guarantee the impartiality of the chosen exams. As demonstrated in Table (5), the computed Pearson correlation coefficient showed a strong correlation between the tests, demonstrating the assessment's impartiality.

Table (5) shows the coefficients of reliability, validity, and objectivity for the skill tests under study in football.

Skill	Correlation Coefficient Between First and Second Test	Self-Validity Coefficient	Significance
1. Dribbling towards a specific goal 20 m away	0.87	0.93	Significant ()
2. Ball control stopping within a 2×2 m square	0.81	0.90	Significant ()
3. Rolling test for 20 m and return	0.76	0.87	Significant ()
4. Shooting test at a goal divided into squares	0.78	0.88	Significant ()

Significant at a significance level of ≤ (0.05) with degrees of freedom (14) and a critical (t) value of (2.145).

3-10 Educational Methodology:
The researcher used instructional strategies based on scientific sources to build the curriculum after defining the skills being studied and the exams associated with them. A group of experts and specialists received the curriculum via questionnaire.

The curriculum of sixteen instructional modules spread across eight weeks, with two units taught each week. Every unit lasted forty-five minutes. A total of 720 minutes were allotted for the educational units. The distribution of the educational unit components, which were split as follows, is shown in Table (8):

Preliminary Part: This part includes introduction, warm-up, and physical exercises. The time allocated for this part in each educational unit was (15) minutes, totaling (256) minutes in the curriculum, accounting for (35.55%) of the total curriculum time.

ISSN NO: 2770-0003
July 2024

Main Part: This part includes educational activities and practical applications. The time allocated for this part in each educational unit was (24) minutes, totaling (384) minutes in the curriculum, accounting for (53.33%) of the total curriculum time.

Concluding Part: The time allocated for this part in each educational unit was (5) minutes, totaling (80) minutes in the curriculum, accounting for (11.11%) of the total curriculum time.

Table (6): Distribution of Educational Unit Components in Minutes with Percentage Ratios of Unit Parts

Educational Unit Parts	Time per Unit (Minutes)	Time per Week (Minutes)	Total Time (Minutes)	Percentage (%)
Preliminary Part	16 minutes	32 minutes	256 minutes	35.55%
Main Part	24 minutes	48 minutes	384 minutes	53.33%
Concluding Part	5 minutes	10 minutes	80 minutes	11.11%
Total	45 minutes	90 minutes	720 minutes	100%

Experimental Survey of the Curriculum:

The experimental survey of the curriculum was conducted on the same sample used in the initial experiment on Thursday, October 20, 2023. The objectives of this survey were:

- Identifying anticipated difficulties in implementing the educational curriculum and devising appropriate solutions.
- Assessing the suitability of the allocated exercise times within the educational units.
- Evaluating the adequacy of the field and its facilities for implementing the educational units.

Pre-Trial Tests:

Pre-trial tests for the research sample were conducted on October 21, 2023, at the Seven-a-side Pitch in Hor Al-Safin Village.

Main Experiment:

The researcher implemented two curricula:

1. The conventional educational curriculum, which was applied by the control group consisting of 30 students. This curriculum is tailored for middle school students and is standardized across schools in Salah Al-Din Governorate by the Directorate of Sports Activities.
2. The experimental group, also comprising 30 students, underwent a curriculum that included teaching football skills (rolling, handling, stopping, and shooting) using specific skill-based exercises, along with adequate and appropriate equipment for the specified duration.

The main experiment commenced on November 5, 2023, and concluded on January 5, 2024.

Statistical Methods:

Various statistical methods were employed including:

- Mean (μ) (Salah Al-Din Mahmoud Al-Am: 2003)
- Mode: the most frequently occurring value
- Standard deviation (Wadi Yassin Mohammed Al-Tikriti, Hassan Mohammed Abdul-Abedi: 1996)
- Skewness coefficient
- Pearson's simple correlation coefficient
- Student's t-test for paired samples
- Student's t-test for independent samples (Mohammed Nasr al-Din Ridwan: 2002)
- Coefficient of self-validity
- Percentage law

Presentation, Analysis, and Discussion of Results:

This section includes the presentation, analysis, and discussion of the results obtained by the researcher. The results were presented as follows:

- Presentation and analysis of test results for the researched skills in the experimental group:

The researcher used the t-test for paired samples to ascertain the differences in mean values and standard deviations between the pre-test and post-test for the experimental research group in the football rolling, handling, stopping, and shooting skills.

