

THE EFFECT OF USING COMPETITIVE TRAINING WITH & WITHOUT TOOLS AS A MOTIVATION TO DEVELOP SOME TECHNICAL AND SKILL ABILITIES IN YOUNG FOOTBALLERS

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Abstract

The foundations must be provided to ensure the success of the training process are mainly dependent on the mechanism of preparation and the creation of training curriculum that is compatible with the scientific foundations in terms of setting the integrated athlete and commensurate with the abilities and capacities to improve its reputation in general, and this depends mainly on the ability of the coach to take advantage of the science related to the concept physical and motor and linking trends of various physical and physiological and skill and psychological.

The research aims to: -

- Preparation of competitive drills using tools and without a motive to develop some physical abilities and skills of the young players in football.
- Knowledge of the effect of exercise in the development of some of the physical abilities and skills of the young players in football.
- The researcher used the experimental method to the nature of the suitability Search.

Conclusions

1-The use of competitive training increases players' interest towards offering the best which reflects positively on general sport level.

2-Using various tools especially the uncommon ones with these practices to increase the effectiveness of players, achieve training goals and raise sporting level.

3-Good choice of helping practices and tools helps in time investment and reach goals while raising the skill, planning and psychological level for the players.

KEYWORDS: Education. Faculties. Quality management. Organization.

1. INTRODUCTION

Principles that should be provided to make training successful in general are concentrated in setting training methods based on scientific bases in terms of physical, skill, planning and psychological comprehensive preparation because this sporting training aims in general to raise and maintain performance level reaching the highest achievement that both the trainer and the athlete are look forward to. This is by using science related to physical and motor concepts then linking them with different, philosophical, skill and psychological attitudes, so the task of athletes is to built training programs which include means and goals that enhance player's need of requirements to be used in his game (Mofti Ibrahim Hammad, 2002, 171). If we follow-up developments in performance levels in general for footballers, we will find that this is due to the development of trainers' abilities in employing the achieved scientific developments to make full use of functional abilities of players as well as making use of research results in sciences related to sport training (philosophy, sports medicine, biomechanics, etc) in preparing players correctly to invest the most inner abilities of the athlete using various training methods in addition to devices and tools in an optimum way. This was positively reflected on the achieved results and this shows that continuous development in sport games, especially football depends on how to prepare players in physical, skill, psychological, functional and educational aspects which are reflected in motor performance during training and competition. To increase players' motivation to perform the best level, it is required from trainers to search for the best methods to achieve that including using competitive training that increases players' motivation and enthusiasm to double efforts effectively to perform the best which helps raise the numbers' level and comprehensive preparation that is the main goal which the coach seeks to achieve the hoped development. Therefore, the researcher was interested in preparing competitive training with and without tools as a motivation to develop some physical and skill abilities in players of Waset Education football team.

Problem of the Study: If we follow the level of footballers in general in different age categories, we will notice a clear contrast between physical, skill, functional and psychological levels of players despite training continuity which is reflected negatively on the results. As the researcher is working at the sport training and academic setting, he believes that these contrast and reduction in general level are due to the inability of trainers to set various training elements which contribute to players' motivation to show all their abilities and do their best during training unit as it lacks competitiveness, interest and activeness which decrease training motivation. In addition, the most training units do not use devices and tools as training means that help raise their skill and mental abilities, increase their experience and raise the level of acquired information to enable them to deal positively with various situations which makes training traditional and negatively reflected and deprive training from competition and enjoyment which are among its basic and educational advantages. Accordingly, the researcher started prepare competitive training with and without tools as a motivation.

Objectives of the Study

- Preparing competitive training with and without using tools as a motivation to develop some physical and skill abilities of Waset Education football team.
- Knowing the effect of this training on developing some physical and skill abilities of Waset Education football team players.

Hypotheses of the Study

- There are statistically significant differences between pre- and post- tests of some physical and skill abilities of players of both empirical and control football players.
- There are statistically significant differences between football players in post-tests of physical and skill football abilities.

2. MATERIAL AND METHODS

The researcher used the empirical method as it is appropriate to the nature of the study being the best and the most successful method that tests hypotheses' reliability and determines general relations among variables.