ISSN NO: 2770-0003
July 2024

Table 7: Arithmetic Means, Standard Deviations, and t-test Results between Pre-test and Post-test for Investigated Skills in the Experimental Group

Statistics & skills	Unit	Pre-test		Post – test		Calculated (T) Value	SIG
		M	SD	M	SD		
Rolling	Second	11, 542	0, 917	10 ,579	0 ,775	8,338	Sig
Passing	Degree	3,968	0,932	5,833	0,816	8,021	Sig
Control	Degree	3,058	0,954	5,816	0,928	7,669	Sig
Scoring	Degree	6,941	0,999	8,975	0,923	8,741	Sig
The critical t-value = 2.072 at a significance level of 0.05 and degrees of freedom of 23							

The rolling skill mean in the pre-test was (542.11) with a standard deviation of (917.0), according to the data in the above table, whereas the mean for the same skill in the post-test was (579.10) with a standard deviation of (775.0). At a significance level of 0.05 and degrees of freedom of 23, the computed (T) value of 338.8 is more than the critical (T) value of 7.2. This implies a substantial change, favoring the post-test, between the pre and post-tests.

The handling skill's mean in the pre-test was 968.3 with a standard deviation of 932.0, according to the results, whereas its mean in the post-test was 833.5 with a standard deviation of 816.0. At a significance level of 0.05 and degrees of freedom of 23, the calculated (T) value of 21.8 is more than the critical (T) value of 7.2, showing a substantial difference favoring the post-test.

The results showed that the mean for the stifling skill was (816.5) with a standard deviation of (928.0) in the post-test, compared to the pre-test mean of (58.3) with a standard deviation of (954.0). With a significance level of 0.05 and degrees of freedom of 23, the computed (T) value of 669.7 is higher than the critical (T) value of 7.2, indicating a substantial difference favoring the post-test.

The scoring skill had a mean of 941.6 in the pre-test and a standard deviation of 999.0 in the post-test, but 975.8 and a standard deviation of 923.0 in the latter case, according to the results. At a significance level of 0.05 and degrees of freedom of 23, the calculated (T) value of 741.8 is more than the critical (T) value of 7.2, showing a substantial difference favoring the post-test.

- Presentation and analysis of the results of the post-tests for the research skills between the control and experimental groups.

Table (8) shows the arithmetic means, standard deviations, calculated (T) values, and tabulated (T) values for the post-tests between the control and experimental groups.

Statistics & skills	Unit	Control Group		Experimental Group		Calculated (T) Value	SIG
		M	SD	M	SD		
Rolling	Second	11, 140	0, 986	10 ,579	0 ,775	3,004	Sig
Passing	Degree	4,310	0,954	5,833	0,816	7,963	Sig
Control	Degree	4,683	0,880	5,816	0,928	5,104	Sig
Scoring	Degree	6,987	0,974	8,975	0,923	5,321	Sig
The critical t-value = 2.02 at a significance level of 0.05 and degrees of freedom of 46							

ISSN NO: 2770-0003
July 2024

The rolling skill test results in the above table indicate that the experimental group scored a mean of 579.10 with a standard deviation of 7750, whereas the control group scored a mean of 140.11 with a standard deviation of 986.0. A significant difference favoring the experimental group is shown by the calculated (T) value of (004.3), which is greater than the tabulated value of (02.2) at a significance level of (05.0) and degrees of freedom (46).

In the same way, the experimental group had a mean score of 833.5 with a standard deviation of 816.0 in handling skill, while the control group received a mean score of (310.4) with a standard deviation of (954.0). A significant difference favoring the experimental group is shown by the calculated (T) value of (963.7), which is more than the tabulated value of (02.2) at a significance level of (05.0) and degrees of freedom (46).

The experimental group received a mean score of 816.5 with a standard deviation of 928.0 in the extinguishing skill, while the control group received a mean score of 683.4 with a standard deviation of 880.0. A substantial difference favoring the experimental group is shown by the calculated (T) value of 104.5, which is more than the tabular value of (02.2) at a significance level of (05.0) and degrees of freedom (46).

In terms of scoring ability, the experimental group scored 975.8 with a standard deviation of 923.0, and the control group scored 987.6 with a standard deviation of 974.0. A significant difference favoring the experimental group is shown by the calculated (T) value of (321.5), which is greater than the tabulated value of (02.2) at a significance level of (05.0) and degrees of freedom (46).

Discussion of Experimental Group Test Results:

Based on the experimental group's results, which are displayed in Table (10), the research sample's pre- and post-test technical performance levels for the particular fundamental football skills showed statistically significant differences.

The success of the training technique, which is scientifically organized with the organization and variation of suitable exercises and takes into account an equitable progression from simple to tough for all skills, is credited by the researcher for this. Qasim Lazam Sabr (2005), who claims that skill coherence and structure contribute positively to retention, supports this. Skills with high levels of organization, or those that exhibit strong organization throughout, facilitate quicker and easier learning and, as a result, have higher retention rates.

Furthermore, as Moufaq Asaad (2009) points out, the training method is intended to increase each student's mobility by giving them enough time to practice and train the activity. This highlights the training method's importance in offering additional possibilities for skill repetition and practice. As a result, additional labor repetitions are necessary.

This is corroborated by Imad Zubeir (2005), who states that one of the training method's key components is that it allows the learner ample time for practice, application, and autonomous work. Mohammed Abdullah (2001) backs up the claim that a player's self-evaluation is the key to motivation. The player's sense of self influences the excitement of many good emotions, inspiring self-confidence, which in turn promotes vitality, enthusiasm, enjoyment, and contentment.

Mohammed Mahmoud Al-Hilah (2001) suggests that effective teaching methods facilitate communication and the transfer of learning objectives from the instructor to the student. They also enhance the effectiveness and quality of the learning process, encourage students to participate more in class, pique their interest in learning more and continuing it, and make material easier to remember by having students apply exercises after they have been explained, presented, and trained on them. Finally, they give students ongoing feedback on nutrition. raises pupils' motivation and helps them practice skills accurately, according to Zaffer Hashim (2002). Adhering to the proper learning process via clarification, demonstration, practice, and feedback from others and oneself boosts the learner's motivation and inspires him to execute the task with zeal and determination.

Conclusions:

The researcher came to the following conclusions based on the research findings and in consideration of the goals and presumptions of the study:

1. The experimental group of the research sample showed statistically significant differences in the technical performance level of the specific basic skills defined in football between the pre-test and post-test. Additionally, the experimental group showed differences in the rate of improvement in the contribution of certain physical tests in the development of the skill performance level in football for young people.

ISSN NO: 2770-0003
July 2024

2. The teaching approach allows the learner adequate time for autonomous practice, application, and work.
3. The experimental group significantly outperforms the other group in terms of handling and scoring abilities.

Recommendations:

The researcher suggests the following in light of the findings and conclusions of the study:

1. Using the tests the researcher created to gauge young people's ability levels.
2. Taking into account the traits of the various age groups when working with adolescents in order to help them advance their technical and motor skills.

References :

1. Ahmed Mondher Jihad, The Impact of Using a Proposed Program in Physical Education Lesson to Improve Some Basic Skills in Football for Middle School Students: (Master's Thesis, Tikrit University / College of Physical Education, 2010).
2. Salah al-Din Mahmoud Alam, Analysis of Data in Psychological, Educational, and Social Research, 3rd edition: (Cairo, Dar al-Fikr al-Arabi, 2003).
3. Dhafir Hashim Ismail, The Integrated Teaching Method and Its Impact on Learning and Development Through Spatial Organizational Choices in Tennis Education: (PhD Thesis, University of Baghdad / College of Physical Education, 2002).
4. Imad Zubeir, Technique and Tactics in Five-a-Side Football, 1st edition: (Baghdad, Sindbad Printing Company, 2005).
5. Qasim Lazam Sabr, Readiness Theory and Specific Area Training in Football, 2nd edition: (Baghdad, Dar Al-Jami'a for Printing and Publishing, 2009).
6. Mohsen Mohammed Homs, The Guide to Teaching Physical Education: (Alexandria, Ma'aref Printing Press, 1997).
7. Mohammed Abdullah Al-Hazza, Mukhtar Ahmed, Basic Football Skills: (Kuwait, Gulf Voice Printers, 2001).
8. Mohammed Mahmoud Al-Hilah, Basics of Designing and Producing Educational Tools: (Amman, Dar Al-Masar for Publishing and Distribution, 2001).
9. Mohammed Nasr al-Din Ridwan, Descriptive Statistics in Physical Education and Sports Sciences, 1st edition: (Cairo, Dar al-Fikr al-Arabi, 2002).
10. Moufaq As'ad Mahmoud, Scientific Research and its Methods: (Baghdad, Dar Al-Kutub for Printing and Publishing, 2002).
11. Wajih Mahjoub, Tests and Principles of Statistics in the Sports Field: (Baghdad, Higher Education Printing Press, 1987).
12. Wadia Yassin Mohammed Al-Tikriti, Hassan Mohammed Abdul-Abedi, Statistical Applications in Sports Education Research: (Mosul, Dar Al-Kutub for Printing and Publishing, 1996).