Population & Sample of the Study

Population and sample of the study is represented in Waset Education football team players (18 players) who became (16) after eliminating both goalkeepers. Players were divided into two groups, empirical and control groups, using equal groups with pre- and post- tests. The empirical group was trained according to the method prepared using competitive training and tools, while the control group was trained using traditional method. It is important to find homogeneity among persons of the study to avoid factors affecting the results of the experiments and to enable the researcher to return contrast in the empirical factor. The researcher made measurements related to (length – weight – age and training age) variables by extracting skewness coefficient value of the measurements. All measurements referred that they achieve normal curve which ranges from (+-3) which shows good distribution of the study sample's individuals as shown in table (1).

Table 1: Values of arithmetic means, standard deviations, median and skewness coefficient:

No	Variables	Measuring unit	M	S.D	Med	Ske
1	Length	Cm	179.9	1.72	180	0.17-
2	Weight	Kg	70.8	1.93	70.5	0.46
3	Age	Year	20.8	0.78	21	0.76-
4	Training age	Year	2.6	0.51	3	2.35-

Determining Physical, Skill Abilities and their Tests

For the purpose of determining physical, skill abilities and their suitable tests to the nature of the study, the researcher prepared a questionnaire to determine the most important abilities, physical and skill tests (see annex 1) presented to a group of specialists and experts as in annex (2) abilities and tests that got over 80% were chosen as the researcher has the right to determine suitable percentage for him. (see tables 2 and 3).

Table2: The percentage of experts' agreement on the candidate physical and skill abilities

Physical abilities	The Agreed out of 7	Percentage	Chi square value	Yes	No	Expert number
Strength	7	100%	7	Yes		7
Speed	7	100%	7	Yes		
Explosive power	7	100%	7	Yes		
Performance endurance	6	91.3%	5.38	Yes		
Handing	7	100%	7	Yes		
Scoring	7	100%	7	Yes		

Table 3: Experts' opinions in physical and skill tests

No	Physical and skill variables	Candidate tests	Test goal	Experts	Agreed experts	Chi square value
1	Muscular strength	Lifting a 25 kg ballast for 30 sec	Muscular strength Of foot		6	5.33
2	Speed	Running for 30 m in flying posture	Transitional speed		7	7
3	Performance endurance	Performing reverse handings with 2 opposite players with 10 m distance within 1 min	Performance for the longest possible period	7	6	5.33
4	Explosive power	Long jump from standing	Explosive power of feet muscles		7	7

5	Handing	Counter handing in the block from 5m within 3 sec	Measuring handing accuracy		7	7
6	Scoring	Scoring on a goal divide from 18 m distance	Measuring scoring accuracy		7	7

Pre-Tests: The researcher made pre-tests for the empirical group at 2 o'clock on Tuesday 21/01/2014 in the playground of Faculty of Physical Education, Waser University and skill tests at 4 o'clock on the same day and for the control group at the same timings on Wednesday 22/01/2014.

Equal Samples: To achieve equality between both groups, the researcher performed equality in physical and skill variables of the study as in table (4)

Table 4: Arithmetic means, standard deviations, the T scheduled and counted values for both empirical and control groups for physical and skill pre-tests

Difference significance	T scheduled value	T counted value	Control group		Empirical group		Physical and skill variables
			SD	M	SD	M	
Insignificant	2,14	0,249	2,602	6,771	2,535	6,429	Muscular strength number
Insignificant		0,178	2,076	4,312	2,124	4,512	Speed Sec
Insignificant		0,888	0,055	2,054	0,079	2,022	Explosive power M
Insignificant		0,017	3,031	9,141	3,020	9,125	Performance endurance Number
Insignificant		0,001	2,894	8,377	2,893	8,375	Handing Number
Insignificant		0,026	0,654	0,972	0,618	0,966	Scoring Degree

Freedom degree (14) and significance level (0.05)

The Main Experiment: After reviewing a lot of scientific studies and references, the researcher prepares various competitive training models with or without using tools aiming to develop some physical and skill variables. The empirical group was trained using posts with different heights, barriers, iron and stone couches, models that represent opponent players, using circles, rings and food ballasts, while the control group was trained as follows:

- 1- Training start on Saturday 25/01/2014.
- 2- The experiment lasted for (6) weeks.
- 3- Number of training units is (3) units weekly (total unit number is 18 training units).
- 4- Training days (Saturday – Monday – Wednesday).
- 5- Time of the single training unit is (90) minutes.
- 6- Total training time (1620 mins) for each group.
- 7- The experiment ended on 07/03/2014.

Post-Tests: The researcher performed post-tests on Saturday 08/03/2014 for the empirical group and on Sunday 09/03/2014 for the control group. The researcher tried to have similar conditions with post-tests.

3. RESULTS AND DISCUSSION

Table 5: showing means of pre- and post- tests, total differences, differences deviations square, counted and scheduled T values, difference significance and development percentage for the empirical group.

Development percentage	Difference significance	T scheduled value	T counted value	subtracted	total differences	Post-test-s	Pre-test-s	Unit	Physical and skill variables
%44,21	significant	2,36	28,81	1,388	40	11,25	6,25	number	muscular strength
%30,87	significant		45,26	0,190	8,6	3,41	4,5	sec	Speed
%28,80	significant		6,962	0,869	6,05	2,84	2,022	m	Explosive power
%36,52	significant		59,04	0,707	42	14,375	9,125	number	Performance endurance
%37,96	significant		64,06	0,640	41	13,5	8,375	number	handing
%75	significant		25,53	0,744	19	3,5	0,875	degree	scoring

Freedom degree: (7) and significance level: (0.05)

By looking at table (5), we will find that the arithmetic mean value in the pre-test of muscular strength has become 6.25 and in post-test was 11.25, while total difference between both tests was 40 with a standard deviation of 1.388. By extracting the T counted value for linked samples (28.81), it was found out that it is bigger than the T scheduled value (2.36) at freedom degree of (7) and significance level of (0.05) which means that there are significant differences between both tests and for the sake of the post-test with development percentage of (44.21%). As for speed variable, the arithmetic mean for the pre-test was (4.5) while it was (3.41) for the post-test with total difference of (8.6) with a standard deviation (0.190). By extracting the counted T value (45.26), it was found that it is bigger than the scheduled value (2.36) which means that there are significant differences between pre- and post- tests with (30.87%) development percentage. As for explosive power, the mean of pre-test was (2.022) and for post-test was (3.41) with total difference of (6.05) and (0.689) standard deviation. By extracting the counted T value (6.962), it was bigger than the scheduled value (2.36) and this means that there are significant differences between both tests for the sake of the post-test with (28.80%) development. Concerning performance endurance test, the pre-test mean was (9.125) and (14.75) for post-test with total difference of (42) and standard deviation of (0.707). By extracting the counted T value (59.04), it was bigger than the scheduled value (2.36) and this means that there are significant differences between both tests for the sake of the post-test with (36.52%) development. As for skill variables, pre-test mean for handing was (8.375) and the post-test was (13.5) with difference total of (41) and standard deviation of (0.640). By extracting the counted T value (64.06), it was bigger than the scheduled value (2.36) and this means that there are significant differences between both tests for the sake of the post-test with (37.96%) development. As for scoring variable, pre-test mean for handing was (0.875) and the post-test was (3.5) with difference total of (19) and standard deviation of (0.744). By extracting the counted T value (25.53), it was bigger than the scheduled value (2.36) and this means that there are significant differences between both tests for the sake of the post-test with (75%) development.

Table6: arithmetic means for pre- and post- tests, total differences, standard deviation, T counted and scheduled values, differences significance and development percentage for the control group:

Development percentage	Difference significance	T scheduled value	T counted value	subtracted	total differences	Post-tests	Pre-tests	Unit	Physical and skill variables
%13,97	significant	2,36	8,490	1,06	9	8,87	6,75	number	muscular strength
%10,7	significant		4,983	0,666	3,1	3,97	4,75	sec	Speed
%10,75	significant		4,387	0,547	2,4	2,381	2,08	m	Explosive power
%15,93	significant		10,204	1,274	13	10,75	9,125	number	Performance endurance
%10,25	significant		8,490	1,060	9	9,75	8,629	number	handing
%64,62	significant		9,385	1,172	11	2,12	0,75	degree	scoring

Table (6) shows that the arithmetic mean value in the pre-test of muscular strength has become (6.75) and in post-test was (7.87), while total difference between both tests was (9) with a standard deviation of (1.060). By extracting the T counted value for linked samples (8.490), it was found out that it is bigger than the T scheduled value (2.36) at freedom degree of (7) and significance level of (0.05) which means that there are significant differences between both tests and for the sake of the post-test with development percentage of (13.97%). As for speed variable, the arithmetic mean for the pre-test was (4.75) while it was (3.97) for the post-test with total difference of (3.1) with a standard deviation (0.622). By extracting the counted T value (4.983), it was found that it is bigger than the scheduled value (2.36) which means that there are significant differences between pre- and post- tests with (10.07%) development percentage. As for explosive power, the mean of pre-test was (2.08) and for post-test was (2.381) with total difference of (2.4) and (0.547) standard deviation. By extracting the counted T value (4.9387), it was bigger than the scheduled value (2.36) and this means that there are significant differences between both tests for the sake of the post-test with (10.75%) development. Concerning performance endurance test, the pre-test mean was (9.125) and (10.75) for post-test with total difference of (13) and standard deviation of (1.274). By extracting the counted T value (10.204), it was bigger than the scheduled value (2.36) and this means that there are significant differences between both tests for the sake of the post-test with (15.93%) development. As for skill variables, pre-test mean for handing was (8.629) and the post-test was (9.75) with difference total of (9) and standard deviation of (1.060). By extracting the counted T value (8.490), it was bigger than the scheduled value (2.36) for the post-test with (10.25) development percentage. As for scoring variable, pre-test mean for handing was (0.75) and the post-test was (2.12) with difference total of (11) and standard deviation of (1.172) for the sake of the post-test with (64.62%) development.

From previous presentation, it becomes clear that there is a development in individuals of both groups, but results of the empirical group were higher than those in the control group such as result of legalized and programmed training due to players' abilities as well as using helping means in training, while the control group training depended on normal training.

Presenting analysis of post-tests’ results for the empirical and control group in physical and skill variables

For the purpose of knowing differences significance of the means between results of both groups in post-tests, the researcher showed the results as follows in table (7):

Table 7: arithmetic means for post-tests in physical and skill variables, total differences, standard deviation, T counted and scheduled values, differences significance and development percentage for the control and empirical groups:

Difference significance	Significance level	Freedom degree	T scheduled value	T counted value	Control group		Empirical group		physical & skill variables
					SD	M	SD	M	
significant	0,05	14	2,14	11,418	0,640	7,87	0,908	11,25	muscular strength
significant				9,333	0,112	3,97	0,216	3,41	Speed
significant				6,95	0,181	2,381	0,188	2,84	Explosive power
significant				5,353	1,374	10,75	2,385	14,37	Performance endurance
significant				6,655	1,015	9,68	1,981	13,5	handing
significant				5,798	0,179	2,12	0,907	3,5	scoring

Freedom degree: (14) and significance level: (0.05)

By looking at table (7) showing results of post-tests for both groups in physical and skill variables, we will find that the arithmetic mean value in empirical group of muscular strength has become (11.25) and the standard deviation was (0.908), the arithmetic mean value in control group was (7.85) with a standard deviation of (0.640). By extracting the T counted value (11.418), it was found out that it is bigger than the T scheduled value (2.14) at freedom degree of (14) and significance level of (0.05) which means that there are significant differences between both groups in the post-test and for the sake of the empirical group. As for speed variable, the arithmetic mean for the empirical group was (3.41) while the standard deviation was (0.216) the arithmetic mean for the control group was (3.97) with a standard deviation (0.112). By extracting the counted T value (9.33), it was found that it is bigger than the scheduled value (2.14) at freedom degree (14) and significance level (0.05) which means that there are significant differences between both groups for the sake of the empirical group. As for explosive power, the arithmetic mean for the empirical group was (2.84) while the standard deviation was (0.188) the arithmetic mean for the control group was (2.381) with a standard deviation (0.181). By extracting the counted T value (6.95), it was found that it is bigger than the scheduled value (2.14) which means that there are significant differences between both groups for the sake of the empirical group in post-test as a result of applying competitive training within strength and speed which helped to reach this development percentage. As for performance endurance, the arithmetic mean for the empirical group was (14.375) while the standard deviation was (2.385) the arithmetic mean for the control group was (10.75) with a standard deviation (1.374). By extracting the counted T value (5.353), it was found that it is bigger than the scheduled T value (2.14) at freedom degree (14) and significance level (0.05) which means that there are significant differences between both groups for the sake of the empirical group in the post-test as the applied training focused on developing the endurance ability that is proportionate with the main work form in competition which raised their performance and endurance levels. As for skill variables, the arithmetic mean for the empirical group was (13.5) while the standard deviation was (1.981) the arithmetic mean for the control group was (9.75) with a standard deviation (1.015). By extracting the counted T value (6.655), it was found that it is bigger than the scheduled T value (2.14) at freedom degree (14) and significance level (0.05) which means that there are significant differences between both groups for the sake of the empirical group in post-test as the researcher focused in applying training on connecting them with physical training and increasing pressure factors on players for the increasing and frequent difficulty to help raise performance level. As for scoring, the arithmetic mean for the empirical group was (3.5) while the standard deviation was (0.907) the arithmetic mean for the control group was (2.12) with a standard deviation (0.179). By extracting the counted T value (5.798), it was found that it is bigger than the scheduled value (2.14) at freedom degree (14) and significance level (0.05) which means that there are significant differences between both groups for the sake of the empirical group in post-test resulting from frequent scoring training in different forms with and without using tools which contributed to raise development degree for players.

Post-tests’ Results Discussion for the Empirical and Control Groups

By looking at table (7) showing results of post-tests for both groups, it becomes clear that there are significant differences between them in physical and skill abilities and this shows the negative effect of training used in the empirical group as results showed that there is a noticeable development in muscular strength for the sake of the empirical group’s individuals as a result of using jump and leap training based on body weight, ballasts and medical balls with asserting the performance of various physical training and linking them with the basic skills as the performance should be quickly according to specific terms by the trainer to be similar to what happens in competition and determine timings to increase competition and interest. This also helps to develop the ability of the muscular system as it is the basic support of successful performance resulting from performing strong and quick muscular contractions as developing footballers’ strength and the ability of using it quickly is proportionate with playing state and they are the major factor to reach the vest level (because muscular system in playing is responsible for overcoming different resistance

resulting from different playing states along the match time and effective performance of basic skills does not happen without quick muscular contractions) (Kazem Elrabeay and Moawak El Mawla, 1988, 247). As for speed, we notice that there is a clear development for the sake of the empirical group as a result of performing various training with various forms with and without tools like rubber ropes, the weight of partner's body, running on a slope surface, running with various styles as well as using posts and different height barriers to change directions, speed patterns and player's conditions. The, the researcher links this training with the skill performance to raise interest and competitiveness degree, adapting functional systems to difficult situations and the ability of success with multiple frequencies to raise the areal and non-areal competence functions. This results in developing multiple types of speed such as transitional speed and reaction as the athlete needs them in competition. A footballer needs (quick response to the incentives that emerge during competition as ball or opponent's movement, so it is required that transitional speed and response should develop from different locations and linking them with ball movement all over the pitch) (Kazem Rabea and Mowafak El Mawla, 1988, 344). As for the control group, there was a development in the level of speed level as a result of frequent related training but with less degree than the empirical group as it lacks variability and interest as well as not using tools that raise development degree. As for the explosive power, there is a good development for the sake of the empirical group as a result of using various tools such as barriers, posts, medical balls and the stairs using jump and leap training to raise both strength and speed level which depend on body weight or additional weights such as dragging barrels or rubber ropes. This cannot be done without raising the level of nervous system development that depends on strong and quick training and the ability of their repetition. The study also links this training with basic skills of the game. All of these aspects contributed to the development of explosive power due to development in the central nervous system. Sale 1992 thinks that the increase of muscular ability is due to the increase in motor nerves flow as a result of stimulating motor units that are subject to legalized and frequent training related to the type of skills. In addition, quick and competitive jumping training influenced the nervous system through the increase of clear nerve-muscular impulses and coordination by quick response to muscles with quick and strong contractions. Concerning performance endurance, through post-tests results of the study sample, there were significant differences for the sake of the empirical group which means that the competitive use was more effective in making the needed development in traditional training. Football needs high physical abilities that enables footballers to continue in good performance for the longest possible period, so they need continuous training similar to competition as sport training leads to "Physiological changes and level development as long as these changes are positive to achieve systems adaptation and be able to bear burdens with high competence with less effort" (Mohamed Hassan Allawy, 1992, 24).

Regarding handing, there are significant differences between both groups and for the sake of the empirical group as the researcher various practices based on using wall plateaus, small goals and posts with a set of conditions to increase competition and difficulty using time and number of handing times in certain areas from different distances similar to competition using the principle of frequency to raise experience level reaching automatic performance because the player reaches this level through "frequent repetition using various training, external factors such as one or more opponents, using various tools that increase difficulty degree or getting into situations that need solutions, so these practices raise experience level and develop performance level too" (Mofty Ibrahim Hammad, 1994, 25). In scoring variable, there are significant differences between both groups for the sake of the empirical group. The researcher thinks that this development resulted from effective practices of individuals in the empirical group using divided and small goals, squares in walls, posts, partners, different distances and postures due to increasing difficulty and focus with similar postures to competition which is reflected positively in "raising competence level. Scoring training should correspond with real conditions in matches as possible and training was including some sudden and variable situations which surround the player and make him act quickly" (Mukhtar Salem, 1988, 50).

4. CONCLUSION

- 1- The use of competitive training increases players' interest towards offering the best which reflects positively on general sport level.
- 2- Using various tools especially the uncommon ones with these practices to increase the effectiveness of players, achieve training goals and raise sporting level.
- 3- Good choice of helping practices and tools helps in time investment and reach goals while raising the skill, planning and psychological level for the players.

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6. APPENDAGES

Annex 1: Tests of Physical and Skill Abilities

No	Test goals	Tests	Physical and skill variables
1	Muscular strength of feet muscles	Carrying a 25kg ballast for 30 seconds Jumping with grapping knees to the chest level within 30 sec	Muscular strength
2	Measuring maximum speed	Running 30 m from the flying posture. 50 m running	Speed
3	Measuring performance endurance	Two opposite players with 5m distance, two reverse handing times within 1min. 5m x 5m square, player with the ball in middle square moving with the ball towards one of the corners then turning to reverse angle and returning horizontally to the other angle and back diametrically to the reverse angle within 1 min.	Performance endurance
4	Measuring foot muscle strength	Long jump from fixed position. Vertical jump	Explosive power
5	Handling measurement accuracy	Handing on a wall plateau (counter handing) for 30 sec Handing on a small goal from a distance of 10m	handing
6	Measuring scoring accuracy	Scoring on a goal divided from 18 m. Moving between posts with 1m between each post and scoring from 16m distance	Scoring

Annex 2: Expert Names to Choose Physical Abilities and their Tests

No	Expert name	Specialization	Workplace
1	Prof. Dr. Mahgoub Almashhadani	Tests & measurements	college of Basic Education – Al Mostanseria Universiy
2	Prof. Dr. Naeem Abdel Hussein	Sport Training	college of Physical Education – Babylon University
3	Ass. Dr. Nagi Kazem	Football Training	college of Physical Education – Baghdad University
4	Ass. Dr. Bahaa Mohamed Taki	Training Philosophy	college of Physical Education – Waset University
5	Ass. Dr. Mohamed Kazem Arab	Psychology - Football	college of Physical Education – Waset University

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